

Course Owning Unit	Course ID	SLO Name	Assessment Type	Assessment Tool	Benchmark Met	Assessment Data & Analysis	Assessment Tool Assigned To	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
Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 102	SLO 1_Add, Subtract, Divide, and Multiply	Objective Type Exam/Quiz - In Course	A math quiz on addition and subtraction with 10 problems will be given to student as an assessment for SLO 1.	Benchmark Met	In the Maritime 102, math for mariners, there are 22 students enrolled. All the 22 students took the math assessment for SLO 1. They had gone through a review before they did the test. The result came out as 17 got 70% and higher, and 6 of them got below 70%. This result showed that there were 77% of the students passed with 70% and higher. (TH)		No. The SLO statement doesn't need revision.	It is critical to ensure that the assessments being developed are linked to the course learning outcomes for the course and the skills to be tested are well understood by the students.	Approved
Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 106	SLO 1_Agroforestry Practices and Systems	Written Assignment or Essay	Students are expected to apply the writing process to their knowledge and understanding of various agroforestry based practices and systems.	Benchmark Met	All the students (100%) participated in the activity. Overall average class percentage is 85%.Students scored grade higher than grade C. A 40%(First most achieved grade) B 20% (Second most achieved grade) B+ 20% (Second most achieved grade) C+ 20% GENDER 1.Male participation-40% 2.Female participation-60% GENDER RATIO BOYS:GIRLS 2:3 GRADE RATIO FOR BOYS A:B:B+ 1:1:0 GRADE RATIO FOR GIRLS A:B+:C+ 1:1:1 ANALYSIS OF DATA 1.Overall pass percentage is 85.Scores achieved A 40%,B+ 20%,B 20%, C+ 20% 2.Girls to boys ratio in enrollment is 3:2 in the course.Girls start with the basic course of this program showing higher interest for agroforestry. 3.The highest score achieved by Boys is A,B while the highest score achieved by Girls is A,B+,C+.Girls perform better in the new programs and new courses showing more participation and interests.		No. The SLO statement doesn't need revision.	Assessment tool and data analysis well developed	Approved

Department (STEM) - STEM	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Dako Nating	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well developed	Approved
Program (GE) - General Education	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Dako Nating	No. The SLO statement doesn't need revision.	Well developed	Approved

Program (GE) - General Education	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well developed	Approved
Program (LA) - Liberal Arts AA	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Dako Nating	No. The SLO statement doesn't need revision.	Well developed	Approved
Program (LA) - Liberal Arts AA	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well developed	Approved

Program (NURS) - Nursing AS	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Dako Nating	No. The SLO statement doesn't need revision.	Well developed	Approved
Program (NURS) - Nursing AS	MICR 101	SLO 1_Analyze	Objective Type Exam/Quiz - In Course	A closed note practical lab exam on helminthes and vectors was given to students. The exam had two parts. In Part 1-the students were asked to match the names of diseases, pathogens and photos provided with the correct vector(s). In Part-2 students matched the helminthes to diagnostic stages, transmission, scientific names and classification (Domain-Eukarya, Kingdom-Animalia, Class-Cestodes, Trematodes or Cestodes). .	Benchmark Met	Eighteen (18) students enrolled in MICR101 this semester. Out of this enrollment, there were five (5) males and thirteen (13) females. Out of 5 males, 4 took the test and all of them scored 75% or better. In comparison, out of 13 females, 11 took the test of which 92% of them scored 75% or higher. Overall, the percent of students that scored 75% or more was 83.3%. Therefore the Benchmark was achieved.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well developed	Approved

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 107	SLO 1_Analyze Soil Samples	Experiment or Other Laboratory Experience	Students will analyze various soil samples and identify the various soil horizons in a soil profile	Benchmark Met	All the students (100%) participated in the activity. Overall average class percentage is 85.71%.Students scored grade higher than grade C. A 25%(Second most achieved grade) B 25% (Second most achieved grade) B+ 50% (First most achieved grade) GENDER 1.Male participation-25% 2.Female participation-75% GENDER RATIO BOYS:GIRLS 1:3 GRADE RATIO FOR BOYS A:B:B+ 0:0:2 GRADE RATIO FOR GIRLS A:B:B+ 1:1:2 LOCATION 12.5% Student participation from Wotje learning center.87.5% student participation from Majuro Highest grade achieved-A Out of 75% Female participation 17% females are from Wotje center ANALYSIS OF DATA 1.Students met the benchmark by performing experiments of soil in lab and out in the field observing the soil samples. 2.Girl participation is higher as the girls interest in agriculture /gardening and producing healthy organic food is higher showing the shift in social conditioning from home maker to food provider in the native communities 3.Girls success rate and higher grade achiever indicates the curiosity of learning new skills and gaining knowledge about natural environment	No. The SLO statement doesn't need revision.	Well developed SLO with SLO assessment results and data analysis.	Approved
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Program (BUS) - Accounting Clerkship CC	ACC 133	SLO 1_Apply Basic Accounting Skills	Objective Type Exam - Midterm	Students will be provided with a list of transactions where they would be required to prepare financial statements namely: The Income Statement, the Owners Equity and the Balance Sheet. The criteria will be 5% class discussion and 20% Mid Term Test.	Benchmark Met	SLO 1: Basic skills Use basic accounting and bookkeeping skills: A. Record and post transactions in the basic accounting equation; B. Prepare an income statement, balance sheet, and statement of owner's equity for sole proprietorship business; C. Prepare subsidiary ledger and special journals; D. Prepare bank reconciliation Assessment Tools Students will be provided with a list of transactions where they will be required to prepare financial statements namely; The income statement, the owner's equity and the balance sheet. The assessment will be 20% as part of the Mid-Term Exam. Benchmark 70% of the students who are attending the class, participating in class and doing the assessment will be able to pass this course. In this assessment, students will demonstrate skills in the following: 1. Record and post transactions in the basic accounting equation; 2. Prepare an income statement, balance sheet and statement of owners equity for a sole proprietorship business; 3. Prepare subsidiary ledgers and special journals. Students will be provided scenario-based questions for the pretest and mid-term examination. The students will be required to calculate interest rates, prepayment amounts, prepayment journal entries, construct a general ledger account, reconcile the general ledger account with the trial balances, construct a statement of income and expenditure reports and a statement of financial position for the sole trader business entities using relevant accounting concepts and frameworks.	Yes. The SLO statement needs revision.
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Program (BUS) - Business AA	ACC 133	SLO 1_Apply Basic Accounting Skills	Objective Type Exam - Midterm	Students will be provided with a list of transactions where they would be required to prepare financial statements namely: The Income Statement, the Owners Equity and the Balance Sheet. The criteria will be 5% class discussion and 20% Mid Term Test.	Benchmark Met	SLO 1: Basic skills Use basic accounting and bookkeeping skills: A. Record and post transactions in the basic accounting equation; B. Prepare an income statement, balance sheet, and statement of owner's equity for sole proprietorship business; C. Prepare subsidiary ledger and special journals; D. Prepare bank reconciliation Assessment Tools Students will be provided with a list of transactions where they will be required to prepare financial statements namely; The income statement, the owner's equity and the balance sheet. The assessment will be 20% as part of the Mid-Term Exam. Benchmark 70% of the students who are attending the class, participating in class and doing the assessment will be able to pass this course. In this assessment, students will demonstrate skills in the following: 1. Record and post transactions in the basic accounting equation; 2. Prepare an income statement, balance sheet and statement of owners equity for a sole proprietorship business; 3. Prepare subsidiary ledgers and special journals. Students will be provided scenario-based questions for the pretest and mid-term examination. The students will be required to calculate interest rates, prepayment amounts, prepayment journal entries, construct a general ledger account, reconcile the general ledger account with the trial balances, construct a statement of income and expenditure reports and a statement of financial position for the sole trader business entities using relevant accounting concepts and frameworks.	Yes. The SLO statement needs revision.
Program (BUS) - Business AA	MGT 261	SLO 1_Apply Managerial Frameworks	Objective Type Exam - Final	Quiz: Three Management Levels with examples			

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 101	SLO 1_ Articulate Seafaring Importance	Presentation	The students will do a presentation on the historical, social, and economic importance of seafaring and navigation in the Marshall Islands, Micronesia, and the Pacific. They will be divided into 3 groups; each will be assigned a region to discuss. They will be graded based on the substantial content, delivery of their presentation, and their ability to answer the questions after their presentation. (EAdiniwin)	Benchmark Met	The three groups of the MART 101: Traditional Navigation and Seafaring did a good job with their presentations. The three-group reported on the historical, social and economic importance of seafaring and navigation in the Marshall Islands, Micronesia and the Pacific. The three groups reported how historically canoes and navigating in the regions help in so many ways. The group of people from Marshall Islands, Micronesia and the other Pacific countries traveled between islands, fished for food and even in the open oceans and traded/shared ideas (the canoes, tools, crops and animals of each island country have similarities). From the data, all participants obtain a grade of 83 and higher. Therefore, the benchmark was met, from the plan, 70% would have a grade of 70 or higher, 100% of the students got a higher grade than 70. The students gave great accounts of how people in Marshall Islands, Micronesia and the Pacific countries experience historical, social and economic importance of seafaring and navigation. How canoes were built, what materials were used, tools being used, teaching of navigation and how it was handed down from generation to generation. How these canoes helped in food gathering, transportation and trading in between these countries. How ideas from one country to another shared ideas in these historical times that the canoes, tools, crops and animals were similar. The students also presented on the changing tides. The modern times when the motor boat and engine were introduced. These were more convenient and last longer, while people focused on other daily living. The idea of fossil fuel being depleted and cost. The people of the Pacific are looking to revive building canoes, rekindle the learning and teaching of traditional navigation and seafaring. The students also showed how the Pacific Islanders are showing our identity by examples of dances, crafts, canoe building, navigation and seafaring, how in each country with the help of others find lost ways to building canoes, navigate and art of wayfinding and fighting	No. The SLO statement doesn't need revision.	This is a good start. We can make this better to make sure students learn more. I would say to include more fun games and engaging activities that the students can learn from.	Approved
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Archived Courses	MATH 068	SLO 1_Basic Operations	Objective Type Exam/Quiz - In Course	quiz	Benchmark Met	Findings: Overall the benchmark was met when the students took the quiz for SLO 01 since 41 out of 58 students (71%) got a grade of 70% and above which is considered as passed (P) and 17 out of 58 students (29%) got a grade of below 70% which is considered as not passed (NP). Students who placed on the credit level got (89%) passing rate in the quiz for SLO 01. In terms of the major ship; Liberal Arts and Business major students got the 70% and above grade in the quiz since majority of the students came these two majors. Also, there is also a good passing rate outcome for Nursing majors even they are the minority of the cluster which is still got the 70% and above grade in the target SLO assessment. However, the Education major got 60-40 passing rates in the given quiz. Male students (79%) met the benchmark target of 70% and above grade but female students passing rate is 59%. Based on the ages brackets 18-20, 21 - 25, and 24 - 26 years old group of student met the benchmark above of 70%, while there are 3% ages 27 years old and above did not met the benchmark since the passing rate. Furthermore, on the demographic profiling, majority of the students are English level place in credit (31%), majoring in Liberal arts (29%) , most of the students are ages 18-20 years old which is 76%, and the balance percentage 50 - 50 % of the students who took the quiz for SLO 01 are male and female.	Edward Alfonso	Yes. The SLO statement needs revision.	Well developed.	Approved
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Archived Courses	MATH 068	SLO 1_Basic Operations	Objective Type Exam/Quiz - In Course	quiz	Benchmark Met	Findings: Overall the benchmark was met when the students took the quiz for SLO 01 since 69 out of 82 students (84%) got a grade of 70% and above which is considered as passed (P) and 13 out of 82 students (16%) got a grade of below 70% which is considered as not passed (NP). Students who placed on the English level 02 got the highest passing rate (88%) than the credit level (83%) and the English level 03 (71%) in the quiz for SLO 01. In terms of the majorship; Liberal Arts, Business, Education and nursing (ALL) major students got the 70% and above grade in the quiz. Female students (86%) passing rate is higher than the male students passing rate (79%) which is still identified as benchmark met. Based on the ages brackets (ALL) 18-20, 21 - 25, and 24 - 26 years old group of students met the benchmark above of 70%. Based on the demographic profiling, majority of the students are English level 03 (55%), majoring in Liberal arts (36%) , most of the students are ages 18-20 years old which is 68%, and 52% are female students.	Edward Alfonso	Yes. The SLO statement needs revision.	Well - Develop, Analysis of data results shows BOTH of the following elements such as clearly explains why a certain percentage of students met the benchmark.	Approved
- Program (PLO) Sample AA	BU 108	SLO 1_Basic Skills	Written Assignment or Essay	lakdlkaskd	Benchmark Met	test		No. The SLO statement doesn't need revision.		

Program (GE) - General Education	ENG 230	SLO 1_Basic Understandin g	Written Assignment or Essay	The exercise consists of writing an write a movie review that focuses on the following points: 1) a summary of the film which you will analyze, 2) an analysis of at least of three aspects observed in the first part of the semester, 3) a conclusion about what you think of the film. What did you like? Because? If you don't like something, what don't you like and why? If you wanted to change something in this film, what would you change? And how would you do it? Formalities: Your paper must be in Times New Roman, 12-point font, and double spaced. The paper and your presentation will be due on the date you have signed up for. You may use whatever citation style you want (MLA, APA, or Chicago-Manual). The project consists of two parts: 2. A written work of 1 (full) to 2 pages [Times New Roman, 12-font, 1.5-spaced; the only thing in your header should be your name] (30% of your grade 70% coming for your participations on top) (VUuriona)	Benchmark Met	Describe a cinematographic idea on the paper with the knowledge obtained during the semester and carry it out.	Yes. The SLO statement needs revision.	Approved
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Program (LA) - Liberal Arts AA	ENG 230	SLO 1_Basic Understanding	Written Assignment or Essay	The exercise consists of writing an write a movie review that focuses on the following points: 1) a summary of the film which you will analyze, 2) an analysis of at least of three aspects observed in the first part of the semester, 3) a conclusion about what you think of the film. What did you like? Because? If you don't like something, what don't you like and why? If you wanted to change something in this film, what would you change? And how would you do it? Formalities: Your paper must be in Times New Roman, 12-point font, and double spaced. The paper and your presentation will be due on the date you have signed up for. You may use whatever citation style you want (MLA, APA, or Chicago-Manual). The project consists of two parts: 2. A written work of 1 (full) to 2 pages [Times New Roman, 12-font, 1.5-spaced; the only thing in your header should be your name] (30% of your grade 70% coming for your participations on top) (VUuriona)	Benchmark Met	Describe a cinematographic idea on the paper with the knowledge obtained during the semester and carry it out.	Yes. The SLO statement needs revision.	Approved
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Program (AHS) - Adult High School	SCI 050	SLO 1_Chemical Properties	Project - Group	Formative Assessment will be focused on Chapter 9: Lesson 9.1 - Matter. Students will write and present the report of their group work about the learning skills of Comparing-and-Contrasting chemical and physical properties of matter, as a close-up exercise. The class will be divided up into five groups where each group will be given the same reading passage together with a Compare-and-Contrast Venn diagram organizer explaining what the states of matter are. Each group will be assigned the same 5 multiple choice questions to answer as a group as the final product. Next, each group will deliver a 5-10 minutes' presentation of their answers followed by Q&A. The report of the presentation will be submitted. The assessment will be based on a rubric to be provided to each group. (By Moarieta Ientaake-Fall 2022)	Benchmark Not Met	1. Assessment Tool: Objective summative assessment. Science Level 5 SLO#1: Identify the different chemical properties of matter, atoms, compounds and molecules, chemical reactions, solutions, organic chemistry and chemical equations. (ABE Knowledge and meaning of scientific theories) The assessment Data & Analysis will be based on Science Level 5 - section 1 (Morning) and section 2 (Afternoon) for Fall 2022. The beginning enrollment for Level 5 section 1 was 17 and 18 for section 2. The enrolment for each section remains the same for both sections. The average attendance for both sections is around 23% which indicated that absenteeism is one of the major contributing factors for not meeting the benchmark. SLO#1 Test Result for Section 1, as shown in the table below: 24% Exceeds benchmark 47% Meet the benchmark 53% Did not meet the benchmark SLO#1 Test Result for Section 2, as shown in the table below: 17% Exceed benchmark 50% Meet the benchmark 50% Did not meet the benchmark. SLO#1 Test Results for both Sections (aggregate) as shown in the table below: 20% Exceed benchmark 49% Meet the benchmark 51% Did not meet the benchmark. Statement if benchmark was not met: The overall results show that only 49% of the students made it which does not meet the benchmark of 70% of the students scoring 70% and above. There were 51% of the students in both sections who did not meet the benchmark due to complicating factors such as: poor study habits, absenteeism or poor attendance issues, and lack of resources such as lack of specialized	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education AS	EDU 241	SLO 1_ Classroom Management Methods	Project - Individual	Assessment Tool: This is an individual student project that focus on creating four (4) posters and (1) a well- prepared reading lesson with fun engaging resources that assist in Classroom Management	Benchmark Met	The EDU 241 course enrolled 11 students in spring semester (2023). The data below shows the results of the students scores for the SLO being assessed this semester. One student did not attempt the assessment. Mark out of 20 17 15 17 17 13 18 19 15 19 15 This assessment was 90% successful. Nine (9) out of the ten (10) students passed this assignment. The benchmark of 75% of the students who receive 75% (15/20) or better for this group project was achieved or MET. The 10 students who gained 75% (15/20) or better in their individual project assessment is evidence that the benchmark was met this Spring 2023. A breakdown of the 10 students who met and exceeded the benchmark is as follows, 3 of 10 students (30%) earned an A (scored 18/20 and above), 90-100% 3 of 10 students (30%) earned a B+ (scored 17/20), 85-89% 3 of 10 students (30%) earned a C+ (scored 15/20), 75-79% 1 of 10 students (10%) earned a D (scored 13/20), 60-64% Gender composition 20% of the 10 students are males and 80% are females. The 20% of male students scored in the 15/20 to 19/20 range .Students work was graded using	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education AS	EDU 241	SLO 1_Classroom Management Methods	Survey	This is an individual student project that focus on creating four (4) posters and (1) a well- prepared reading lesson with fun engaging resources that assist in Classroom Management Posters are : 1.Classroom organization 2.Attention Grabber 3.List two ways to deal with misbehaving/ disturbing students 4.Class Routine and 5. An engaging Reading plan with fun engaging activities
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Program (EDU) - Elementary Education BA	EDU 241	SLO 1_Classroom Management Methods	Project - Individual	Assessment Tool: This is an individual student project that focus on creating four (4) posters and (1) a well- prepared reading lesson with fun engaging resources that assist in Classroom Management	Benchmark Met	The EDU 241 course enrolled 11 students in spring semester (2023). The data below shows the results of the students scores for the SLO being assessed this semester. One student did not attempt the assessment. Mark out of 20 17 15 17 17 13 18 19 15 19 15 This assessment was 90% successful. Nine (9) out of the ten (10) students passed this assignment. The benchmark of 75% of the students who receive 75% (15/20) or better for this group project was achieved or MET. The 10 students who gained 75% (15/20) or better in their individual project assessment is evidence that the benchmark was met this Spring 2023. A breakdown of the 10 students who met and exceeded the benchmark is as follows, 3 of 10 students (30%) earned an A (scored 18/20 and above), 90-100% 3 of 10 students (30%) earned a B+ (scored 17/20), 85-89% 3 of 10 students (30%) earned a C+ (scored 15/20), 75-79% 1 of 10 students (10%) earned a D (scored 13/20), 60-64% Gender composition 20% of the 10 students are males and 80% are females. The 20% of male students scored in the 15/20 to 19/20 range .Students work was graded using	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education BA	EDU 241	SLO 1_Classroom Management Methods	Survey	This is an individual student project that focus on creating four (4) posters and (1) a well- prepared reading lesson with fun engaging resources that assist in Classroom Management Posters are : 1.Classroom organization 2.Attention Grabber 3.List two ways to deal with misbehaving/ disturbing students 4.Class Routine and 5. An engaging Reading plan with fun engaging activities
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Program (EDU) - Elementary Education CCT in Teaching	EDU 241	SLO 1_Classroom Management Methods	Project - Individual	Assessment Tool: This is an individual student project that focus on creating four (4) posters and (1) a well- prepared reading lesson with fun engaging resources that assist in Classroom Management	Benchmark Met	The EDU 241 course enrolled 11 students in spring semester (2023). The data below shows the results of the students scores for the SLO being assessed this semester. One student did not attempt the assessment.	No. The SLO statement doesn't need revision.	Approved
				Posters are :		Mark out of 20		
				1.Classroom organization		17		
				2.Attention Grabber		17		
				3.List two ways to deal with misbehaving/ disturbing students		13		
				4.Class Routine and		18		
				5. An engaging Reading plan		19		
				with fun engaging activities		15		
						This assessment was 90% successful. Nine (9) out of the ten (10) students passed this assignment. The benchmark of 75% of the students who receive 75% (15/20) or better for this group project was achieved or MET. The 10 students who gained 75% (15/20) or better in their individual project assessment is evidence that the benchmark was met this Spring 2023.		
						A breakdown of the 10 students who met and exceeded the benchmark is as follows,		
						3 of 10 students (30%) earned an A (scored 18/20and above), 90-100%		
						3 of 10 students (30%) earned a B+(scored 17/20), 85-89%		
						3 of 10students (30%) earned a C+ (scored 15/20), 75-79%		
						1 of 10 students (10%) earned a D (scored 13/20), 60-64%		
						Gender composition		
						20% of the 10 students are males and 80% are females. The 20% of male students scored in the 15/20 to 19/20 range .Students work was graded using		

Program (EDU) - Elementary Education CCT in Teaching	EDU 241	SLO 1_Classroom Management Methods	Survey	This is an individual student project that focus on creating four (4) posters and (1) a well- prepared reading lesson with fun engaging resources that assist in Classroom Management Posters are : 1.Classroom organization 2.Attention Grabber 3.List two ways to deal with misbehaving/ disturbing students 4.Class Routine and 5. An engaging Reading plan with fun engaging activities						
Department (STEM) - STEM	SCI 112	SLO 1_Climate System	Presentation	Students will develop a power- point and deliver a presentation in groups based on the science of the natural and anthropogenic causations of climate change, the direct environmental impacts and practical solutions that can be implemented locally in Marshall Islands.	Benchmark Met	The overall average class score is 81% based on the activity participants. 69% of the Climate change students participated in the exercise. Certain class sessions students demonstrated active engagement and participation along with their clear understanding of the activity requirements contributed to the overall class performance.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved	
Department (STEM) - STEM	SCI 112	SLO 1_Climate System	Presentation	Students will develop a power- point and deliver a presentation in groups based on the science of the natural and anthropogenic causations of climate change, the direct environmental impacts and practical solutions that can be implemented locally in Marshall Islands.	Benchmark Met	Possible reason for average class score: Student preparedness, interest, motivation and quality of guidance. Participation Rate: 93.33%,Average Class Score: 84%, Gender Distribution: 9 males and 5 females, Average Male Class Score: 83%, and Average Female Class Score: 85%.	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	
Program (EDU) - Elementary Education AS	SCI 112	SLO 1_Climate System	Presentation	Students will develop a power- point and deliver a presentation in groups based on the science of the natural and anthropogenic causations of climate change, the direct environmental impacts and practical solutions that can be implemented locally in Marshall Islands.	Benchmark Met	The overall average class score is 81% based on the activity participants. 69% of the Climate change students participated in the exercise. Certain class sessions students demonstrated active engagement and participation along with their clear understanding of the activity requirements contributed to the overall class performance.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved	

Program (EDU) - Elementary Education AS	SCI 112	SLO 1_Climate System Presentation	Students will develop a power- point and deliver a presentation in groups based on the science of the natural and anthropogenic causations of climate change, the direct environmental impacts and practical solutions that can be implemented locally in Marshall Islands.	Benchmark Met	Possible reason for average class score: Student preparedness, interest, motivation and quality of guidance. Participation Rate: 93.33%,Average Class Score: 84%, Gender Distribution: 9 males and 5 females, Average Male Class Score: 83%, and Average Female Class Score: 85%.	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
Program (GE) - General Education	SCI 112	SLO 1_Climate System Presentation	Students will develop a power- point and deliver a presentation in groups based on the science of the natural and anthropogenic causations of climate change, the direct environmental impacts and practical solutions that can be implemented locally in Marshall Islands.	Benchmark Met	The overall average class score is 81% based on the activity participants. 69% of the Climate change students participated in the exercise. Certain class sessions students demonstrated active engagement and participation along with their clear understanding of the activity requirements contributed to the overall class performance.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved
Program (GE) - General Education	SCI 112	SLO 1_Climate System Presentation	Students will develop a power- point and deliver a presentation in groups based on the science of the natural and anthropogenic causations of climate change, the direct environmental impacts and practical solutions that can be implemented locally in Marshall Islands.	Benchmark Met	Possible reason for average class score: Student preparedness, interest, motivation and quality of guidance. Participation Rate: 93.33%,Average Class Score: 84%, Gender Distribution: 9 males and 5 females, Average Male Class Score: 83%, and Average Female Class Score: 85%.	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

Program (EDU) - Elementary Education AS	EDU 150	SLO 1_ Communicate Algorithms	Written Assignment or Essay	The Problem Solving Rubric will be the main tool for this assessment. The rubric has four categories namely: UNDERSTANDING THE PROBLEM, DEVISING A PLAN, CARRYING OUT THE PLAN, and, LOOKING BACK. Each category is scored from 1 (lowest) - 4 (highest). The data for this SLO will be based on the sum of the scores earned in the four categories. Students will be required to solve 10 problem sets, one problem for each set. The scores on the 10 sets will further be averaged and becomes the final score.	Benchmark Not Met	The class for spring 2023 semester has 16 officially registered students. Two of these students were moved from the Advanced Program soon after midterm. Both students were given alternative problems to solve to offset those that they missed. Based on CMI's classification level, the greater bulk of the students, at 69%, are sophomore, while 3 of 18% of the students are freshmen and 2 or 12% are pre-entry level students. As mentioned earlier, there were 16 officially registered students in the class. However, 7 did not participate, meaning they did not turn in the solved problem sets, designated as homework (HW). So, only 9 will be included in this report. The table below, followed by a graph, shows the data on submission. Shown in the chart below are the averaged raw scores of the 9 students considered in this report. Student ID: 23456789A Average Score Score: 5.5, 6.0, 10.3, 5.0, 11.0, 6.9, 7.1, 12.1, 8.7 6.6 The performance indicator set was for 70% of the students will attain an average score of 14. From the chart above, not a single one reached that number. Therefore, the benchmark was not met.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO . Action shows ALL of the following elements-" Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (EDU) - Elementary Education BA	EDU 150	SLO 1_Communicate Algorithms	Written Assignment or Essay	The Problem Solving Rubric will be the main tool for this assessment. The rubric has four categories namely: UNDERSTANDING THE PROBLEM, DEVISING A PLAN, CARRYING OUT THE PLAN, and, LOOKING BACK. Each category is scored from 1 (lowest) - 4 (highest). The data for this SLO will be based on the sum of the scores earned in the four categories. Students will be required to solve 10 problem sets, one problem for each set. The scores on the 10 sets will further be averaged and becomes the final score.	Benchmark Not Met	The class for spring 2023 semester has 16 officially registered students. Two of these students were moved from the Advanced Program soon after midterm. Both students were given alternative problems to solve to offset those that they missed. Based on CMI's classification level, the greater bulk of the students, at 69%, are sophomore, while 3 of 18% of the students are freshmen and 2 or 12% are pre-entry level students. As mentioned earlier, there were 16 officially registered students in the class. However, 7 did not participate, meaning they did not turn in the solved problem sets, designated as homework (HW). So, only 9 will be included in this report. The table below, followed by a graph, shows the data on submission. Shown in the chart below are the averaged raw scores of the 9 students considered in this report. Student ID: 23456789A Average Score Score: 5.5, 6.0, 10.3, 5.0, 11.0, 6.9, 7.1, 12.1, 8.7 6.6 The performance indicator set was for 70% of the students will attain an average score of 14. From the chart above, not a single one reached that number. Therefore, the benchmark was not met.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO . Action shows ALL of the following elements-" Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (GE) - General Education	EDU 150	SLO 1_Communicate Algorithms	Written Assignment or Essay	The Problem Solving Rubric will be the main tool for this assessment. The rubric has four categories namely: UNDERSTANDING THE PROBLEM, DEVISING A PLAN, CARRYING OUT THE PLAN, and, LOOKING BACK. Each category is scored from 1 (lowest) - 4 (highest). The data for this SLO will be based on the sum of the scores earned in the four categories. Students will be required to solve 10 problem sets, one problem for each set. The scores on the 10 sets will further be averaged and becomes the final score.	Benchmark Not Met	The class for spring 2023 semester has 16 officially registered students. Two of these students were moved from the Advanced Program soon after midterm. Both students were given alternative problems to solve to offset those that they missed. Based on CMI's classification level, the greater bulk of the students, at 69%, are sophomore, while 3 of 18% of the students are freshmen and 2 or 12% are pre-entry level students. As mentioned earlier, there were 16 officially registered students in the class. However, 7 did not participate, meaning they did not turn in the solved problem sets, designated as homework (HW). So, only 9 will be included in this report. The table below, followed by a graph, shows the data on submission. Shown in the chart below are the averaged raw scores of the 9 students considered in this report. Student ID: 23456789A Average Score: 6.6 Score: 5.5, 6.0, 6.3, 6.5, 6.7, 6.8, 7.0, 7.1, 8.0 The performance indicator set was for 70% of the students will attain an average score of 14. From the chart above, not a single one reached that number. Therefore, the benchmark was not met.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO . Action shows ALL of the following elements-" Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (LA) - Liberal Arts AA	MAR 150	SLO 1_Composition	Written Assignment or Essay	Peer editing assessment					
Program (LA) - Liberal Arts AA	MAR 150	SLO 1_Composition	Written Assignment or Essay	Peer editing assignments					
Program (MAR) - Marshallese Language Arts CCT	MAR 150	SLO 1_Composition	Written Assignment or Essay	Peer editing assessment					
Program (MAR) - Marshallese Language Arts CCT	MAR 150	SLO 1_Composition	Written Assignment or Essay	Peer editing assignments					

Program (MAR) - Marshalllese Social Studies CCT	MAR 150	SLO 1_Compositio n	Written Assignment or Essay	Peer editing assessment
Program (MAR) - Marshalllese Social Studies CCT	MAR 150	SLO 1_Compositio n	Written Assignment or Essay	Peer editing assignments
Program (NURS) - Nursing AS	NURS 222	SLO 1_Comprehen sive Assessment	Skill Performance	After the students learned about the nursing process: a process to guide nurse in their daily care, the students will be assigned to a certain patient and will be expected to create a care plan for the patient they'll be working with, using the nursing process; assessment, nursing diagnosis, goals, intervention with rationales, and evaluation; The student will be able to collect subjective and objective data from their patient, be able to analyze the data and be able to identify the most appropriate nursing diagnosis, be able to set up goals/ patient's expected outcomes, be able to identify what nursing actions will be needed to reach the patient's goal with given rationales or reasons for carrying out the nursing care, and be able to evaluate both patient outcome and their works
Program (AHS) - Adult High School	ENG 055	SLO 1_Conversatio ns	Objective Type Exam/Quiz - In Course	Attendance, Quizzes, Tests, Midterm test, and Final Examination
Program (ABE) - Adult Basic Education	MATH 030	SLO 1_Counting Methods	Objective Type Exam/Quiz - In Course	The grading analysis of the students completing the course will include: Attendance, Quizzes, Tests, Midterm Test, and Final Test.

Program (EDU) - Elementary Education BA	EDU 313	SLO 1_ Curriculum Enrichment	Project - Group	In groups of 2 or 3, students will create a bilingual children's book (in Marshallese and English) as well as a Bilingual Reading Instructional Guide that sequences how to use the bilingual children's book to teach print awareness as well as reading strategies (Activating Prior Knowledge, Oral Vocabulary Development, Prediction, and reading comprehension). A rubric will be used to assess the students group work.	Benchmark Met	Out of 11 students who completed the assignment, all 11 received a 70% or higher on the assignment. 1 student was exempted from the assignment. The overall average score was 85.97% (n = 11 students). The highest score was 97.14% and the lowest was 70%. The average score for males in the class was 83.81% (n = 3). Average score for females was 86.79% (n =8). Thus, females scored slightly higher than males on the assignment. All students in the class were part-time students at CMI and full-time employees of PSS (n = 11). Three (3) students did not teach (1 was an administrative assistant at PSS; 1 was an IQBE PSS IT specialist; 1 was a high school counselor), and their average score was 93.34% (n = 3). Eight (8) students were full-time teachers for PSS, and their average score was 83.21%. Overall, I believe that the full-time teachers scored lower than the students who did not teach due to the time constraints of teaching full-time. The 3 students who did not teach appeared to have more time throughout their week to complete assignments (this is an overall observation I made throughout the semester). Overall, the assignment appears to be beneficial as students are able to create two bilingual resources to use in their classrooms. Resource creation is so important for teachers in the RMI, especially bilingual resources. These resources and the experience of creating and sharing them, enrich the existing curriculum. Moreover, in the creation of the bilingual reading guide, I noticed the steps outlined bilingual reading guide to be used in their fieldwork assignments with local children at Alele Library; thus, transfer of skills occurred. Please see a sample bilingual book and reading guide below. The student received a 94.28% for her assignment or 66/70 points (see the rubric in the make a plan section).	Rebecca Raab	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark." Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment..Action shows ALL of the following elements-" Clearly tied to the analysis of data results. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (EDU) - Elementary Education BA	EDU 313	SLO 1_ Curriculum Enrichment	Project - Group	In groups of 2 or 3, students will create a bilingual children's book (in Marshallese and English) as well as a Bilingual Reading Instructional Guide that sequences how to use the bilingual children's book to teach print awareness as well as reading strategies (Activating Prior Knowledge, Oral Vocabulary Development, Prediction, and reading comprehension). A rubric will be used to assess the students group work. In groups of 2 or 3, students will create a bilingual children's book (in Marshallese and English) as well as a Bilingual Reading Instructional Guide that sequences how to use the bilingual children's book to teach print awareness as well as reading strategies (Activating Prior Knowledge, Oral Vocabulary Development, Prediction, and reading comprehension). A rubric will be used to assess the students group work.	Benchmark Met	Out of 17 students who completed the assignment, all 17 received a 70% or higher on the assignment. The overall average score was 90% (n = 17 students). The highest score was 100% and the lowest was 72%. The average score for males in the class was 95.7% (n = 6). Average score for females was 85.70% (n = 11). Thus, males scored slightly higher than females on the assignment. All students in the class were part-time or full-time students at CMI (n = 17). The full-time student average score was 95.70% (n = 9), while the part-time student average was 83.6% (8). As noted the previous reporting period the full-time teachers scored lower than the students who did not teach due to the time constraints of teaching full-time. The students who did not teach appeared to have more time throughout their week to complete assignments (this is an overall observation made throughout the semester). The final analysis reflects a comparison between students attending three different learning sites; Jaluit average 92.8% (n = 3); Wotje average 100% (n = 2) , and Majuro average 86.8 % (n=12). Jaluit students. Since students were working in teams at each individual site, the average reflects teams and their success overall. As noted by the previous reporter, the assignment appears to be beneficial as students are able to create two bilingual resources to use in their classrooms. Resource creation is so important for teachers in the RMI, especially bilingual resources. These resources and the experience of creating and sharing them, enrich the existing curriculum and promote skill transfer through the association with Alele Library.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO . Action shows ALL of the following elements-" Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (MART) - SPC Basic Fisheries Observer (OBS) Certificate	MART 090	SLO 1_ Describe and Identity	Objective Type Exam/Quiz - Standardized	After the several lecture- discussions, students will be given a standard PIRFO written test to identify the different gear types of vessels. The test consists of 40 slide pictures of different type of vessels and activities and students are given 60 seconds to identify and record the vessel gear type and code. Any student who fails in this test is given a re-test where different scenarios are given and the student will identify the type of vessel being described in each scenario.(John Villi)
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Program (EDU) - Elementary Education BA	EDU 325	SLO 1_Develop Resources	Project - Individual	Students pick a relevant math content area from the course material and develop and create 5 teaching resources with that content area for a grade level of their choice.	Benchmark Met	This semester there 8 students worked on creating resources for this project. 6 of the students (75%) were male. 2 of the students (25%) were female. 6 of the students (75%) were able to develop all 5 resources for the grade level their choice. 2 students (25%) did not complete all 5 resources due to being absent from classes when we worked on the resources. Students who did not complete all 5 resources did however complete 3 resources each. Examples of resources used included poster board, index cards, construction paper, popsicle sticks and paper cups. One student developed a board game about fractions, decimals and percent with poster board and construction paper. Other students made I HAVE, WHO HAS? games using index cards for geometry, measurement, fractions and decimals. Popsicle sticks and paper cups were also used to make various resources. We also learned how to create digital resources. Students were able to successfully complete the project because I provided class time to work on the activities, showed students how to research activities they could use or adapt and walked students through the steps needed to learn how to create the online resources. Some pictures of the resources are attached in the related document. The benchmark of 70% of students will be able to successfully develop and create 5 teaching resources for the grade level of their choice was met.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark." Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (EDU) - Elementary Education AS	PSY 201	SLO 1_Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	Students were given a topic on each of the three domains: Biosocial, Cognitive, and Psychosocial to explain the relationship between the three domains of development in the early childhood. Notes. The students were taught about The three domains of development: Biosocial, Cognitive and Psychosocial domains from Chapters 8 and 9 of the textbooks The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students were divided into three groups for presentation, each group covering a domain. They were asked to present on different developmental challenges that occur in each of the domains of development in the early childhood. They also analyzed the similarities and differences, the relationship between the three domains of development in the early childhood were analyzed. Students are expected to identify different challenges and the rate of development in each of the three domains of development. They also articulate their understanding of development by analyzing what causes developmental problem, starting from diagnosis, prevention and support system for children who has developmental problems. They emphasize on the support system for children with disabilities in Marshall Islands and also the support these children get from different stakeholders in Marshall Islands& They also looked at how to increase the number of teachers in the field of special Education. In the 2023 Spring semester, 40 students enrolled for the PSY 201 course, sections 1 and 2 out of which 28 students were assessed. The table below shows the students scores in the presentation reports. The maximum score was 30 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 21 marks out of 30 marks (70%) <table><tr><th>Name</th><th>Section 1</th><th>Section 2</th></tr><tr><td>Student 1</td><td>18</td><td>20</td></tr><tr><td>Student 2</td><td>21</td><td>18</td></tr><tr><td>Student 3</td><td>22</td><td>23</td></tr><tr><td>Student 4</td><td>23</td><td>19</td></tr></table>	Name	Section 1	Section 2	Student 1	18	20	Student 2	21	18	Student 3	22	23	Student 4	23	19	No. The SLO statement doesn't need revision.	This is a good narrative with appropriate supporting data from gradebook.	Approved
Name	Section 1	Section 2																						
Student 1	18	20																						
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Program (EDU) - Elementary Education AS	PSY 201	SLO 1_ Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	In the 2022/23 Fall semester, 16 students registered for PSY 201 course section 1 but a total of 15 students were assessed. The table below shows the score of the assessment out of a total of 20 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 15 marks out of 20 marks (75%) As can be seen from the table, 87% of the students (13 out of 15) who did the presentation scored at least 15 out of 20 marks i.e. 75%. This means that the benchmark for the SLO was met as more than 75% of the students who did the presentation scored 75% and above. The students were assessed in three ways: group presentation (10 marks) individual level of participation and contribution to the presentation (8 marks) and response to questions asked after the presentations (2 marks). The two students who didnt meet the benchmark did not contribute in the presenting their groups works though they were physically present in the class. They also didnt answer any of post presentation questions. Post presentation questioning also reveal that students were capable of recognizing the similarities, differences, and the relationship among the three domains of development in the early childhood. One of the influencing factors in meeting the benchmark is the good attendance of the students especially on the presentation days. The class for this course this semester is in the evening compared to last semester when there were afternoon and morning classes. Absenteeism was rife among the students in the morning section last semester as they felt the time was too early for them. Hence the students in the morning section did not meet the benchmark.	No. The SLO statement doesn't need revision.
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Program (GE) - General Education	PSY 201	SLO 1_Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	Students were given a topic on each of the three domains: Biosocial, Cognitive, and Psychosocial to explain the relationship between the three domains of development in the early childhood. Notes. The students were taught about The three domains of development: Biosocial, Cognitive and Psychosocial domains from Chapters 8 and 9 of the textbooks The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students were divided into three groups for presentation, each group covering a domain. They were asked to present on different developmental challenges that occur in each of the domains of development in the early childhood. They also analyzed the similarities and differences, the relationship between the three domains of development in the early childhood were analyzed. Students are expected to identify different challenges and the rate of development in each of the three domains of development. They also articulate their understanding of development by analyzing what causes developmental problem, starting from diagnosis, prevention and support system for children who has developmental problems. They emphasize on the support system for children with disabilities in Marshall Islands and also the support these children get from different stakeholders in Marshall Islands& They also looked at how to increase the number of teachers in the field of special Education. In the 2023 Spring semester, 40 students enrolled for the PSY 201 course, sections 1 and 2 out of which 28 students were assessed. The table below shows the students scores in the presentation reports. The maximum score was 30 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 21 marks out of 30 marks (70%) <table> <tr> <th>Name</th> <th>Section 1</th> <th>Section 2</th> </tr> <tr> <td>Student 1</td> <td>18</td> <td>20</td> </tr> <tr> <td>Student 2</td> <td>21</td> <td>18</td> </tr> <tr> <td>Student 3</td> <td>22</td> <td>23</td> </tr> <tr> <td>Student 4</td> <td>23</td> <td>19</td> </tr> </table>	Name	Section 1	Section 2	Student 1	18	20	Student 2	21	18	Student 3	22	23	Student 4	23	19	No. The SLO statement doesn't need revision.	This is a good narrative with appropriate supporting data from gradebook.	Approved
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Program (GE) - General Education	PSY 201	SLO 1_ Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	In the 2022/23 Fall semester, 16 students registered for PSY 201 course section 1 but a total of 15 students were assessed. The table below shows the score of the assessment out of a total of 20 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 15 marks out of 20 marks (75%) As can be seen from the table, 87% of the students (13 out of 15) who did the presentation scored at least 15 out of 20 marks i.e. 75%. This means that the benchmark for the SLO was met as more than 75% of the students who did the presentation scored 75% and above. The students were assessed in three ways: group presentation (10 marks) individual level of participation and contribution to the presentation (8 marks) and response to questions asked after the presentations (2 marks). The two students who didnt meet the benchmark did not contribute in the presenting their groups works though they were physically present in the class. They also didnt answer any of post presentation questions. Post presentation questioning also reveal that students were capable of recognizing the similarities, differences, and the relationship among the three domains of development in the early childhood. One of the influencing factors in meeting the benchmark is the good attendance of the students especially on the presentation days. The class for this course this semester is in the evening compared to last semester when there were afternoon and morning classes. Absenteeism was rife among the students in the morning section last semester as they felt the time was too early for them. Hence the students in the morning section did not meet the benchmark.	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA	PSY 201	SLO 1_Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	Students were given a topic on each of the three domains: Biosocial, Cognitive, and Psychosocial to explain the relationship between the three domains of development in the early childhood. Notes. The students were taught about The three domains of development: Biosocial, Cognitive and Psychosocial domains from Chapters 8 and 9 of the textbooks The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students were divided into three groups for presentation, each group covering a domain. They were asked to present on different developmental challenges that occur in each of the domains of development in the early childhood. They also analyzed the similarities and differences, the relationship between the three domains of development in the early childhood were analyzed. Students are expected to identify different challenges and the rate of development in each of the three domains of development. They also articulate their understanding of development by analyzing what causes developmental problem, starting from diagnosis, prevention and support system for children who has developmental problems. They emphasize on the support system for children with disabilities in Marshall Islands and also the support these children get from different stakeholders in Marshall Islands& They also looked at how to increase the number of teachers in the field of special Education. In the 2023 Spring semester, 40 students enrolled for the PSY 201 course, sections 1 and 2 out of which 28 students were assessed. The table below shows the students scores in the presentation reports. The maximum score was 30 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 21 marks out of 30 marks (70%) <table> <tr> <th>Name</th> <th>Section 1</th> <th>Section 2</th> </tr> <tr> <td>Student 1</td> <td>18</td> <td>20</td> </tr> <tr> <td>Student 2</td> <td>21</td> <td>18</td> </tr> <tr> <td>Student 3</td> <td>22</td> <td>23</td> </tr> <tr> <td>Student 4</td> <td>23</td> <td>19</td> </tr> </table>	Name	Section 1	Section 2	Student 1	18	20	Student 2	21	18	Student 3	22	23	Student 4	23	19	No. The SLO statement doesn't need revision.	This is a good narrative with appropriate supporting data from gradebook.	Approved
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Program (LA) - Liberal Arts AA	PSY 201	SLO 1_Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	In the 2022/23 Fall semester, 16 students registered for PSY 201 course section 1 but a total of 15 students were assessed. The table below shows the score of the assessment out of a total of 20 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 15 marks out of 20 marks (75%) As can be seen from the table, 87% of the students (13 out of 15) who did the presentation scored at least 15 out of 20 marks i.e. 75%. This means that the benchmark for the SLO was met as more than 75% of the students who did the presentation scored 75% and above. The students were assessed in three ways: group presentation (10 marks) individual level of participation and contribution to the presentation (8 marks) and response to questions asked after the presentations (2 marks). The two students who didnt meet the benchmark did not contribute in the presenting their groups works though they were physically present in the class. They also didnt answer any of post presentation questions. Post presentation questioning also reveal that students were capable of recognizing the similarities, differences, and the relationship among the three domains of development in the early childhood. One of the influencing factors in meeting the benchmark is the good attendance of the students especially on the presentation days. The class for this course this semester is in the evening compared to last semester when there were afternoon and morning classes. Absenteeism was rife among the students in the morning section last semester as they felt the time was too early for them. Hence the students in the morning section did not meet the benchmark.	No. The SLO statement doesn't need revision.
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Program (NURS) - Nursing AS	PSY 201	SLO 1_Domains of Development al Study	Presentation	Students will do a presentation on the three domains of development in the early childhood. They will look at the biosocial, cognitive and Psychosocial development in the early childhood. They will reflect on the differences in the three domains of development. A rubric will be used to grade this SLO. Students will be graded on the content of their presentation, use of language and ability to express self well. They explain the challenges and solution to different challenges within domains of development	Benchmark Met	Students were given a topic on each of the three domains: Biosocial, Cognitive, and Psychosocial to explain the relationship between the three domains of development in the early childhood. Notes. The students were taught about The three domains of development: Biosocial, Cognitive and Psychosocial domains from Chapters 8 and 9 of the textbooks The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students were divided into three groups for presentation, each group covering a domain. They were asked to present on different developmental challenges that occur in each of the domains of development in the early childhood. They also analyzed the similarities and differences, the relationship between the three domains of development in the early childhood were analyzed. Students are expected to identify different challenges and the rate of development in each of the three domains of development. They also articulate their understanding of development by analyzing what causes developmental problem, starting from diagnosis, prevention and support system for children who has developmental problems. They emphasize on the support system for children with disabilities in Marshall Islands and also the support these children get from different stakeholders in Marshall Islands& They also looked at how to increase the number of teachers in the field of special Education. In the 2023 Spring semester, 40 students enrolled for the PSY 201 course, sections 1 and 2 out of which 28 students were assessed. The table below shows the students scores in the presentation reports. The maximum score was 30 marks for the SLO assessed (SLO 1: Domain of developmental studies). To meet the benchmark, 70% of the students must score at least 21 marks out of 30 marks (70%) <table> <tr> <th>Name</th> <th>Section 1</th> <th>Section 2</th> </tr> <tr> <td>Student 1</td> <td>18</td> <td>20</td> </tr> <tr> <td>Student 2</td> <td>21</td> <td>18</td> </tr> <tr> <td>Student 3</td> <td>22</td> <td>23</td> </tr> <tr> <td>Student 4</td> <td>23</td> <td>19</td> </tr> </table>	Name	Section 1	Section 2	Student 1	18	20	Student 2	21	18	Student 3	22	23	Student 4	23	19	No. The SLO statement doesn't need revision.	This is a good narrative with appropriate supporting data from gradebook.	Approved
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Department (STEM) - STEM	SCI 111	SLO 1_Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of two biomes in which they will clearly explain the ecological functions and the average climatological characteristics of the both distinct environments.	Benchmark Met	62% of the entire class participated in the exercise. The participants earned an average class score of 87%. The score of 87% illustrates that students possess a good understanding of the material taught based of the activity. Since the Environmental Science course is a basic level course, a lenient grading scale was used to evaluate students which would have contributed to the overall performance of students.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved
Department (STEM) - STEM	SCI 111	SLO 1_Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of two biomes in which they will clearly explain the ecological functions and the average climatological characteristics of the both distinct environments.	Benchmark Met	Possible reasons for the average class score: some technical difficulty with the assignment, access to resources, and issues with time management. Participation Rate: 73.33%, Average Class Score:81%, Gender Distribution: 7 males and 11 females, Average Male Class Score: 83%, Average Female Class Score: 80%.	No. The SLO statement doesn't need revision.	It is developing data result since the instructor provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
Program (GE) - General Education	SCI 111	SLO 1_Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of two biomes in which they will clearly explain the ecological functions and the average climatological characteristics of the both distinct environments.	Benchmark Met	62% of the entire class participated in the exercise. The participants earned an average class score of 87%. The score of 87% illustrates that students possess a good understanding of the material taught based of the activity. Since the Environmental Science course is a basic level course, a lenient grading scale was used to evaluate students which would have contributed to the overall performance of students.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved
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Program (LA) - Liberal Arts AA	SCI 111	SLO 1_Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of two biomes in which they will clearly explain the ecological functions and the average climatological characteristics of the both distinct environments.	Benchmark Met	62% of the entire class participated in the exercise. The participants earned an average class score of 87%. The score of 87% illustrates that students possess a good understanding of the material taught based of the activity. Since the Environmental Science course is a basic level course, a lenient grading scale was used to evaluate students which would have contributed to the overall performance of students.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved
Program (LA) - Liberal Arts AA	SCI 111	SLO 1_Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of two biomes in which they will clearly explain the ecological functions and the average climatological characteristics of the both distinct environments.	Benchmark Met	Possible reasons for the average class score: some technical difficulty with the assignment, access to resources, and issues with time management. Participation Rate: 73.33%, Average Class Score:81%, Gender Distribution: 7 males and 11 females, Average Male Class Score: 83%, Average Female Class Score: 80%.	No. The SLO statement doesn't need revision.	It is developing data result since the instructor provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved

Program (EDU) - Elementary Education BA	EDU 496	SLO 1_ Effective Lessons	Supervisor Evaluation	Each week, teachers prepare student-centered QPF learning plans and accompanying teaching resources suitable for K-6 classrooms. The learning plans will incorporate instructional concepts, processes, strategies and skills which will strengthen the effectiveness of meaningful student-centered quality learning. Supervisors observe the effectiveness of student-centered learning plans during class observations. A marking rubric will be given in their BAEE Student Teaching Handbook.	Benchmark Met	The results of the SLO are calculated for those students who had completed at least 6 observations by the SLO analysis date. A total of 31 students registered for student teaching this semester. 25 (81%) students had completed at least 6 observations by mid-April. 5 (20%) students were CMI employees. 20 (80%) students taught in elementary schools. 2 of these 20 students (10%) taught in private schools (SDA and Rita Christian School). 18 of these 20 students (90%) taught in public school classrooms. 7 (35%) students are interns, 10 (50%) students were in classrooms with a CT. 1 student (5%) was a SPED teacher. While individual observation scores may have been below or slightly below 75%, when looking at the average of the 6 observation scores, only 1 student (4%) averaged below 75%, and then only by 1%. 2 students (8%) averaged between 75-79% for the 6 observations. 23 students (96%) achieved an average of more than 75% for the 6 observations. 5 students (20%) averaged between 80-84% for the 6 observations. 7 students (28%) averaged between 85-89% for the 6 observations. 7 students (28%) averaged between 90-94% for the 6 observations. 3 students (12%) averaged between 95-99% for the 6 observations. Student 1 average for 6 observations - 95 Student 2 average for 6 observations - 85 Student 3 average for 6 observations - 85 Student 4 average for 6 observations - 79 Student 5 average for 6 observations - 81 Student 6 average for 6 observations - 90 Student 7 average for 6 observations - 85 Student 8 average for 6 observations - 98 Student 9 average for 6 observations - 74 Student 10 average for 6 observations - 86 Student 11 average for 6 observations - 80 Student 12 average for 6 observations - 80 Student 13 average for 6 observations - 94 Student 14 average for 6 observations - 96 Student 15 average for 6 observations - 89 Student 16 average for 6 observations - 81 Student 17 average for 6 observations - 91 Student 18 average for 6 observations - 89 Student 19 average for 6 observations - 78	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (ABE) - Adult Basic Education	WRI 040	SLO 1_Essay	Written Assignment or Essay	After having practiced writing an essay, students will be able to write a three-part piece of essay on a topic of their choice. The introduction must have a hook, connecting statements, and a thesis. The body paragraph should have a main idea with supporting details, while the conclusion will include the restated thesis, an opinion, suggestion, or prediction. An essay rubric will be used to evaluate their work on the basis of the content and organization as previously specified (TK).	Benchmark Met	Out of the 27 students that took the test, 70% of them passed. Four students received a grade of 94%, 3 females and 1 male. Nine students received a grade of 88%, 5 females and 4 males. Three received 81 %, 2 females and 1 male. The last three students received 75%, 2 females and 1 male. 4 female students received 69% and 2 female students received 63%. The last 2 male students received a grade of 56%. Thirty percent of the students did not pass, therefore, the benchmark was met. The students were given 3 weeks of preparation for the writing assessment and were graded using a rubric provided by the Writing textbook. Four of the students are averaged writers, but received a low grade. An anonymous feedback from the students after the assessment suggested that the topics were "limited" or that they were not interesting enough and couldn't produce a lot of writing.	No. The SLO statement doesn't need revision.	Approved
Program (VCARP) - Carpentry Certificate	VCARP 061	SLO 1_Estimating	Objective Type Exam/Quiz - In Course	The students will be using the method of adding, subtracting, multiplying and dividing fractions to estimate the how many lumbers and plywood would be needed for a one side wall of a small building that is 20 feet long.				

Program (EDU) - Elementary Education BA	EDU 497	SLO 1_Ethical Issues	Collaborative Group Activity	Evaluate SLO 1 - Relate ethical issues in the elementary school to synthesize a response. As part of their professional reflexive practice as Student Teachers in a classroom, students will carry out an Action Research (AR) project. Students will first identify factors that can effectively improve students achievement of educational goals in the target classroom. Next, they will clarify the issue by doing literature review; then students will identify research questions and formulate an issue statement. For the final steps, students will collect, organize and analyze data before reporting the results and taking informed action. The AR will assist students to systematically track the implementation and review of their teaching strategies. By using AR, the student can examine what has occurred and/or plan what needs to be done next. The students will identify factors that need to be addressed via the AR reflexive cycle. The AR topic can be drawn from any one of the following areas: "What is taught (curriculum)", How curriculum is taught (pedagogy)", Student behavior (how students approach, interact and engage with their learning)", Assessment (evaluation and reporting on and about student learning outcomes). The students will present their AR project using a power-point presentation to their CMI instructors. A marking rubric will be given.	Benchmark Not Met	This semester 30 students delivered their Action Research Project presentations during the final week of the semester. 17 (57%) of the students were female and 13 (43%) of the students were male. 5 (17%) of the students were CMI employees and 25 (83%) of the students taught school classrooms. 11 (37%) students were full time, while 19 (63%) were part time students. Of the 25 students who taught in school classrooms, 7 (28%) taught at private schools while 18 (72%) taught at PSS schools. Of the 7 who taught at private schools, 1 (14%) taught at Delap SDA school, 1 (14%) taught at Rita Christian Academy, and 5 (72%) taught at Assumption Elementary School. Of the 18 who taught at public school, 2 (11%) taught at Delap Elementary School, 2 (11%) taught at Long Island Elementary School, 3 (17%) taught at Majuro Middle School, 5 (28%) taught at Rita Elementary School, 1 (6%) taught at North Delap Elementary School, 1 (6%) taught at Ajeltake Elementary School, 1 (6%) taught at Woja Elementary School and 1 (6%) taught at Laura Elementary School, and 2 (11%) taught in Ebeye. Students were given the option to collaborate with each other and present in pairs or to work and present individually. 10 students (33%) chose to work and present in pairs. 20 students (67%) presented individually. This semester, the students picked a variety of topics. Some of them were similar to each other and to those of previous years, but some were different from previous years. A list of topics is given below: Selling of junk food at SDA Why are parents choosing private schools over public schools? Intrinsic vs. extrinsic motivation Negative impacts of large class size Creating a classroom management plan Is parent involvement linked with academic performance? The academic and social outcomes of	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement . Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (AHS) - Adult High School	MATH 050	SLO 1_Explaining Transformations	Objective Type Exam/Quiz - In Course	The students will be taking a quiz on how to find measurement of angles in a plane figure, circle, perpendicular lines, and parallel line cross by transversal.	Benchmark Met	This result is for the 2 sections of the MATH 051 which is the Geometry. Total students enrolled is 45. Out of 45 students, only 29 students sit the exam. Number of students passed with the score of 70 and above was 21 and 8 of them got below 70%.	No. The SLO statement doesn't need revision.		Approved

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 108	SLO 1_Food Sovereignty	Written Assignment or Essay	Students are expected to apply the writing process to the knowledge and understanding of concept of food sovereignty and pillars of food sovereignty	Benchmark Met	All the students (100%) participated in the activity. Overall average class percentage is 80%.Students scored grade higher than grade C. A 33%(Second most achieved grade) B 11% (Third most achieved grade) B+ 11% (Third most achieved grade) C 44%(First most achieved grade) A:B:B+:C 3:1:1:4 GENDER 1.Male participation-45% 2.Female participation-55% GENDER RATIO BOYS:GIRLS 9:11 GRADE RATIO FOR BOYS A:B:B+:C (Overall 33:11:11:44) 0:0:0:4 GRADE RATIO FOR GIRLS A:B:B+:C 3:1:1:0 ANALYSIS OF DATA 1.Overall pass percentage is 80% 2.Girls have higher enrollment number as compared to boys 4:3.Girls actively participate in the enrollment of new courses but this course has maximum boys participants due to wider appeal to climate change and global nature of the course contents. 3.Girls have scored higher grades A,B+,B(33%,11%,11%) while boys scored higher C grade.Girls class participation, attendance ,assignment submission and test performance is better as compared to boys so they score higher grades.	No. The SLO statement doesn't need revision.	Assessment results and action well developed	Approved
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Program (GE) - General Education	HIS 201	SLO 1_Fuedal Empires	Written Assignment or Essay	The exercise consists of writing an essay and its presentation about the history and the development of the Marshall Islands and its population (from prehistorical times until 2500 years ago). The essay must take into account the following parameters: *Explain your research skills (methods) and used literature *critical thinking in relation to what we saw in class (time frame: beginning of humanity until the fall of the Roman Empire) *sources (primary and secondary) Formalities: Your paper must be in Times New Roman, 12-point font, and double spaced. The paper and your presentation will be due on the date you have signed up for. You may use whatever citation style you want (MLA, APA, or Chicago-Manual). The project consists of two parts: 1. A PowerPoint presentation (2.5% of your grade) 2. A written work of 1 (full) to 2 pages [Times New Roman, 12-font, 1.5-spaced; the only thing in your header should be your name] (7.5% of your grade) (VU)	Benchmark Not Met	They were 10 active students, who took the test and 6 or 60% of them obtain a grade of 70, while the other 4 failed the test. Therefore, the benchmark was not met. The possible reasons why students met or not meet the benchmark are varied. Basically, I have to remark that the 8-week rhythm is not suitable for this content and also not for this type of student. The process to getting to know each other need lasted 7 to 8 weeks. When the ice was broken and the group started to work and get involved in a more relaxed way, we found ourselves in the penultimate session. We need time to teach historical content and the students need time to understand it, analyze it and be able to reflect critically on all of this. We want to teach history from a different perspective without ending in a replay of memorized names. And this is just possible if it must be understood as a shared growth process. And for that we need time! The students who did well are those who have no basic language problems and are less shy to participate in class. And/ or they neglected other lessons in order to get ahead with this lesson. (VUriona)	No. The SLO statement doesn't need revision.	Great work for a first attempt. Perhaps using graphs can better illustrate your point. Love the combination of Qualitative and Quantitative analysis. Disaggregation of data is also crucial.	Approved
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Program (LA) - Liberal Arts AA	HIS 201	SLO 1_Fuedal Empires	Written Assignment or Essay	The exercise consists of writing an essay and its presentation about the history and the development of the Marshall Islands and its population (from prehistorical times until 2500 years ago). The essay must take into account the following parameters: *Explain your research skills (methods) and used literature *critical thinking in relation to what we saw in class (time frame: beginning of humanity until the fall of the Roman Empire) *sources (primary and secondary) Formalities: Your paper must be in Times New Roman, 12-point font, and double spaced. The paper and your presentation will be due on the date you have signed up for. You may use whatever citation style you want (MLA, APA, or Chicago-Manual). The project consists of two parts: 1. A PowerPoint presentation (2.5% of your grade) 2. A written work of 1 (full) to 2 pages [Times New Roman, 12-font, 1.5-spaced; the only thing in your header should be your name] (7.5% of your grade) (VU)	Benchmark Not Met	They were 10 active students, who took the test and 6 or 60% of them obtain a grade of 70, while the other 4 failed the test. Therefore, the benchmark was not met. The possible reasons why students met or not meet the benchmark are varied. Basically, I have to remark that the 8-week rhythm is not suitable for this content and also not for this type of student. The process to getting to know each other need lasted 7 to 8 weeks. When the ice was broken and the group started to work and get involved in a more relaxed way, we found ourselves in the penultimate session. We need time to teach historical content and the students need time to understand it, analyze it and be able to reflect critically on all of this. We want to teach history from a different perspective without ending in a replay of memorized names. And this is just possible if it must be understood as a shared growth process. And for that we need time! The students who did well are those who have no basic language problems and are less shy to participate in class. And/ or they neglected other lessons in order to get ahead with this lesson. (VUriona)	No. The SLO statement doesn't need revision.	Great work for a first attempt. Perhaps using graphs can better illustrate your point. Love the combination of Qualitative and Quantitative analysis. Disaggregation of data is also crucial.	Approved
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Program (LA) - Liberal Arts AA	SPN 101	SLO 1_Grammatical Sentences	Objective Type Exam/Quiz - In Course	Students will take a quiz that tests their ability to speak, read, and write basic sentences in Spanish. They will be prepared with a homework that mirrors the quiz: it will have the same format as the quiz but with different questions. The questions will focus on how to speak, read, and write concepts such as time, there is/are, and there is not/are not. For example, students could be asked to translate sentences such as: 1. In the morning, the restaurant is empty. 2. In the night, the restaurant is full. 3. In the bathroom, there is dust. 4. In the kitchen, there are dirty dishes.	Benchmark Not Met	67% (4 out of 6 students) earned 70% or higher; 33% (2 out of 6) earned less than 70%. 12 students did not take the quiz. 100% (2 out of 2) of females earned 70% or higher; 50% (2 out of 4) of males earned less than 70%. Students did a great job with the prepositions and definite articles, but they seemed to struggle with some of the adjectives, such as spicy or empty, and with some of the words relating to kitchenware, such as fork and spoon. I will redo this SLO again in the future, but next time I will make sure to reinforce the use of adjectives and reinforce the use of nouns pertaining to the kitchen.	No. The SLO statement doesn't need revision.	Alex seems to be doing well with his assessment with him giving some qualitative and quantitative data and I encourage him to try harder.	Approved
Program (EDU) - Elementary Education AS	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Tests on environmental consequences and foreign influences effect Marshallese culture and society.	Benchmark Met	There were 21 pupils officially registered for the course.12(57%) out of 21 pupils presented and documented their works and achieved 70 score or higher.9(33%) out of 21 pupils did not present and document their works and got 69% or lower score. 12 pupils passed this course because they came to class on time and submitted their report on time.	No. The SLO statement doesn't need revision.		
Program (GE) - General Education	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Tests on environmental consequences and foreign influences effect Marshallese culture and society.	Benchmark Met	There were 21 pupils officially registered for the course.12(57%) out of 21 pupils presented and documented their works and achieved 70 score or higher.9(33%) out of 21 pupils did not present and document their works and got 69% or lower score. 12 pupils passed this course because they came to class on time and submitted their report on time.	No. The SLO statement doesn't need revision.		

Program (LA) - Liberal Arts AA	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Tests on environmental consequences and foreign influences effect Marshallese culture and society.	Benchmark Met	There were 21 pupils officially registered for the course.12(57%) out of 21 pupils presented and documented their works and achieved 70 score or higher.9(33%) out of 21 pupils did not present and document their works and got 69% or lower score. 12 pupils passed this course because they came to class on time and submitted their report on time.	No. The SLO statement doesn't need revision.
Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Tests on environmental consequences and foreign influences effect Marshallese culture and society.	Benchmark Met	There were 21 pupils officially registered for the course.12(57%) out of 21 pupils presented and documented their works and achieved 70 score or higher.9(33%) out of 21 pupils did not present and document their works and got 69% or lower score. 12 pupils passed this course because they came to class on time and submitted their report on time.	No. The SLO statement doesn't need revision.
Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Tests on environmental consequences and foreign influences effect Marshallese culture and society.	Benchmark Met	There were 21 pupils officially registered for the course.12(57%) out of 21 pupils presented and documented their works and achieved 70 score or higher.9(33%) out of 21 pupils did not present and document their works and got 69% or lower score. 12 pupils passed this course because they came to class on time and submitted their report on time.	No. The SLO statement doesn't need revision.

Program (GE) - General Education	SOC 130	SLO 1_Historical Context	Written Assignment or Essay	Students will write a short essay explaining how Marshallese Culture has historically changed with the advent of Christianity in the Marshall Islands in the 1850s or how Marshallese Culture has changed after Capitalism was introduced with the early traders or how the culture in general changed after Colonization. They will pick a topic or key concept and elaborate as to how Material or Nonmaterial Culture has changed using the key sociological terms of Culture in Chapter 3 of the textbook by providing specific examples.	Benchmark Met	80 was the average score The class SOC130 (1) consisted of 18 students. Two students, both females attend class via Zoom from Wotje. Students were given a 3-part assignment to measure SLO 1 Part 1 was to investigate elements of Marshallese culture and relate them to current Marshallese lifestyles Part 2. Examine living accommodations in your community. Compare and contrast it to Marshallese houses reflected in the literature Part 3. Identify an area of social concern within the RMI. Write an essay that identifies why the topic is an issue. Frame your issue using sociological theories and terms. Discuss what steps can be taken by the community to remedy the situation. The students listed the elements of tangible and intangible Marshallese culture including: The sea Food – ways of cooking Seafood, fruits and vegetable traditionally grown or found within the RMI Music – originally from RMI Adapted words or rhythms from other cultures Weaving Tools for catching fish Manifold use of coconut Canoe Attitudes Values Clan structure Death rituals Language Kemen In looking at housing accommodation and living conditions in the RMI, students carried out	No. The SLO statement doesn't need revision.	It needs a better narrative rather than just 80.	Needs Revision
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Program (GE) - General Education	SOC 130	SLO 1_ Historical Context	Written Assignment or Essay	Students will write a short essay explaining how Marshallese Culture has historically changed with the advent of Christianity in the Marshall Islands in the 1850s or how Marshallese Culture has changed after Capitalism was introduced with the early traders or how the culture in general changed after Colonization. They will pick a topic or key concept and elaborate as to how Material or Nonmaterial Culture has changed using the key sociological terms of Culture in Chapter 3 of the textbook by providing specific examples.	Benchmark Met	There were three sections of SOC130 that are taught normally by a Social Science Instructor. Unfortunately, due to ongoing poor LA Faculty retention rates there were three different instructors doing the assessment (e.g. Desmond Narain Doulatram for Section 3, Oyinade Ogunmokun and Dr. Sandra Hamilton for the other sections). This section of the narrative reflects Desmond Narain Doulatram's Data gathering as Dr. Sandra Hamilton who is the associate Dean of Academic Quality, Instruction, and Assessment wanted to do her own assessment tool that was more in line with her academic freedom. Hence, this data set as it was last cycle reflects that end. For SOC130-3, out of 20 Sociology Students 16 chose to participate in the short essay assignment reflecting a participation rate of 80% . Students responded well in their short essay displaying a grasp of the chapter by communicating it well. Out of the 16 that participated from Majuro, 100 percent of them scored 70 percent or higher. It should be fairly noted that 100 percent of SOC130-3 are from Majuro Village and thus attend via Uliga Campus. 12 of the SOC130-3 short essay participants were female and 4 of them were male. The following data for section III can be found in the following Tables and Graphs Below. The reason for the high participation rate was because this assessment was done in the first few weeks of class and I kept following up even after midterm. I think it's easier to do assessments when students have momentum during the first week or two. The high participation rate is reflected in doing this assessment at the beginning when attendance is quite high before miterm. Scaffolding and chunking of material through relevant contextualizing of chapter was also essential through bicultural bilingual approach which increased chances of success.	No. The SLO statement doesn't need revision.	Qualitative and quantitative data is provided.	Approved
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Program (NURS) - Nursing AS	SOC 130	SLO 1_Historical Context	Written Assignment or Essay	Students will write a short essay explaining how Marshallese Culture has historically changed with the advent of Christianity in the Marshall Islands in the 1850s or how Marshallese Culture has changed after Capitalism was introduced with the early traders or how the culture in general changed after Colonization. They will pick a topic or key concept and elaborate as to how Material or Nonmaterial Culture has changed using the key sociological terms of Culture in Chapter 3 of the textbook by providing specific examples.	Benchmark Met	There were three sections of SOC130 that are taught normally by a Social Science Instructor. Unfortunately, due to ongoing poor LA Faculty retention rates there were three different instructors doing the assessment (e.g. Desmond Narain Doulatram for Section 3, Oyinade Ogunmokun and Dr. Sandra Hamilton for the other sections). This section of the narrative reflects Desmond Narain Doulatram's Data gathering as Dr. Sandra Hamilton who is the associate Dean of Academic Quality, Instruction, and Assessment wanted to do her own assessment tool that was more in line with her academic freedom. Hence, this data set as it was last cycle reflects that end. For SOC130-3, out of 20 Sociology Students 16 chose to participate in the short essay assignment reflecting a participation rate of 80% . Students responded well in their short essay displaying a grasp of the chapter by communicating it well. Out of the 16 that participated from Majuro, 100 percent of them scored 70 percent or higher. It should be fairly noted that 100 percent of SOC130-3 are from Majuro Village and thus attend via Uliga Campus. 12 of the SOC130-3 short essay participants were female and 4 of them were male. The following data for section III can be found in the following Tables and Graphs Below. The reason for the high participation rate was because this assessment was done in the first few weeks of class and I kept following up even after midterm. I think it's easier to do assessments when students have momentum during the first week or two. The high participation rate is reflected in doing this assessment at the beginning when attendance is quite high before miterm. Scaffolding and chunking of material through relevant contextualizing of chapter was also essential through bicultural bilingual approach which increased chances of success.	No. The SLO statement doesn't need revision.	Qualitative and quantitative data is provided.	Approved
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Program (NURS) - Nursing AS	SOC 130	SLO 1_Historical Context	Written Assignment or Essay	Students will write a short essay explaining how Marshallese Culture has historically changed with the advent of Christianity in the Marshall Islands in the 1850s or how Marshallese Culture has changed after Capitalism was introduced with the early traders or how the culture in general changed after Colonization. They will pick a topic or key concept and elaborate as to how Material or Nonmaterial Culture has changed using the key sociological terms of Culture in Chapter 3 of the textbook by providing specific examples.	Benchmark Met	The students were taught different sociological factors that influence people and society from Chapter three of Introduction to Sociology, by Henry Tischler Eleven Edition. The students wrote on the impact Christianity had on the Marshallese society. Students wrote on the social, economic and emotional impacts Christianity had on the Marshallese society. The assignment was 25marks. 11 students enrolled for SOC 130 course (There are 3 sections of SOC 130. There are 11 students in Section 2) During the midterm. The following table is the SLOs for Section 2 <table> <tr> <th>Name</th> <th>Section 2 / 25</th> </tr> <tr> <td>Student 1</td> <td>18/25 72%</td> </tr> <tr> <td>Student 2</td> <td>18/25 72%</td> </tr> <tr> <td>Student 3</td> <td>18/25 72%</td> </tr> <tr> <td>Student 4</td> <td>18/25 72%</td> </tr> <tr> <td>Student 5</td> <td>18/25 72%</td> </tr> <tr> <td>Student 6</td> <td>20/25 80%</td> </tr> <tr> <td>Student 7</td> <td>20/25 80%</td> </tr> <tr> <td>Student 8</td> <td>20/25 80%</td> </tr> <tr> <td>Student 9</td> <td>22/25 85%</td> </tr> <tr> <td>Student 10</td> <td>22/25 85%</td> </tr> <tr> <td>Student 11</td> <td>22/25 85%</td> </tr> </table> As can be seen from the table, 11 of the students in section 2 wrote the short essay on the influence of Christianity on the Marshallese society 5 scored 18, which means they scored 72% and 3 scored 20 which is 80%, while 3 scored 22 which is 85%. This means all the students scored 70% and above. This means that the benchmark for the SLO was met as all the 11 students scored above 70%. The reason for the good performance could be that the students attended a lecture delivered about nuclear testing in Marshall Islands where the speaker touched on and emphasized on the subject. Secondly, they were given related assignment prior to this.	Name	Section 2 / 25	Student 1	18/25 72%	Student 2	18/25 72%	Student 3	18/25 72%	Student 4	18/25 72%	Student 5	18/25 72%	Student 6	20/25 80%	Student 7	20/25 80%	Student 8	20/25 80%	Student 9	22/25 85%	Student 10	22/25 85%	Student 11	22/25 85%	No. The SLO statement doesn't need revision.	I think Oyin did a great job and I think her action steps are practical and logical. However, I do not see any graphs and tables.	Approved
Name	Section 2 / 25																																
Student 1	18/25 72%																																
Student 2	18/25 72%																																
Student 3	18/25 72%																																
Student 4	18/25 72%																																
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Program (NURS) - Nursing AS	SOC 130	SLO 1_Historical Context	Written Assignment or Essay	Students will write a short essay explaining how Marshallese Culture has historically changed with the advent of Christianity in the Marshall Islands in the 1850s or how Marshallese Culture has changed after Capitalism was introduced with the early traders or how the culture in general changed after Colonization. They will pick a topic or key concept and elaborate as to how Material or Nonmaterial Culture has changed using the key sociological terms of Culture in Chapter 3 of the textbook by providing specific examples.	Benchmark Met	Students were examined on the Historical issues Note: The students were taught different sociological factors that influence people and society from Chapter three of Introduction to Sociology, by Henry Tischler Eleventh Edition. The students wrote a short essay on the impact Christianity had on the Marshallese society such as social, economic and emotional impacts. The assignment was 25 marks. In the Spring of 2023, 11 students enrolled for SOC 130 course (There are 3 sections of SOC 130. There are 11 students in Section 2). During the midterm. The following table is the SLOs for Section 2 <table> <tr> <th>Name</th> <th>Score</th> <th>/25</th> <th>Score %</th> </tr> <tr> <td>Student 1</td> <td>18</td> <td>72%</td> <td></td> </tr> <tr> <td>Student 2</td> <td>18</td> <td>72%</td> <td></td> </tr> <tr> <td>Student 3</td> <td>18</td> <td>72%</td> <td></td> </tr> <tr> <td>Student 4</td> <td>18</td> <td>72%</td> <td></td> </tr> <tr> <td>Student 5</td> <td>18</td> <td>72%</td> <td></td> </tr> <tr> <td>Student 6</td> <td>20</td> <td>80%</td> <td></td> </tr> <tr> <td>Student 7</td> <td>20</td> <td>80%</td> <td></td> </tr> <tr> <td>Student 8</td> <td>20</td> <td>80%</td> <td></td> </tr> <tr> <td>Student 9</td> <td>22</td> <td>88%</td> <td></td> </tr> <tr> <td>Student 10</td> <td>22</td> <td>88%</td> <td></td> </tr> <tr> <td>Student 11</td> <td>22</td> <td>88%</td> <td></td> </tr> </table> Overall average 79% As can be seen from the table, 11 of the students in section 2 wrote short essays on the influence of Christianity on the Marshallese society. Five (5) scored 18, which means they scored 72%, three (3) scored 20 which is 80%, and 3 scored 22 which is 88%. This means all the students scored above 70% so the benchmark for the SLO was met. The reason for the good performance could be that prior to them writing the short essay, I had invited Mary Silk, the Director of Nuclear Institute to lecture them about nuclear testing in the Marshall Islands. In her delivery of the lecture, she emphasized on the influence of Christianity on the society. Secondly, the students had been given related assignment prior to this one and they have gradually improved on how to write short essays.	Name	Score	/25	Score %	Student 1	18	72%		Student 2	18	72%		Student 3	18	72%		Student 4	18	72%		Student 5	18	72%		Student 6	20	80%		Student 7	20	80%		Student 8	20	80%		Student 9	22	88%		Student 10	22	88%		Student 11	22	88%		No. The SLO statement doesn't need revision.
Name	Score	/25	Score %																																																				
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Student 9	22	88%																																																					
Student 10	22	88%																																																					
Student 11	22	88%																																																					

Program (EDU) - Elementary Education AS	EDU 250	SLO 1_Inductive & Deductive Reasoning	Written Assignment or Essay	The Problem Solving Rubric will be the main tool for this assessment. The rubric has four categories namely: UNDERSTANDING THE PROBLEM, DEVISING A PLAN, CARRYING OUT THE PLAN, and, LOOKING BACK. Each category is scored from 1 (lowest) - 4 (highest). The data for this SLO will be based on the sum of the scores earned in the four categories. Students will be required to solve 10 problem sets, one problem for each set. The scores on the 10 sets will further be averaged and becomes the final score.	Benchmark Not Met	For spring 2023 semester, there were 14 officially registered students. By midterm, two of the students withdrew leaving 12. Of the 12, however, one did not submit any the assigned problem sets to solve. So, in this report, only 11 will be considered. All of the students are classified as sophomores. The raw Scores attained by the 11 students are shown in the chart below. Student1234567891011 Score8.111.25.57.210.110.25.58.08.8 8.59.8 The chart shows that not one of the students attained the targeted score of 14. Therefore, the benchmark was not met.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of data results clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements-• Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop). 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 250	SLO 1_Inductive & Deductive Reasoning	Written Assignment or Essay	The Problem Solving Rubric will be the main tool for this assessment. The rubric has four categories namely: UNDERSTANDING THE PROBLEM, DEVISING A PLAN, CARRYING OUT THE PLAN, and, LOOKING BACK. Each category is scored from 1 (lowest) - 4 (highest). The data for this SLO will be based on the sum of the scores earned in the four categories. Students will be required to solve 10 problem sets, one problem for each set. The scores on the 10 sets will further be averaged and becomes the final score.	Benchmark Not Met	For spring 2023 semester, there were 14 officially registered students. By midterm, two of the students withdrew leaving 12. Of the 12, however, one did not submit any the assigned problem sets to solve. So, in this report, only 11 will be considered. All of the students are classified as sophomores. The raw Scores attained by the 11 students are shown in the chart below. Student1234567891011 Score8.111.25.57.210.110.25.58.08.8 8.59.8 The chart shows that not one of the students attained the targeted score of 14. Therefore, the benchmark was not met.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of data results clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements-• Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop). Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics	Approved
Program (VCARP) - Carpentry Certificate	VCARP 105	SLO 1_Interior Finishing	Supervisor Evaluation	The students will read and interpret the instructions in fixing a new door knob on a new door.					
Program (ABE) - Adult Basic Education	SST 040	SLO 1_International Systems	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)					

Program (MART) - Standards for Training, Certification and Watchkeeping (STCW) Certificate	MART 070	SLO 1_Life Saving Equipment	Simulations	After lecture demonstrations, and practice sessions, the students will demonstrate their skills in the proper donning of lifejackets and immersion suits. They will also simulate launching and entering a life-raft and utilizing signaling devices and other emergency equipment. A checklist will be used to evaluate and record the students' performance.
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Program (EDU) - Elementary Education AS	ENG 211	SLO 1_Literary Presentation Elements	Literary Elements and Criticism Analysis For 15 points, students will work collaboratively with a partner or team. After choosing a local childrens text (from any genre, the team will critically discuss at least three (3) literary features in them and apply an (one) appropriate literary criticism. The team will 1. Choose a local text/story for team discussion and presentation. 2. Identify three (3) literary elements (for example setting, characters, plot), rather than addressing them all. Analyze how effective these elements are reflected/conveyed in the chosen text. The team should not simply define and summarize the elements, but analyze it as well. Assessment will be based on the critical evaluation, and not the summary only. (Chapter 3 of the textbook addresses literary elements and criticisms) 3. Identify and apply one literary criticism applicable to the text e.g. feminist criticism, and explain with clear supporting examples. 4. Use at least two sources/ external sources to support discussions and analysis (and to be mentioned during the presentation). Style i. The presentation should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. ii. The presentation must use and correctly cite at least two sources both in the text and in a works	Benchmark Met	Overall there were a total of 22 participants. The average grade was 84%. There was not really any difference between AP and regular sections. The SLO is effective and nothing needs to be changed. ENG 211 Group Presentation Marking Group 1. Rosemary, Anta, Morres, Sonji Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory read in parts by the group. Good discussion on elements and Literary criticism.10 Organization and participation of all group members 3 mksAll members participated well. This is also shown in diorama of story. Jabro-The first Sail3 Use of external sources Use at least two sources 1 mk1 external source cited0.5 Grammar mechanics 1 mkGroup edited work and few grammar mistakes1 Overall Grade4.05 /15 ENG 211 Group Presentation Marking Group 2. Neki. Rollyann, Selma Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory dramatized by group Literary elements/criticism discussed well.10 Organization and participation of all group members 3 mks All members participated well This is also shown in diorama of story. Tobolar3 Use of external sources Use at least two sources 1 mkResearch shown 2 Grammar mechanics 1 mkNo mistakes displayed1	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education CCT in Teaching	ENG 211	SLO 1_Literary Presentation Elements	Literary Elements and Criticism Analysis For 15 points, students will work collaboratively with a partner or team. After choosing a local childrens text (from any genre, the team will critically discuss at least three (3) literary features in them and apply an (one) appropriate literary criticism. The team will 1. Choose a local text/story for team discussion and presentation. 2. Identify three (3) literary elements (for example setting, characters, plot), rather than addressing them all. Analyze how effective these elements are reflected/conveyed in the chosen text. The team should not simply define and summarize the elements, but analyze it as well. Assessment will be based on the critical evaluation, and not the summary only. (Chapter 3 of the textbook addresses literary elements and criticisms) 3. Identify and apply one literary criticism applicable to the text e.g. feminist criticism, and explain with clear supporting examples. 4. Use at least two sources/ external sources to support discussions and analysis (and to be mentioned during the presentation). Style i. The presentation should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. ii. The presentation must use and correctly cite at least two sources both in the text and in a works	Benchmark Met	Overall there were a total of 22 participants. The average grade was 84%. There was not really any difference between AP and regular sections. The SLO is effective and nothing needs to be changed. ENG 211 Group Presentation Marking Group 1. Rosemary, Anta, Morres, Sonji Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory read in parts by the group. Good discussion on elements and Literary criticism. 10 Organization and participation of all group members 3 mksAll members participated well. This is also shown in diorama of story. Jabro-The first Sail Use of external sources Use at least two sources 1 mk1 external source cited 0.5 Grammar mechanics 1 mkGroup edited work and few grammar mistakes Overall Grade4.05 /15 ENG 211 Group Presentation Marking Group 2. Neki. Rollyann, Selma Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory dramatized by group Literary elements/criticism discussed well. 10 Organization and participation of all group members 3 mks All members participated well This is also shown in diorama of story. Tobolar Use of external sources Use at least two sources 1 mkResearch shown Grammar mechanics 1 mkNo mistakes displayed	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	ENG 211	SLO 1_Literary Presentation Elements	Literary Elements and Criticism Analysis For 15 points, students will work collaboratively with a partner or team. After choosing a local childrens text (from any genre, the team will critically discuss at least three (3) literary features in them and apply an (one) appropriate literary criticism. The team will 1. Choose a local text/story for team discussion and presentation. 2. Identify three (3) literary elements (for example setting, characters, plot), rather than addressing them all. Analyze how effective these elements are reflected/conveyed in the chosen text. The team should not simply define and summarize the elements, but analyze it as well. Assessment will be based on the critical evaluation, and not the summary only. (Chapter 3 of the textbook addresses literary elements and criticisms) 3. Identify and apply one literary criticism applicable to the text e.g. feminist criticism, and explain with clear supporting examples. 4. Use at least two sources/ external sources to support discussions and analysis (and to be mentioned during the presentation). Style i. The presentation should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. ii. The presentation must use and correctly cite at least two sources both in the text and in a works	Benchmark Met	Overall there were a total of 22 participants. The average grade was 84%. There was not really any difference between AP and regular sections. The SLO is effective and nothing needs to be changed. ENG 211 Group Presentation Marking Group 1. Rosemary, Anta, Morres, Sonji Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory read in parts by the group. Good discussion on elements and Literary criticism.10 Organization and participation of all group members 3 mksAll members participated well. This is also shown in diorama of story. Jabro-The first Sail3 Use of external sources Use at least two sources 1 mk1 external source cited0.5 Grammar mechanics 1 mkGroup edited work and few grammar mistakes1 Overall Grade4.05 /15 ENG 211 Group Presentation Marking Group 2. Neki. Rollyann, Selma Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory dramatized by group Literary elements/criticism discussed well.10 Organization and participation of all group members 3 mks All members participated well This is also shown in diorama of story. Tobolar3 Use of external sources Use at least two sources 1 mkResearch shown 2 Grammar mechanics 1 mkNo mistakes displayed1	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA	ENG 211	SLO 1_Literary Presentation Elements	Literary Elements and Criticism Analysis	Benchmark Met	Overall there were a total of 22 participants. The average grade was 84%. There was not really any difference between AP and regular sections. The SLO is effective and nothing needs to be changed. ENG 211 Group Presentation Marking Group 1. Rosemary, Anta, Morris, Sonji Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory read in parts by the group. Good discussion on elements and Literary criticism.10 Organization and participation of all group members 3 mksAll members participated well. This is also shown in diorama of story. Jabro-The first Sail3 Use of external sources Use at least two sources 1 mk1 external source cited0.5 Grammar mechanics 1 mkGroup edited work and few grammar mistakes1 Overall Grade4.05 /15 ENG 211 Group Presentation Marking Group 2. Neki. Rollyann, Selma Content/quality of analysis- 10 mks Recitation of story Literary Elements Literary Criticism ConclusionStory dramatized by group Literary elements/criticism discussed well.10 Organization and participation of all group members 3 mks All members participated well This is also shown in diorama of story. Tobolar3 Use of external sources Use at least two sources 1 mkResearch shown 2 Grammar mechanics 1 mkNo mistakes displayed1	No. The SLO statement doesn't need revision.	Approved
			For 15 points, students will work collaboratively with a partner or team. After choosing a local childrens text (from any genre, the team will critically discuss at least three (3) literary features in them and apply an (one) appropriate literary criticism. The team will 1. Choose a local text/story for team discussion and presentation. 2. Identify three (3) literary elements (for example setting, characters, plot), rather than addressing them all. Analyze how effective these elements are reflected/conveyed in the chosen text. The team should not simply define and summarize the elements, but analyze it as well. Assessment will be based on the critical evaluation, and not the summary only. (Chapter 3 of the textbook addresses literary elements and criticisms) 3. Identify and apply one literary criticism applicable to the text e.g. feminist criticism, and explain with clear supporting examples. 4. Use at least two sources/ external sources to support discussions and analysis (and to be mentioned during the presentation). Style i. The presentation should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. ii. The presentation must use and correctly cite at least two sources both in the text and in a works				

Program (GE) - General Education	ENG 210	SLO 1_ Literature Analysis	Written Assignment or Essay	Analysis of Poetic Devices (Weight: 15%) Description: An analysis of poetic devices is a report that looks at select poetic devices in a piece of poetry and discusses how those devices are used, whether they work, and whether they meet the readers expectations. For this analysis, choose one of the following poems: "Dear Matafele Peinam by Kathy Jetnil-Kijiner (student handout) "Big-tailed girl by Selina Tusitala Marsh (student handout) "Kidnapped by Ruperaki Petaia (student handout) "Ballad of the Landlords by Langston Hughes (744 745) "Africa by Maya Angelou (785-786) "Eden by Emily Grosholz (816 817) "Upon the breeze she spread her golden hair Francesco Petrarch "My mistress eyes are nothing like the sun by William Shakespeare (student handout) "Or any other poem you and the instructor agrees on Read the poem and complete a report that includes at least four (4) of the following: - o Speaker/Point of View - o Situation/Setting - o Tone/Theme - o Language Choice/Word Order - o Figures of Speech In your analysis, clearly discuss and explain the poetic devices with clear examples/ quotations from the text. Also use external sources to add to your analysis. Use the MLA style of citation. Your final paper should: "Be typed using MLA format "Include MLA In-text citations for
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Program (LA) - Liberal Arts AA	ENG 210	SLO 1_ Literature Analysis	Written Assignment or Essay	Analysis of Poetic Devices (Weight: 15%) Description: An analysis of poetic devices is a report that looks at select poetic devices in a piece of poetry and discusses how those devices are used, whether they work, and whether they meet the readers expectations. For this analysis, choose one of the following poems: "Dear Matafele Peinam by Kathy Jetnil-Kijiner (student handout) "Big-tailed girl by Selina Tusitala Marsh (student handout) "Kidnapped by Ruperaki Petaia (student handout) "Ballad of the Landlords by Langston Hughes (744 745) "Africa by Maya Angelou (785-786) "Eden by Emily Grosholz (816 817) "Upon the breeze she spread her golden hair Francesco Petrarch "My mistress eyes are nothing like the sun by William Shakespeare (student handout) "Or any other poem you and the instructor agrees on Read the poem and complete a report that includes at least four (4) of the following: - o Speaker/Point of View - o Situation/Setting - o Tone/Theme - o Language Choice/Word Order - o Figures of Speech In your analysis, clearly discuss and explain the poetic devices with clear examples/ quotations from the text. Also use external sources to add to your analysis. Use the MLA style of citation. Your final paper should: "Be typed using MLA format "Include MLA In-text citations for
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Program (EDU) - Elementary Education BA	ASL 101	SLO 1_Manual Presentation Alphabet	Students will individually demonstrate the ability to complete the following skills a) ability to comprehend and express ideas in ASL in person b)d knowledge of ASL as it is used in other academic disciplines c)understanding of Deaf communities through comparisons of ASL and their own languages and cultures. The skills will be presented through oral presentations.	Benchmark Met	There were 11 students who enrolled for the ASL 101 course in Spring 2023. 9 students completed the course and 2 students withdrew from the course due to personal reasons. 2 students received a F grade because they missed a lot of class time and did not learn the basics of sign language, which was essential for the class assignments and presentation. The two students did not meet the benchmark. 7 students met the bench mark. For the 7 students, 4 students had A grade-2 males and 2 females. 3 students had B+ and were all female students	Yes. The SLO statement needs revision.	The ASL 101 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 101 course in terms high quality SLO assessment.	Approved
Program (EDU) - Elementary Education CCT in Special Education (SPED)	ASL 101	SLO 1_Manual Presentation Alphabet	Students will individually demonstrate the ability to complete the following skills a) ability to comprehend and express ideas in ASL in person b)d knowledge of ASL as it is used in other academic disciplines c)understanding of Deaf communities through comparisons of ASL and their own languages and cultures. The skills will be presented through oral presentations.	Benchmark Met	There were 11 students who enrolled for the ASL 101 course in Spring 2023. 9 students completed the course and 2 students withdrew from the course due to personal reasons. 2 students received a F grade because they missed a lot of class time and did not learn the basics of sign language, which was essential for the class assignments and presentation. The two students did not meet the benchmark. 7 students met the bench mark. For the 7 students, 4 students had A grade-2 males and 2 females. 3 students had B+ and were all female students	Yes. The SLO statement needs revision.	The ASL 101 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 101 course in terms high quality SLO assessment.	Approved
Program (GE) - General Education	ASL 101	SLO 1_Manual Presentation Alphabet	Students will individually demonstrate the ability to complete the following skills a) ability to comprehend and express ideas in ASL in person b)d knowledge of ASL as it is used in other academic disciplines c)understanding of Deaf communities through comparisons of ASL and their own languages and cultures. The skills will be presented through oral presentations.	Benchmark Met	There were 11 students who enrolled for the ASL 101 course in Spring 2023. 9 students completed the course and 2 students withdrew from the course due to personal reasons. 2 students received a F grade because they missed a lot of class time and did not learn the basics of sign language, which was essential for the class assignments and presentation. The two students did not meet the benchmark. 7 students met the bench mark. For the 7 students, 4 students had A grade-2 males and 2 females. 3 students had B+ and were all female students	Yes. The SLO statement needs revision.	The ASL 101 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 101 course in terms high quality SLO assessment.	Approved

Program (LA) - Liberal Arts AA ASL 101	SLO 1_Manual Presentation Alphabet	Students will individually demonstrate the ability to complete the following skills a) ability to comprehend and express ideas in ASL in person b)d knowledge of ASL as it is used in other academic disciplines c)understanding of Deaf communities through comparisons of ASL and their own languages and cultures. The skills will be presented through oral presentations.	Benchmark Met	There were 11 students who enrolled for the ASL 101 course in Spring 2023. 9 students completed the course and 2 students withdrew from the course due to personal reasons. 2 students received a F grade because they missed a lot of class time and did not learn the basics of sign language, which was essential for the class assignments and presentation. The two students did not meet the benchmark. 7 students met the bench mark. For the 7 students, 4 students had A grade-2 males and 2 females. 3 students had B+ and were all female students	Yes. The SLO statement needs revision.	The ASL 101 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 101 course in terms high quality SLO assessment.	Approved
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Program (LA) - Liberal SCI 235
Arts AA

SLO 1_Marine Presentation
Ecosystems

Poster Project:

Edward Alfonso

Assignment: Exploring Ecosystem
Services in Tropical Marine
Ecosystems of the Pacific

Objective: To gain a
comprehensive understanding of
ecosystem services in tropical
marine ecosystems of the Pacific
and their significance.

Guidelines:

Introduction:

Ecosystem services are essential
for human well-being and
environmental sustainability. They
encompass provisioning,
regulating, cultural, and supporting
services provided by ecosystems.
Task Overview:

Selecting Ecosystems-

Form pairs and choose one of the
following 10 vital coastal/marine
ecosystems in the Pacific region.
Notify the instructor of your
selection.
List of Ecosystems:

Coral Reefs
Mangrove Forests
Seagrass Meadows
Intertidal Zones
Kelp Forests
Estuaries
Rocky Shores
Pelagic Open Ocean
Deep-Sea Hydrothermal Vents
Atolls

Ecosystem Description

Research and provide a description

Program (LA) - Liberal SCI 235
Arts AA

SLO 1_Marine Presentation
Ecosystems

Poster Project:

Kendal Romany

Assignment: Exploring Ecosystem
Services in Tropical Marine
Ecosystems of the Pacific

Objective: To gain a
comprehensive understanding of
ecosystem services in tropical
marine ecosystems of the Pacific
and their significance.

Guidelines:

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Ecosystem Description

Research and provide a description

Program (LA) - Liberal Arts AA	SCI 235	SLO 1_Marine Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of a coastal ecosystem. The nucleus of the presentation should identify the physical components, ecological functions, ecosystem services, anthropogenic threats and pragmatic preservation measures.	Benchmark Met	The average class performance for the students participating in the assignment is 87%. The performance of the students could have been due to preparation strategies, prior knowledge of the topic, explanations, interest and motivation. Participation rate: 66.67%, Average class score: 87%, Gender Distribution: among the students who completed the assignments, 7 are males, and 1 is female which indicates a gender imbalance, Average Female Class Score: 86, and Average Male Class Score: 87.	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
Program (LA) - Liberal Arts AA	SCI 235	SLO 1_Marine Ecosystems	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of a coastal ecosystem. The nucleus of the presentation should identify the physical components, ecological functions, ecosystem services, anthropogenic threats and pragmatic preservation measures.	Benchmark Met	90% of the students participated in the activity. The overall average class score was 80% which reveals that the class performed fairly well in the exercise. The individual work produced by the students illustrates that a few students struggled with the exercise whereas others were able to perform well.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved

Program (MSCI) -
Marine Science CCT

SCI 235

SLO 1_Marine Presentation
Ecosystems

Poster Project:

Edward Alfonso

Assignment: Exploring Ecosystem
Services in Tropical Marine
Ecosystems of the Pacific

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Ecosystem Description

Research and provide a description

Program (MSCI) -
Marine Science CCT

SCI 235

SLO 1_Marine Presentation
Ecosystems

Poster Project:

Kendal Romany

Assignment: Exploring Ecosystem
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Research and provide a description

Program (MSCI) - Marine Science CCT	SCI 235	SLO 1_Marine Ecosystems	Presentation	Students will develop a power- point and deliver a presentation in groups based on the selection of a coastal ecosystem. The nucleus of the presentation should identify the physical components, ecological functions, ecosystem services, anthropogenic threats and pragmatic preservation measures.	Benchmark Met	The average class performance for the students participating in the assignment is 87%. The performance of the students could have been due to preparation strategies, prior knowledge of the topic, explanations, interest and motivation. Participation rate: 66.67%, Average class score: 87%, Gender Distribution: among the students who completed the assignments, 7 are males, and 1 is female which indicates a gender imbalance, Average Female Class Score: 86, and Average Male Class Score: 87.	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
Program (MSCI) - Marine Science CCT	SCI 235	SLO 1_Marine Ecosystems	Presentation	Students will develop a power- point and deliver a presentation in groups based on the selection of a coastal ecosystem. The nucleus of the presentation should identify the physical components, ecological functions, ecosystem services, anthropogenic threats and pragmatic preservation measures.	Benchmark Met	90% of the students participated in the activity. The overall average class score was 80% which reveals that the class performed fairly well in the exercise. The individual work produced by the students illustrates that a few students struggled with the exercise whereas others were able to perform well.	No. The SLO statement doesn't need revision.	Developing. No disaggregation of data provided.	Approved

Program (BUS) - Accounting Clerkship CC	BUS 101	SLO 1_Marketing Systems	Written Assignment or Essay	BUS101 students will identify and describe different marketing mix or strategies. For this assessment, a local flyer will be used to contextualize learning content and students will review this flyer and assess or identify which marketing mix are being used and to describe in detail how they are being used.	Benchmark Not Met	Assessment overview: For this assessment, BUS101 students had to identify and describe different marketing mix or strategies and apply concept by identifying and submitting a local flyer as a way to contextual concept learned. In a written assignment, they were to review this flyer and assess or identify which marketing mix are being used and to describe in detail how they are being used so instructor is able to see they understand and are able to actually apply what they learned in the classroom. The benchmark set for this assessment is that 75% of the students will pass with 70% score or better. Collecting Data: The written assignment was in eLearning (Moodle) where students individually worked and submit these for manual grading by instructor. After grading, Moodle is however not able to generate an average score and grade chart for instructor to analyze overall test results due to assessment tool or Moodle activity used - "assignment". This kind of activity doesn't generate an average score grade or chart. Analysis: Out of 24 students in the class, only 13 students passed. Analysis here is simple because students that submitted their assignment understood and were easily able to apply the concept. Half of the class that didn't submit basically received a "Fail" grade since there was nothing to assessment. As such, benchmark was not met because only 54% of students passed while 46% failed due to incomplete work.	Yes. The SLO statement needs revision.	Need to re-assess in Spring 2024	Approved
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Program (BUS) - Business AA	BUS 101	SLO 1_Marketing Systems	Written Assignment or Essay	BUS101 students will identify and describe different marketing mix or strategies. For this assessment, a local flyer will be used to contextualize learning content and students will review this flyer and assess or identify which marketing mix are being used and to describe in detail how they are being used.	Benchmark Not Met	Assessment overview: For this assessment, BUS101 students had to identify and describe different marketing mix or strategies and apply concept by identifying and submitting a local flyer as a way to contextual concept learned. In a written assignment, they were to review this flyer and assess or identify which marketing mix are being used and to describe in detail how they are being used so instructor is able to see they understand and are able to actually apply what they learned in the classroom. The benchmark set for this assessment is that 75% of the students will pass with 70% score or better. Collecting Data: The written assignment was in eLearning (Moodle) where students individually worked and submit these for manual grading by instructor. After grading, Moodle is however not able to generate an average score and grade chart for instructor to analyze overall test results due to assessment tool or Moodle activity used - "assignment". This kind of activity doesn't generate an average score grade or chart. Analysis: Out of 24 students in the class, only 13 students passed. Analysis here is simple because students that submitted their assignment understood and were easily able to apply the concept. Half of the class that didn't submit basically received a "Fail" grade since there was nothing to assessment. As such, benchmark was not met because only 54% of students passed while 46% failed due to incomplete work.	Yes. The SLO statement needs revision.	Need to re-assess in Spring 2024	Approved
Program (EDU) - Elementary Education AS	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.	Benchmark Met	Pupils graded by writing ten transitive and intransitive words in Marshallese grammar.	No. The SLO statement doesn't need revision.	There is no clear analysis explaining the assignment.	Needs Revision
Program (EDU) - Elementary Education AS	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.					

Program (LA) - Liberal Arts AA	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.	Benchmark Met	Pupils graded by writing ten transitive and intransitive words in Marshallese grammar.	No. The SLO statement doesn't need revision.	There is no clear analysis explaining the assignment.	Needs Revision
Program (LA) - Liberal Arts AA	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.					
Program (MAR) - Marshallese Language Arts CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.	Benchmark Met	Pupils graded by writing ten transitive and intransitive words in Marshallese grammar.	No. The SLO statement doesn't need revision.	There is no clear analysis explaining the assignment.	Needs Revision
Program (MAR) - Marshallese Language Arts CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.					
Program (MAR) - Marshallese Social Studies CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.	Benchmark Met	Pupils graded by writing ten transitive and intransitive words in Marshallese grammar.	No. The SLO statement doesn't need revision.	There is no clear analysis explaining the assignment.	Needs Revision
Program (MAR) - Marshallese Social Studies CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Objective Type Exam/Quiz - In Course	The students were tested on Marshallese subject and possessive proper nouns.					
Program (VCARP) - Carpentry Certificate	VCARP 101	SLO 1_Materials	Project - Group	Students will work in pairs to choose a building material from a given list of materials commonly used in the Marshall Islands.They are expected to discuss the raw materials they are made from and pros and cons of the material in compliance to the Marshall Islands environment.They are also expected to identify an alternative to the item chosen.	Benchmark Met	Total number of students assessed is 8 and 7 or 87.5 scored 70 % or higher or more in this assessment.	No. The SLO statement doesn't need revision.		

Program (EDU) - Elementary Education BA	EDU 427	SLO 1_PE Lessons	Project - Individual	Students will create a lesson based on the PSS health curriculum and insert a physical education component into the lesson, which they will then teach in a classroom as part of the fieldwork component.	Benchmark Met	For EDU 427 this semester we evaluated SLO 1 & Prepare lessons relating the relevance of health science and psychology to PE. We focused most of our lesson development on students who will be teaching in inclusive classrooms and not necessarily specifically working as PE teachers. As such we focused developing our lessons on integrating fitness into the learning plans. This semester, the class was rather small. There were only 8 students in the class. Five of the students (62.5%) were female, and three (37.5%) were male. Students worked in pairs to create lessons that included a physical education component. Students then taught the lesson in a classroom and submitted evidence of the movement activities they conducted with the students. All of the students were able to create a Health QPF that integrated movement activities into the QPF. Students then presented for their lesson for fieldwork and took pictures of the students doing the activity for evidence. The benchmark of 70% of students will be able to successfully create and implement a health lesson that includes physical education elements was met.	No. The SLO statement doesn't need revision.	Approved
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Program (ABE) - Adult Basic Education	REA 050	SLO 1_Plot & Setting	Written Assignment or Essay	After learning about plot and setting, students will be given a written assignment. Students will write a one-page story about an event (real or imagined) in which a conflict was developed and was later resolved. Begin with an exposition that introduces the characters, the setting, and the conflict. Use dialogue, description, and sensory language to develop the characters, plot, and mood.	Benchmark Met	Out of 22 students, only 14 students attempted the assignment. Of those 14 students, 11 received A's, 2 received B's, and 1 student received a 0 for not following the instructions. The assignment also included a presentation of the paper which counted as 20 points of the paper. Thus, the 2 students that received B grades resulted from not presenting their papers. The student that received a 0 turned in an assignment for a different class. Instead of writing a story the student wrote an autobiography. It could have been a result of confusion within the instructions. Because 14 students attempted and 13 passed, the benchmark was met. I have attached a copy of grading on Moodle as well as the rubric below.	Patricia Owens-Livai	No. The SLO statement doesn't need revision.	The explanation of the results are very detailed.	Approved
Program (LA) - Liberal Arts AA	MAR 290	SLO 1_Project	Project - Group	Present and document a project in Marshallese issues.	Benchmark Met	There were 10 pupils officially registered for this class. There were 4 (40%) out of 10 pupils achieved 70% score or higher, an 6 (60%) out of pupils received a score of 69% or lower. The four pupils were passed because they presented their works and came to class on time but six of them didn't pass because they always missed classes and didn't submit their works on time.		No. The SLO statement doesn't need revision.		
Program (MAR) - Marshallese Social Studies CCT	MAR 290	SLO 1_Project	Project - Group	Present and document a project in Marshallese issues.	Benchmark Met	There were 10 pupils officially registered for this class. There were 4 (40%) out of 10 pupils achieved 70% score or higher, an 6 (60%) out of pupils received a score of 69% or lower. The four pupils were passed because they presented their works and came to class on time but six of them didn't pass because they always missed classes and didn't submit their works on time.		No. The SLO statement doesn't need revision.		

Program (LA) - Liberal Arts AA	ENG 105	SLO 1_Public Speaking Skills	Presentation	The Debate will be the tool for this SLO Assessment, and this is held and completed towards the end of the semester, as this is the last speech in this class (Weeks 15/16) Students will work in a team to discuss and plan their strategy and content of the debate. The debate will consist of the prepared speech (usually informative and persuasive) and the impromptu discussion (crossfire). The debate encourages students to use the skills of planning, writing their speech, and skills learnt from three different speeches - impromptu, informative and persuasive speeches - and incorporating these skills in a final presentation, but now in a team. They will present individually yet still work and present in a team to achieve their goal. Debate topics are current and can be contextualized, topics such as: 1. Social media is an effective tool in building the minds of young adults 2. Capital punishment should be legalized in the Pacific 3. Colonization brings more loss than gain to the Pacific A template is discussed and can be used by the students. The template allows students to prepare quality content and also follow the mechanics of a debate.	Benchmark Met	SLO Analysis Assessment Data and Analysis 1) Data Results A) 11 total participants. The average of participants was 72% which exceeds the benchmark. B) 34 participants (83%) achieved the required benchmark. 7 participants (17%) were below the required benchmark. 2) Analysis A) Concerns have been expressed over attendance as this assignment requires students to be in the class to complete the assignment. Some sections had the in-class schedule changed to allow students to participate.	No. The SLO statement doesn't need revision.	Very well done. Very detailed and instructor(s) did disaggregate data by gender and location and also provided qualitative and quantitative data.	Approved
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Program (LA) - Liberal Arts AA	ENG 105	SLO 1_Public Speaking Skills	Presentation	The Debate will be the tool for this SLO Assessment, and this is held and completed towards the end of the semester, as this is the last speech in this class (Weeks 15/16) Students will work in a team to discuss and plan their strategy and content of the debate. The debate will consist of the prepared speech (usually informative and persuasive) and the impromptu discussion (crossfire). The debate encourages students to use the skills of planning, writing their speech, and skills learnt from three different speeches - impromptu, informative and persuasive speeches - and incorporating these skills in a final presentation, but now in a team. They will present individually yet still work and present in a team to achieve their goal. Debate topics are current and can be contextualized, topics such as: 1. Social media is an effective tool in building the minds of young adults 2. Capital punishment should be legalized in the Pacific 3. Colonization brings more loss than gain to the Pacific A template is discussed and can be used by the students. The template allows students to prepare quality content and also follow the mechanics of a debate.	Benchmark Met	The total number of participants was 54. The average grade was 70%. The benchmark was met. However, instructors report issues with attendance and participation. Anas class ENG 105-1 (AP) Fall 2023 SLO 1: Demonstrate public speaking skills individually and within group settings Campus all from Uliga; 12 Males, 14 females From the whole class, 4 did not debate; 8 had an F, 5 had a D, while 14 had a C grade or better. Performance is tabulated below: <table><tr><td>Grades</td><td></td></tr><tr><td>A</td><td>12</td></tr><tr><td>B</td><td>22</td></tr><tr><td>C</td><td>33</td></tr><tr><td>D</td><td>32</td></tr><tr><td>F</td><td>35</td></tr></table> Strengths of the assignment: "Students worked as a team, either in pairs or in threes, in preparation for the debate, but were graded individually. The debate had the prepared speech and the general discussion after everyone had spoken. "An individual can still debate even though their group members were absent "Used persuasive strategies of arguing their points "During the cross-fire or discussion time, students asked questions and made comments regarding the assignment, and further argued their stance "Practice of impromptu speaking during cross-fire and the need to think clearly and formulate answers and counter arguments, but this still needs to be worked on as there is a lot of hesitation to speak freely Weaknesses of the assignment: "A total of 8 students did not present their debate "Some were unprepared "Engaging borrowed ideas meaningfully in the arguments can still be improved on "Being consistent with using credible academic sources in their discussion can still be worked on	Grades		A	12	B	22	C	33	D	32	F	35	No. The SLO statement doesn't need revision.	Approved
Grades																				
A	12																			
B	22																			
C	33																			
D	32																			
F	35																			
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)																

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 201	SLO 1_Silvicultural Practices	Written Assignment or Essay	Students will be able to apply concepts of various silvicultural systems related to knowledge of agroforestry practices	Benchmark Met	All the students (100%) participated in the activity. Overall average class percentage is 83%.Students scored grade higher than grade C. A 33%(First most achieved grade) B+ 33% (First most achieved grade) C+ 33% (First most achieved grade) GENDER 1.Male participation-34% 2.Female participation-64% GENDER RATIO BOYS:GIRLS 1:2 GRADE RATIO FOR BOYS A:B+:C+ 0:0:1 GRADE RATIO FOR GIRLS A:B+:C+ 1:1:0 LOCATION 12.5% Student participation from Wotje learning center.87.5% student participation from Majuro Highest grade achieved-A Out of 75% Female participation 17% females are from Wotje center ANALYSIS OF DATA 1.Overall pass percentage of the course is 83%. 2.Grade ratio is A ,B+ 33% each score for the girls while Boys scored C+ 33%. 3.Girls scored better or higher grades as compared to boys 4.Gender ratio for girls to boys is 2:1.Girls are enrolled in higher number as they are proactive in learning new courses and programs 5.Location ratio Majuro to Wotje is 2:1.In the course 66% students are from Majuro while 34% are from Wotje.Wotje island shows tremendous involvement in farming activities and female candidates are enrolled in every semester from Wotje	No. The SLO statement doesn't need revision.	Analysis of data results and assessment tool well developed	Approved
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Department (STEM) - MATH 098 STEM	SLO 1_Simplify Expressions	Objective Type Exam/Quiz - In Course	quiz	Benchmark Met	Overall the benchmark was met when the students took the quiz for SLO 01 since 32 out of 39 students (82%) got a grade of 70% and above, which is considered as passed (P), and 7 out of 39 students (18%) got a grade of below 70% which is considered as not passed (NP). Students who placed on the credit level got (96%) passing rate on the examination for SLO 01. Regarding the majority, liberal Arts (83%) and Business (77%) major students got 70% and above grades on the quiz since most came from these two majors. There is also an excellent passing rate outcome for Education and Agri-forestry majors (both of them got 100%) even though they are the minority of the cluster which still got 70% and above grade in the target SLO assessment. However, the nursing major got 50-50 passing rates on the quiz. Male and female students met the benchmark target of 70% and above grade. But the Male passing rate (88%) is much higher than the female passing rate (73%). Based on the age brackets, the 18-20 years old and 24 - 26 years old group of students met the benchmark above 70%, while the ages 14-26 years old also did not meet the benchmark since the passing rate is only 67%. On the demographic profiling, the majority of the students are English level place in credit (64%), majoring in Liberal arts (46%), most of the students are ages 18-20 years old, which is 67%, and there are 62% of the students who took the quiz for SLO 01 are male.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - MATH 098 STEM	SLO 1_ Simplify Expressions	Objective Type Exam/Quiz - In Course	quiz	Benchmark Met	Overall the benchmark was met when the students took the quiz for SLO 01. About 35 out of 54 students (65%) of the enrolled student who took the Quiz for SLO 01, since 31 out of 35 students (89%) got a grade of 70% and above, which is considered as passed (P), and 4 out of 35 students (11%) got a grade of below 70% which is considered as not passed (NP). Students who placed on the English Credit Level got (81%) passing rate on the examination for SLO 01. Regarding the majority, Liberal Arts, Business, Education and Nursing students got 70% and above grades on the quiz ranging from 71% to 100%. Male and female students met the benchmark target of 70% and above grade. But the Female passing rate (93%) is much higher than the Male passing rate (85%). Based on the age brackets, (all) 18-26+ years old group of students met the benchmark above 70%. On the demographic profiling, the majority of the students are English level place in credit (45%), majoring in Liberal arts (57%), most of the students are ages 18-20 years old, which is 85%, and there are 57% of the students who took the quiz for SLO 01 are male.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well-Develop, analysis of data results shows BOTH of the following elements: (a) clearly explains why a certain percentage of students met the benchmark; and (b) clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.	Approved
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Program (DEV) - Developmental Education	MATH 098	SLO 1_Simplify Expressions	Objective Type Exam/Quiz - In Course	quiz	Benchmark Met	Overall the benchmark was met when the students took the quiz for SLO 01 since 32 out of 39 students (82%) got a grade of 70% and above, which is considered as passed (P), and 7 out of 39 students (18%) got a grade of below 70% which is considered as not passed (NP). Students who placed on the credit level got (96%) passing rate on the examination for SLO 01. Regarding the majority, liberal Arts (83%) and Business (77%) major students got 70% and above grades on the quiz since most came from these two majors. There is also an excellent passing rate outcome for Education and Agri-forestry majors (both of them got 100%) even though they are the minority of the cluster which still got 70% and above grade in the target SLO assessment. However, the nursing major got 50-50 passing rates on the quiz. Male and female students met the benchmark target of 70% and above grade. But the Male passing rate (88%) is much higher than the female passing rate (73%). Based on the age brackets, the 18-20 years old and 24 - 26 years old group of students met the benchmark above 70%, while the ages 14-26 years old also did not meet the benchmark since the passing rate is only 67%. On the demographic profiling, the majority of the students are English level place in credit (64%), majoring in Liberal arts (46%), most of the students are ages 18-20 years old, which is 67%, and there are 62% of the students who took the quiz for SLO 01 are male.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (DEV) - Developmental Education	MATH 098	SLO 1_ Simplify Expressions	Objective Type Exam/Quiz - In Course	quiz	Benchmark Met	Overall the benchmark was met when the students took the quiz for SLO 01. About 35 out of 54 students (65%) of the enrolled student who took the Quiz for SLO 01, since 31 out of 35 students (89%) got a grade of 70% and above, which is considered as passed (P), and 4 out of 35 students (11%) got a grade of below 70% which is considered as not passed (NP). Students who placed on the English Credit Level got (81%) passing rate on the examination for SLO 01. Regarding the majority, Liberal Arts, Business, Education and Nursing students got 70% and above grades on the quiz ranging from 71% to 100%. Male and female students met the benchmark target of 70% and above grade. But the Female passing rate (93%) is much higher than the Male passing rate (85%). Based on the age brackets, (all) 18-26+ years old group of students met the benchmark above 70%. On the demographic profiling, the majority of the students are English level place in credit (45%), majoring in Liberal arts (57%), most of the students are ages 18-20 years old, which is 85%, and there are 57% of the students who took the quiz for SLO 01 are male.	Edward Alfonso	No. The SLO statement doesn't need revision.	Well-Develop, analysis of data results shows BOTH of the following elements: (a) clearly explains why a certain percentage of students met the benchmark; and (b) clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.	Approved
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Program (EDU) - Elementary Education AS	SOC 140	SLO 1_Social Studies Concepts	Written Assignment or Essay	Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post- colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted) https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true	Benchmark Met	Out of 57 students in SOC140, 21 chose to participate indicating a sample that represents 36.84% of the total enrollees. However, 100 percent of the 21 students who chose to participate passed with a 70 percent or higher where they clearly responded well to the essay prompt communicated their relative positioning. 11 (48%) of the participants were female , 9 (39%) were male and 1 (13%) was non binary. In section 1: 5 (50%) of participants were male and 5(50%) were female. In section 2: 4 were female, 2 were male, and 1 was non binary. In Section 3: 2(50%) of the participants were female and 2 (50%) of the participants were male. The data can be further elaborated in detail in the given charts below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Students easily passed because the essay assignment followed a chunking and scaffolding of class content via videos, readings, worksheet assignment, quiz, and conversations which reenforced understanding through a bilingual approach to learning.	No. The SLO statement doesn't need revision.	Used qualitative and quantitative data to assess alongside the assessment tool rubric.	Approved
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Program (GE) - General Education	SOC 140	SLO 1_Social Studies Concepts	Written Assignment or Essay	Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post- colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted) https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxl_nk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtopf=true&sd=true	Benchmark Met	Out of 57 students in SOC140, 21 chose to participate indicating a sample that represents 36.84% of the total enrollees. However, 100 percent of the 21 students who chose to participate passed with a 70 percent or higher where they clearly responded well to the essay prompt communicated their relative positioning. 11 (48%) of the participants were female , 9 (39%) were male and 1 (13%) was non binary. In section 1: 5 (50%) of participants were male and 5(50%) were female. In section 2: 4 were female, 2 were male, and 1 was non binary. In Section 3: 2(50%) of the participants were female and 2 (50%) of the participants were male. The data can be further elaborated in detail in the given charts below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Students easily passed because the essay assignment followed a chunking and scaffolding of class content via videos, readings, worksheet assignment, quiz, and conversations which reenforced understanding through a bilingual approach to learning.	No. The SLO statement doesn't need revision.	Used qualitative and quantitative data to assess alongside the assessment tool rubric.	Approved
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Program (LA) - Liberal Arts AA	SLO 1_Social Studies Concepts	Written Assignment or Essay	Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post-colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted) https://docs.google.com/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxl_nk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true	Benchmark Met	Out of 57 students in SOC140, 21 chose to participate indicating a sample that represents 36.84% of the total enrollees. However, 100 percent of the 21 students who chose to participate passed with a 70 percent or higher where they clearly responded well to the essay prompt communicated their relative positioning. 11 (48%) of the participants were female , 9 (39%) were male and 1 (13%) was non binary. In section 1: 5 (50%) of participants were male and 5(50%) were female. In section 2: 4 were female, 2 were male, and 1 was non binary. In Section 3: 2(50%) of the participants were female and 2 (50%) of the participants were male. The data can be further elaborated in detail in the given charts below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Students easily passed because the essay assignment followed a chunking and scaffolding of class content via videos, readings, worksheet assignment, quiz, and conversations which reenforced understanding through a bilingual approach to learning.	No. The SLO statement doesn't need revision.	Used qualitative and quantitative data to assess alongside the assessment tool rubric.	Approved
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Program (MAR) - Marshallese Social Studies CCT	SOC 140	SLO 1_Social Studies Concepts	Written Assignment or Essay	Students will write short answer responses via four dimensions (e.g. Personal, Social, Cognitive, and Knowledge Building) to specific Contemporary issues caused by Imperialism and Colonialism and its ongoing impacts in the post- colonial era that showcases their personal opinion on what type of practical solutions should be implemented to alleviate the issue in Micronesia. Their response will be measured by a holistic rubric given below (adapted) https://docs.google.com/documen t/d/1MjoiR0y4Fqif5n_1eu6PD9Wxl nk7A6WD/edit?usp=sharing&ouid =116058295816982232791&rtpof= true&sd=true	Benchmark Met	Out of 57 students in SOC140, 21 chose to participate indicating a sample that represents 36.84% of the total enrollees. However, 100 percent of the 21 students who chose to participate passed with a 70 percent or higher where they clearly responded well to the essay prompt communicated their relative positioning. 11 (48%) of the participants were female , 9 (39%) were male and 1 (13%) was non binary. In section 1: 5 (50%) of participants were male and 5(50%) were female. In section 2: 4 were female, 2 were male, and 1 was non binary. In Section 3: 2(50%) of the participants were female and 2 (50%) of the participants were male. The data can be further elaborated in detail in the given charts below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Students easily passed because the essay assignment followed a chunking and scaffolding of class content via videos, readings, worksheet assignment, quiz, and conversations which reenforced understanding through a bilingual approach to learning.	No. The SLO statement doesn't need revision.	Used qualitative and quantitative data to assess alongside the assessment tool rubric.	Approved
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Program (MSCI) - Marine Science CCT	SCI 220	SLO 1_Techniques	Presentation	MARINE FIELD RESEARCH METHOD Students will develop a power- point and deliver a presentation in groups based on the selection of an approved meaningful research project. The presentation should illustrate the aim, objectives, hypothesis, methodology and the significance of undertaking the research project to the Marshall Islands. The presentation is the precursor for the elaborate research paper which will be subsequently undertaken and submitted.	Benchmark Met	100% participation was observed for the evaluation activity. The overall average class performance was 82%. A score of 82% indicates that the majority of students attained a grades above a passing grade. The overall results could be because the terms of reference was clear and specific and therefore students clearly understood the requirements of the activity and were able to fulfil them.	Edward Alfonso	No. The SLO statement doesn't need revision.	
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Program (MSCI) - Marine Science CCT	SCI 220	SLO 1_ Techniques	Presentation	MARINE FIELD RESEARCH METHOD Students will develop a power-point and deliver a presentation in groups based on the selection of an approved meaningful research project. The presentation should illustrate the aim, objectives, hypothesis, methodology and the significance of undertaking the research project to the Marshall Islands. The presentation is the precursor for the elaborate research paper which will be subsequently undertaken and submitted.	Benchmark Met	Possible reasons for the average class score: student preparedness, interest, motivation, clear explanations, quality of guidance, dedication to task, understanding of expectations, prior knowledge and consistency. Participation Rate: 58.33%, Average Class Score: 88%, Gender Distribution: 6 males and 1 female, Average Male Class Score: 87% ,and Average Female Class Score: 90.	Edward Alfonso	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements to explains why a certain percentage of students met the benchmark. Also, upload the related documents to the repository	Approved
Program (MSCI) - Marine Science CCT	SCI 220	SLO 1_ Techniques	Presentation	MARINE FIELD RESEARCH METHOD Students will develop a power-point and deliver a presentation in groups based on the selection of an approved meaningful research project. The presentation should illustrate the aim, objectives, hypothesis, methodology and the significance of undertaking the research project to the Marshall Islands. The presentation is the precursor for the elaborate research paper which will be subsequently undertaken and submitted.	Benchmark Met	100% participation was observed for the evaluation activity. The overall average class performance was 82%. A score of 82% indicates that the majority of students attained a grades above a passing grade. The overall results could be because the terms of reference was clear and specific and therefore students clearly understood the requirements of the activity and were able to fulfil them.	Kendal Romany	No. The SLO statement doesn't need revision.		
Program (MSCI) - Marine Science CCT	SCI 220	SLO 1_ Techniques	Presentation	MARINE FIELD RESEARCH METHOD Students will develop a power-point and deliver a presentation in groups based on the selection of an approved meaningful research project. The presentation should illustrate the aim, objectives, hypothesis, methodology and the significance of undertaking the research project to the Marshall Islands. The presentation is the precursor for the elaborate research paper which will be subsequently undertaken and submitted.	Benchmark Met	Possible reasons for the average class score: student preparedness, interest, motivation, clear explanations, quality of guidance, dedication to task, understanding of expectations, prior knowledge and consistency. Participation Rate: 58.33%, Average Class Score: 88%, Gender Distribution: 6 males and 1 female, Average Male Class Score: 87% ,and Average Female Class Score: 90.	Kendal Romany	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements to explains why a certain percentage of students met the benchmark. Also, upload the related documents to the repository	Approved

Program (ABE) - Adult Basic Education	REA 030	SLO 1_Text Meaning	Objective Type Exam/Quiz - In Course	Students will be able to read and understand a word or phrase in a text, integrate with what he/she already knows, as well as to interpret words and phrases as they are used in a text including technical, connotative, and figurative meanings. Each student will be assessed by completing the midterm paper (TK).				
Program (ABE) - Adult Basic Education	SST 030	SLO 1_US Government	Objective Type Exam/Quiz - In Course	Tests, quizzes, assignments, and class participation through discussion forums (all tools will be in Moodle)				
Program (VCARP) - Carpentry Certificate	VCARP 060	SLO 1_Use Algebra	Objective Type Exam/Quiz - In Course	An assessment on addition, subtraction, multiplication, and division of whole numbers will be given to students. The test will be consisting of 2 problems for each mathematical operation.	Benchmark Met	There are 10 students enrolled in this course. Only 9 of them were able to participate in the assessment prepared for the SLO 1. The result of the assessment showed that 8 of the students passed with 75% and better and only 1 got 61%. The passing rate was 77%.	No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education AS	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters	Benchmark Met	There were 21 pupils registered for this course. 16 (76%) out of 21 pupils achieved 70% score or higher. 5(24%) out of 21 pupils got 69% or higher. One reason why 76% of the 21 pupils were met the Benchmark because they submitted their works on time. One reason why the rests didn't meet the Benchmark because they didn't do their assignments and always missed class.	No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education AS	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters.				
Program (LA) - Liberal Arts AA	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters	Benchmark Met	There were 21 pupils registered for this course. 16 (76%) out of 21 pupils achieved 70% score or higher. 5(24%) out of 21 pupils got 69% or higher. One reason why 76% of the 21 pupils were met the Benchmark because they submitted their works on time. One reason why the rests didn't meet the Benchmark because they didn't do their assignments and always missed class.	No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters.				

Program (MAR) - Marshallese Language Arts CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters	Benchmark Met	There were 21 pupils registered for this course. 16 (76%) out of 21pupils achieved 70% score or higher. 5(24%) out of 21 pupils got 69% or higher. One reason why 76% of the 21 pupils were met the Benchmark because they submitted their works on time. One reason why the rests didn't meet the Benchmark because they didn't do their assignments and always missed class.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters.				
Program (MAR) - Marshallese Social Studies CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters	Benchmark Met	There were 21 pupils registered for this course. 16 (76%) out of 21pupils achieved 70% score or higher. 5(24%) out of 21 pupils got 69% or higher. One reason why 76% of the 21 pupils were met the Benchmark because they submitted their works on time. One reason why the rests didn't meet the Benchmark because they didn't do their assignments and always missed class.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	Test on writing a word using each of the alphabet letters.				

Program (MSCI) - Marine Science CCT	SCI 281	SLO 1_Work	Written Assignment or Essay	Internship Article (Environmental/Marine Journalism) Develop an article using scholarly writing focused on a major specific environmental issue affecting Marshall Islands. Terms of Reference: 1. Use scholarly writing 2. Use and explain field-specific terms within the article 3. Highlight and explain the purpose of your article and why you are publishing it 4. Provide background information of Marshall Islands and introduce the environmental issue 5. Incorporate pictures, that should be taken by you, of the area and the environmental issue 6. Explain what is occurring in the picture 7. Explain the science behind the environmental issue 8. Present statistical data/charts to help explain aspects of your research 9. Discuss how this environmental issue impacts the environment and the people of the community 10. Propose practical appropriate measures to mitigate the environmental issues in Marshall Islands 11. Include a conclusion 12. Include universally recognized references 13. Ensure that your name, as the author, and the Marine Science Program is presented at the top of the article 14. Word limit- 500 to 1000 15. Submit the Article for evaluation and then to the school newspapers for publishing
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Program (NURS) - Nursing AS	NURS 120	SLO 2_ Describe Process	Presentation	The students will learn and understand the pathophysiology process; Certain diseases, especially those discussed and explained in class, will be assigned to each student to do presentation in classes, describing the etiology, the problems, & the clinical manifestation of the diseases. They'll be required to use at least 2 other reference other than the class textbook.
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Program (NURS) - Public Health CCT	NURS 120	SLO 2_ Describe Process	Presentation	The students will learn and understand the pathophysiology process; Certain diseases, especially those discussed and explained in class, will be assigned to each student to do presentation in classes, describing the etiology, the problems, & the clinical manifestation of the diseases. They'll be required to use at least 2 other reference other than the class textbook.
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Program (GE) - General Education	ENG 201	SLO 2_Analyze Works	Written Assignment Essay or Essay	Benchmark Met	Total Number of participants: 7 Average grade: 83% While the benchmark was met, there was an issue of ability detected. Students entering with only ENG111 performed lower or stopped attending. Students with a higher writing level performed better. It may be needed to create two courses in the future. One class can act as a beginning level creative writing while a second can be for students with the higher ability or those who took the first level. Grade C+ Gender F Location Uliga The poem is a short poem written by a female author. The title of this poem is called, How Do I Love Thee? The name of the author is Elizabeth Barrett Browning and her poem revolves around faith and religion. In this short poem the author is expressing her spiritual emotions. When she said How Do I Love Thee? and went on to say, my soul can reach when feeling out of sight. Its referring to her praying silently to God. For the ends of being and ideal grace. I love thee to the level of every days, shes referring the end of the world and still she will still keep her faith in God. Most quiet night, by the sun and candle-light. I love thee freely, as men strive for right. This part is tricky because it says most quiet night and then mentioned the sun. In my old griefs, and with my childhoods faith, she is now talking about her faith. I love thee with a love I seemed to lose. Now this part she is referring to losing her faith but still continues to love her faith. with my lost saints, which means her friends or families that either dead or lost their belief in God. I love thee with a breath, smiles, tears, of all my life; and if God choose, I shall but love thee better after death. She not be mad or lose her faith if God chooses to take her loved ones. In Conclusion, the poem is basically talking about the author expressing her religious faith. The main idea is keeping her faith in God regardless of the circumstances that she felt.	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA
ENG 201

SLO 2_Analyze Works
Written Assignment or Essay

Benchmark Met

Total Number of participants: 7
Average grade: 83%
While the benchmark was met, there was an issue of ability detected. Students entering with only ENG111 performed lower or stopped attending. Students with a higher writing level performed better. It may be needed to create two courses in the future. One class can act as a beginning level creative writing while a second can be for students with the higher ability or those who took the first level.

No. The SLO statement doesn't need revision.

Approved

Grade C+

Gender F

Location Uliga

The poem is a short poem written by a female author. The title of this poem is called, How Do I Love Thee? The name of the author is Elizabeth Barrett Browning and her poem revolves around faith and religion.

In this short poem the author is expressing her spiritual emotions. When she said How Do I Love Thee? and went on to say, my soul can reach when feeling out of sight. Its referring to her praying silently to God. For the ends of being and ideal grace. I love thee to the level of every days, shes referring the end of the world and still she will still keep her faith in God. Most quiet night, by the sun and candle-light. I love thee freely, as men strive for right. This part is tricky because it says most quiet night and then mentioned the sun. In my old griefs, and with my childhoods faith, she is now talking about her faith. I love thee with a love I seemed to lose. Now this part she is referring to losing her faith but still continues to love her faith. with my lost saints, which means her friends or families that either dead or lost their belief in God. I love thee with a breath, smiles, tears, of all my life; and if God choose, I shall but love thee better after death. She not be mad or lose her faith if God chooses to take her loved ones.

In Conclusion, the poem is basically talking about the author expressing her religious faith. The main idea is keeping her faith in God regardless of the circumstances that she felt.

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 103	SLO 2_Apply Basics	Objective Type Exam - Midterm	After having learned nautical terminology and applying it to various situations in the classroom, students will be tested on their knowledge of each term through the midterm exam. The exam will consist of 24 multiple choice questions regarding nautical terms with additional questions regarding ship parts and communication. The questions on nautical terms will be worth 52 points altogether. (powens-livai)	Benchmark Met	After careful review and individual study time, students were tested and all 26 students that are enrolled in the class attempted the midterm exam. Out of 26 students, 7 students received an A grade, 9 students received a B grade, 2 students received a C grade, 4 students received a D grade, and 4 students received an F grade. Out of 26 students, 18 students passed the midterm exam therefore, the benchmark was met.	Patricia Owens-Livai	Yes. The SLO statement needs revision.	It is important that rubrics are being developed for any assessment specifically to indicate which skill set the instructor wants to assess and also that student understand the expected outcome of the assessment. Critical to also state how the assessment is linked to the content of the course learning outcomes.	Approved
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Program (DEV) - Developmental Education	ENG 096	SLO 2_Apply New Vocabulary	Presentation	Students will deliver a 2-3 minute presentation to share their biggest dreams in life and their parents' dream for them. In this assessment, the students will demonstrate skill on the following: (1) discuss three big dreams and their reasons for achieving them; 2. share their parents' aspirations and advice for them, (2) use at least 3 vocabulary learned from the podcast talk and TED Talk in Unit 1, Bringing Dreams to life; (3) use appropriate lecture language to introduce the topic and thesis statement and transitions to introduce main points, (4) use one or two principles of success from Bel Pesce's talk.(Ex. F page 16 of the 21st Century Book 3). Students will also provide a clear introduction, body and conclusion, and deliver their speech with clarity and confidence.	Benchmark Met	This is a consolidated assessment report for ENG 096. A total of 80 students participated in this assessment. Disaggregating by gender, 34 (43%) were males, 44 (55%) were females and 2 (2%) were unidentified. Of the 80 students, 60 (75%) of them got a passing score of 70 and higher, while the remaining 20 (25%) scored below 70. Therefore, the benchmark that the overall performance of all sections be 70 and higher was MET. Looking closely at the pass rates, of the 60 students who passed the assessment, 24 (40%) were males and 36 (60%) were females. The passing percentage of females was 20% higher than the male's. This is expected since there were more female participants than males. However, analyzing the data based on the total population of each gender group, results revealed that only 24/34 or 71% of the males passed the assessment as compared to the 36/44 or 82% of their female counterparts. Again, the performance rate of the females was higher than the male's. Thus, in this speaking assessment, the females outperformed the males. They performed well as expected. Looking at the fail rates, of the 20 students, 10 were males which is 50% of the total fail count, 8 were females constituting 40% of the failing group, and 2 were unidentified, comprising the 10% of the group. The failing percentage of males was 20% higher than the female's. It is obvious that more males failed than females. Examining the data, based on the total population of each gender group, findings showed that 10/34 or 29% of the total male count did not pass, while only 8/44 or 18% of the total female population failed in the assessment. Thus, it can be construed that the males were underperforming in this assessment. They performed less well than expected. Moreover, the factors that have contributed to the students' achievement of the benchmark included "confidence and passion in delivering the presentation, good pacing, fluency and rapport with their audience and ability to	No. The SLO statement doesn't need revision.	Approved
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Program (DEV) - Developmental Education	ENG 096	SLO 2_Apply New Vocabulary	Presentation	Students will deliver a 2-3 minute presentation to share their biggest dreams in life and their parents' dream for them. In this assessment, the students will demonstrate skill on the following: (1) discuss three big dreams and their reasons for achieving them; 2. share their parents' aspirations and advice for them, (2) use at least 3 vocabulary learned from the podcast talk and TED Talk in Unit 1, Bringing Dreams to life; (3) use appropriate lecture language to introduce the topic and thesis statement and transitions to introduce main points, (4) use one or two principles of success from Bel Pesce's talk.(Ex. F page 16 of the 21st Century Book 3). Students will also provide a clear introduction, body and conclusion, and deliver their speech with clarity and confidence.	Benchmark Not Met	This is a consolidated assessment report for SLO 2 of the ENG 96 courses offered this Fall semester of 2023. There were 67 students who participated in this common assessment; 34 were females and 33 were males. Analyzing the data from each group, 22/34 females or 65% passed the test while 20/33 males or 61% passed it too. This indicated that the females demonstrated a slightly better speaking performance over their male counterparts. This also means that the female group showed a higher competence over the use of vocabulary, lecture language for topic and transitions, and incorporated a concept learned from class discussions. The performance percentages - 65% and 61% for the 2 groups respectively, also mean that the students are moving toward the standard or benchmark. However, they need more practice and exposure to achieve the required passing percentage. For the 35% of the female population and the 39% of the male group who failed the test, their failure can be attributed to lack of content or poor delivery of the presentation and for not using or incorporating in their speech some vocabs, lecture language and the target concept. It can also be attributed to lack of confidence to speak. Combining the pass-fail results of all the student takers, 42/67 or 63% passed the assessment, while 37/67 or 37% failed it. Therefore, the benchmark that 70% of the student-takers will get a grade of 70 or higher, was not met. Factors that contributed to passing and failing the speaking assessment Content completeness and good delivery are reasons for passing the test. Those who passed the assessment gave a fair to good performance striking a balance between content and delivery. This means those who passed the assessment provided most of the required criteria for the content part which included the introduction, body - the 3 dreams and reasons, parents dream	No. The SLO statement doesn't need revision.	Well articulated and analyzed results. The results will be discussed by the Eng. 096 instructors for the coming Springs semester to address the gaps.	Approved
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Program (ABE) - Adult Basic Education	REA 040	SLO 2_Bio and Autobiography	Research Report	By Moarieta Ientaake (Fall Semester, 2022) The students will conduct a research on the biography and or autobiography of President Amata Kabua and his accomplishments for the Marshall Islands.	Benchmark Not Met	The benchmark was set at 70% of all students who took ABE Reading 040 Level 4 for both sections 1 (Morning) and section 2 (Afternoon) in Fall 2022 should be able to score 70% and above. The rationale was based on my interest to objectively assess if students can compare and contrast the form and characteristics of a biography and autobiography (ABE Interact with the academic content of Reading) and apply their knowledge and understanding to real life situations. Referring to the analysis shown in the table below, it is evident from the result of the analysis of SLO#2 that about 22.5% for both sections scored 70% or above which is below the benchmark of 70% and above. Thus, the benchmark was not met even if you consider both sections separately as shown in the table below. These are due to complicating factors one of which is students' poor study habits that confirmed the status of ABE students who are considered by the USA Department of Education's classification as "at-risk students" in the same category as "special-ed" students. Thus, we need assistant teachers to help implement differentiated learning pedagogies in order to address the different levels of our ABE students such as catering for one-on-one assistance during instruction and assessments.	No. The SLO statement doesn't need revision.	The results were organized and detailed.	Approved
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Program (EDU) - Elementary Education AS	HIS 132	SLO 2_Colonization on the Marshall Islands	Critique of Performance	Students will write a short essay or provide a short response that will be measured by a holistic rubric analyzing the influence of the colonization, capitalism and Christianity on the Marshall Islands. Instructor will use the four dimensions of reading and listening being (e.g. Personal, Social, Cognitive, and Knowledge Building) to help aid the students understanding to better frame their responses. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both.	Benchmark Met	There were a total of 15 students enrolled in HIS132 for this fall semester. Out of the 40 students, all 15 participated in the assessment. However not all passed by scoring a 70 percent or higher in the given essay assignment(s). 14 out of 15 passed comprehensively showcasing a passing rate of 93.33 percent. Out of the 15 students, one self identified as LGBTQ2S+ and 7 were female as compared to 8 males. LGBT representation in this particular assessment is at 6.66% while female representation was at 46.66% with males dominating at 54.44 percent. However, even though male represented a higher percent, they were outmatched by females with 100 percent of the 7 females passing with only 7 males passing showcasing a passing rate for females at 100 percent and males at 87.5%. In greater detail, with one student being LGBTQ2S+ that is gender fluid, it also indicates a high passing rate of the LGBTQ2S+ student community with the lone student passing indicating a gender fluid passing rate of 100 percent in this sample study. I believe it's important to keep studying the trend. This is my first time assessing this course and teaching it for that matter but I'm open to accommodating students as I always have and will continue to do so by refining and confining my skills to student centered approaches.	No. The SLO statement doesn't need revision.	Try to add graphs like you did last time if time and your health permits. Although not required, it helps in illustrating your point.	Approved
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Program (LA) - Liberal Arts AA	HIS 132	SLO 2_Colonization on the Marshall Islands	Critique of Performance	Students will write a short essay or provide a short response that will be measured by a holistic rubric analyzing the influence of the colonization, capitalism and Christianity on the Marshall Islands. Instructor will use the four dimensions of reading and listening being (e.g. Personal, Social, Cognitive, and Knowledge Building) to help aid the students understanding to better frame their responses. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both.	Benchmark Met	There were a total of 15 students enrolled in HIS132 for this fall semester. Out of the 40 students, all 15 participated in the assessment. However not all passed by scoring a 70 percent or higher in the given essay assignment(s). 14 out of 15 passed comprehensively showcasing a passing rate of 93.33 percent. Out of the 15 students, one self identified as LGBTQ2S+ and 7 were female as compared to 8 males. LGBT representation in this particular assessment is at 6.66% while female representation was at 46.66% with males dominating at 54.44 percent. However, even though male represented a higher percent, they were outmatched by females with 100 percent of the 7 females passing with only 7 males passing showcasing a passing rate for females at 100 percent and males at 87.5%. In greater detail, with one student being LGBTQ2S+ that is gender fluid, it also indicates a high passing rate of the LGBTQ2S+ student community with the lone student passing indicating a gender fluid passing rate of 100 percent in this sample study. I believe it's important to keep studying the trend. This is my first time assessing this course and teaching it for that matter but I'm open to accommodating students as I always have and will continue to do so by refining and confining my skills to student centered approaches.	No. The SLO statement doesn't need revision.	Try to add graphs like you did last time if time and your health permits. Although not required, it helps in illustrating your point.	Approved
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Program (MAR) - Marshallese Social Studies CCT	HIS 132	SLO 2_Colonization on the Marshall Islands	Critique of Performance	Students will write a short essay or provide a short response that will be measured by a holistic rubric analyzing the influence of the colonization, capitalism and Christianity on the Marshall Islands. Instructor will use the four dimensions of reading and listening being (e.g. Personal, Social, Cognitive, and Knowledge Building) to help aid the students understanding to better frame their responses. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both.	Benchmark Met	There were a total of 15 students enrolled in HIS132 for this fall semester. Out of the 40 students, all 15 participated in the assessment. However not all passed by scoring a 70 percent or higher in the given essay assignment(s). 14 out of 15 passed comprehensively showcasing a passing rate of 93.33 percent. Out of the 15 students, one self identified as LGBTQ12S+ and 7 were female as compared to 8 males. LGBT representation in this particular assessment is at 6.66% while female representation was at 46.66% with males dominating at 54.44 percent. However, even though male represented a higher percent, they were outmatched by females with 100 percent of the 7 females passing with only 7 males passing showcasing a passing rate for females at 100 percent and males at 87.5%. In greater detail, with one student being LGBTQ2S+ that is gender fluid, it also indicates a high passing rate of the LGBTQ2S+ student community with the lone student passing indicating a gender fluid passing rate of 100 percent in this sample study. I believe it's important to keep studying the trend. This is my first time assessing this course and teaching it for that matter but I'm open to accommodating students as I always have and will continue to do so by refining and confining my skills to student centered approaches.	No. The SLO statement doesn't need revision.	Try to add graphs like you did last time if time and your health permits. Although not required, it helps in illustrating your point.	Approved	
Program (NURS) - Public Health CCT	AH 101	SLO 2_Concepts	Project - Individual	Each student is required to create a brochure on the assigned topic and present and defend the information found in the brochures in class. The student will be prepared to answer the questions of the instructor and classmates. (MFSumaoang)						

Program (VCARP) - Carpentry Certificate	VCARP 104	SLO 2_Construct	Project - Group	Given a blueprint of a common footing ,the students will construct the formwork showing a section in full scale, The construction piece will include include the requirements as specified in the blueprint.	Benchmark Met	8 out of 8 students assessed scored 75% or more on this assessment.	No. The SLO statement doesn't need revision.		
Program (VCARP) - Carpentry Certificate	VCARP 202	SLO 2_Construction Skills	Project - Group	The students will be able to construct an 8x8 feet wall in groups of three.Included the best fixtures of the members ,including the positioning and installation of a louver blade window.					
Program (EDU) - Elementary Education BA	ASL 102	SLO 2_Conversational Skills	Presentation	Students will be demonstrate the following skills 1. knowledge of the rules of ASL by correctly producing signs and facial expressions in complex ASL sentences. 2. Integrate several communication strategies, such as using common reference point when giving directions or asking for clarification, to enhance their conversations in ASL 3. Describe Deaf cultural norms, practices, or products 4. Describe examples of major events in Deaf history that have significant impact in the Deaf community	Benchmark Met	8 students enrolled in the course. 4 females and 4 males. The 8 students met the benchmark and the grades were A- 1, B++6. B-1 All the students passed but i was were not satisfied because we didn't have enough class time to complete the pages along with the UNITS that we could cover for the whole semester. Two days a week is not enough to teach this language since the content is based on, visual, meaning, no talking in class and only using your eyes and writing , using gestures and pointing to communicate clear messages among the deaf . The students need to be fully equipped in giving their services to the Deaf community here in Majuro and all over the World.	Yes. The SLO statement needs revision.	The ASL 102 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 102 course in terms high quality SLO assessment.	Approved

Program (EDU) - Elementary Education CCT in Special Education (SPED)	ASL 102	SLO 2_Conversatio nal Skills	Presentation	Students will be demonstrate the following skills 1. knowledge of the rules of ASL by correctly producing signs and facial expressions in complex ASL sentences. 2. Integrate several communication strategies, such as using common reference point when giving directions or asking for clarification, to enhance their conversations in ASL 3. Describe Deaf cultural norms, practices, or products 4. Describe examples of major events in Deaf history that have significant impact in the Deaf community	Benchmark Met	8 students enrolled in the course. 4 females and 4 males. The 8 students met the benchmark and the grades were A- 1, B+-6. B-1 All the students passed but i was were not satisfied because we didn't have enough class time to complete the pages along with the UNITS that we could cover for the whole semester. Two days a week is not enough to teach this language since the content is based on, visual, meaning, no talking in class and only using your eyes and writing , using gestures and pointing to communicate clear messages among the deaf . The students need to be fully equipped in giving their services to the Deaf community here in Majuro and all over the World.	Yes. The SLO statement needs revision.	The ASL 102 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 102 course in terms high quality SLO assessment.	Approved
Program (GE) - General Education	ASL 102	SLO 2_Conversatio nal Skills	Presentation	Students will be demonstrate the following skills 1. knowledge of the rules of ASL by correctly producing signs and facial expressions in complex ASL sentences. 2. Integrate several communication strategies, such as using common reference point when giving directions or asking for clarification, to enhance their conversations in ASL 3. Describe Deaf cultural norms, practices, or products 4. Describe examples of major events in Deaf history that have significant impact in the Deaf community	Benchmark Met	8 students enrolled in the course. 4 females and 4 males. The 8 students met the benchmark and the grades were A- 1, B+-6. B-1 All the students passed but i was were not satisfied because we didn't have enough class time to complete the pages along with the UNITS that we could cover for the whole semester. Two days a week is not enough to teach this language since the content is based on, visual, meaning, no talking in class and only using your eyes and writing , using gestures and pointing to communicate clear messages among the deaf . The students need to be fully equipped in giving their services to the Deaf community here in Majuro and all over the World.	Yes. The SLO statement needs revision.	The ASL 102 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 102 course in terms high quality SLO assessment.	Approved

Program (LA) - Liberal Arts AA	ASL 102	SLO 2_Conversational Skills	Presentation	Students will be demonstrate the following skills 1. knowledge of the rules of ASL by correctly producing signs and facial expressions in complex ASL sentences. 2. Integrate several communication strategies, such as using common reference point when giving directions or asking for clarification, to enhance their conversations in ASL 3. Describe Deaf cultural norms, practices, or products 4. Describe examples of major events in Deaf history that have significant impact in the Deaf community	Benchmark Met	8 students enrolled in the course. 4 females and 4 males. The 8 students met the benchmark and the grades were A- 1, B+-6. B-1 All the students passed but i was were not satisfied because we didn't have enough class time to complete the pages along with the UNITS that we could cover for the whole semester. Two days a week is not enough to teach this language since the content is based on, visual, meaning, no talking in class and only using your eyes and writing , using gestures and pointing to communicate clear messages among the deaf . The students need to be fully equipped in giving their services to the Deaf community here in Majuro and all over the World.	Yes. The SLO statement needs revision.	The ASL 102 course is taught by an adjunct. The assessment reporting should improve in Fall 2023 when Special Education Instructor starts working in the department, and takes on the responsibility to guide the adjunct instructor on what is expected from the ASL 102 course in terms high quality SLO assessment.	Approved
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Department (STEM) - ICS 101 STEM	SLO 2_Create project-related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Met	SLO Analysis for Information Computer Services Sections 1 (Fall Semester 2023) Prepared by Manny January 29, 2024 PRE-TEST: Comparing Transportation Cost & Average Timestamp #’s of Participants: 20 #’s of Male: 10 #’s of Female: 10 #’s and % of Participants that met the benchmark: 13 (65%. 7 did not met the benchmark) #’s and % of Female that met the benchmark: 7 (70%. 3 did not met the benchmark) #’s and % of Male that met the benchmark: 6 (60%. 4 did not met the benchmark) POST-TEST: Skill Performance & Critical Thinking #’s of Participants: 23 #’s of Male: 11 #’s of Female: 12 #’s and % of Participants that met the benchmark: 23 (100%) #’s and % of Female that met the benchmark: 12 (100%) #’s and % of Male that met the benchmark: 11 (100%)	No. The SLO statement doesn’t need revision.	Approved
			Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years’ time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you’ve made on the layout and chart. What other costs might you consider when making a purchase decision?				

Department (STEM) - ICS 101 STEM	SLO 2_Create project-related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Met	<table><tr><th>Student Takers</th><th>Pass</th><th>Fail</th><th>Total</th></tr><tr><td>Males</td><td>1313%</td><td>1111%</td><td>2424%</td></tr><tr><td>Females</td><td>1111%</td><td>1111%</td><td>2222%</td></tr><tr><td></td><td></td><td></td><td>Total 2424%</td></tr></table> Jakio Lanwe ICS 101 Data Findings	Student Takers	Pass	Fail	Total	Males	1313%	1111%	2424%	Females	1111%	1111%	2222%				Total 2424%	No. The SLO statement doesn't need revision.	Approved
Student Takers	Pass	Fail	Total																				
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			Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart.																				
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Department (STEM) - ICS 101 STEM	SLO 2_Create project-related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Not Met	Spring 2023 Prepared by Curtis Vila Results and Analysis Benchmark: Not Met	No. The SLO statement doesn't need revision.	Well developed.	Approved
			Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?		Background Assessment tool was administered to current ICS students a part of an ongoing cross assessment performance analysis between first and second level ICS takers. As part of the plan and the process to completely gather all the results necessary to complete a thorough analysis, the same assessment tool will be used again in the succeeding semesters. "N=15 oPart 1-Count of Submissions =15 \$Male=3 \$Female=12 oPart 2-Count of Submission=5 \$Female=4 \$Male=1 Initial Analysis About 7 out of 15 or 47% of the participants did not meet benchmark. On the other hand, 8 out of 15 or 53% of participants met benchmark. Although criteria 4 of the assessment tool was considered the easiest, it contributed greatly to the great number of benchmark non-passers as only 20% of the total participants submitted this requirement. MALE: 66.66% or 2 out of 3 male participants did not meet benchmark. 33% or 1 out of 3 male participants submitted part 2 (reflection); FEMALE: 42% or 5 out of 12 female participants did not meet benchmark. 25% or 3 out of 12 female participants submitted part 2 reflections requirements.			

Department (STEM) - ICS 101 STEM	SLO 2_Create project-related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Not Met	SLO Analysis for Information Computer Services Sections 2,3,4 (Fall Semester 2023) Prepared by Curtis Vila – December 12, 2023 (Note: ICS Sections 1 & 5 taught by adjuncts were not included in this submitted analysis due to assessment integrity, administration, and results completeness reasons) Background The SLO assessment tool is 2-part case assessment- each part is weighted 50%. The first part requires students to utilize Excel features and functions while the second part requires students to type statements demonstrating a critical thinking reflection about the case. Pre-test was administered to sections 2,3,4 of the ICS course during a class time period of 60-70 minutes on October 16, 2023 which is prior to introducing the topic and before lectures or seatwork and homework were given to students. A total of 24 test takers struggled to do internet research which consumed most of their assessment time period. A teacher-prepared Excel start file was encrypted and distributed by the instructor to maintain the integrity of the SLO assessment and its results. After the pre-test, the link of the assessment tool was closed by the instructor. No learner was able to view the test questions or requirements past the pre-test assessment period. From October 17, 2023 to November 2, 2023, static lectures, links and resources, discussion forums, and a quiz was provisioned to learners while the instructor was on emergency leave. From November 6 up to November 15, instructor conducted instructional interventions associated with such SLO assessment tool. The assessment tool remained closed and not viewable by learners in any format. From November 16 to November 28 a new course topic (Presentation and Graphics-PowerPoint) was introduced to learners.	No. The SLO statement doesn't need revision.	Well-Develop in terms of Analysis of Data Results. Analysis of data results shows BOTH of the following elements such as clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Its noted that the adjunct technology do the common assessment however they did not get the expected result of the assessment. For the next cycle the SLO will be assess once again to meet the expected result of this common assessment.	Approved
			Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?					

Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project- related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet. Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?	Benchmark Met	SLO Analysis for Information Computer Services Sections 1 (Fall Semester 2023) Prepared by Manny January 29, 2024 PRE-TEST: Comparing Transportation Cost & Average Timestamp #s of Participants: 20 #s of Male: 10 #s of Female: 10 #s and % of Participants that met the benchmark: 13 (65%. 7 did not met the benchmark) #s and % of Female that met the benchmark: 7 (70%. 3 did not met the benchmark) #s and % of Male that met the benchmark: 6 (60%. 4 did not met the benchmark) POST-TEST: Skill Performance & Critical Thinking #s of Participants: 23 #s of Male: 11 #s of Female: 12 #s and % of Participants that met the benchmark: 23 (100%) #s and % of Female that met the benchmark: 12 (100%) #s and % of Male that met the benchmark: 11 (100%)	No. The SLO statement doesn't need revision.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project-related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Met	<table><tr><th>Student Takers</th><th>Pass</th><th>Fail</th><th>Total</th></tr><tr><td>Males</td><td>1313%</td><td>1111%</td><td>2424%</td></tr><tr><td>Females</td><td>1111%</td><td>1111%</td><td>2222%</td></tr><tr><td></td><td></td><td></td><td>Total 2480%</td></tr></table> Jakio Lanwe ICS 101 Data Findings	Student Takers	Pass	Fail	Total	Males	1313%	1111%	2424%	Females	1111%	1111%	2222%				Total 2480%	No. The SLO statement doesn't need revision.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project- related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet. Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?	Benchmark Not Met	Spring 2023 Prepared by Curtis Vila Results and Analysis Benchmark: Not Met Background Assessment tool was administered to current ICS students a part of an ongoing cross assessment performance analysis between first and second level ICS takers. As part of the plan and the process to completely gather all the results necessary to complete a thorough analysis, the same assessment tool will be used again in the succeeding semesters. "N=15 oPart 1-Count of Submissions =15 \$Male=3 \$Female=12 oPart 2-Count of Submission=5 \$Female=4 \$Male=1 Initial Analysis About 7 out of 15 or 47% of the participants did not meet benchmark. On the other hand, 8 out of 15 or 53% of participants met benchmark. Although criteria 4 of the assessment tool was considered the easiest, it contributed greatly to the great number of benchmark non-passers as only 20% of the total participants submitted this requirement. MALE: 66.66% or 2 out of 3 male participants did not meet benchmark. 33% or 1 out of 3 male participants submitted part 2 (reflection); FEMALE: 42% or 5 out of 12 female participants did not meet benchmark. 25% or 3 out of 12 female participants submitted part 2 reflections requirements.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project- related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Not Met	SLO Analysis for Information Computer Services Sections 2,3,4 (Fall Semester 2023) Prepared by Curtis Vila – December 12, 2023 (Note: ICS Sections 1 & 5 taught by adjuncts were not included in this submitted analysis due to assessment integrity, administration, and results completeness reasons) Background The SLO assessment tool is 2-part case assessment- each part is weighted 50%. The first part requires students to utilize Excel features and functions while the second part requires students to type statements demonstrating a critical thinking reflection about the case. Pre-test was administered to sections 2,3,4 of the ICS course during a class time period of 60- 70 minutes on October 16, 2023 which is prior to introducing the topic and before lectures or seatwork and homework were given to students. A total of 24 test takers struggled to do internet research which consumed most of their assessment time period. A teacher-prepared Excel start file was encrypted and distributed by the instructor to maintain the integrity of the SLO assessment and its results. After the pre- test, the link of the assessment tool was closed by the instructor. No learner was able to view the test questions or requirements past the pre- test assessment period. From October 17, 2023 to November 2, 2023, static lectures, links and resources, discussion forums, and a quiz was provisioned to learners while the instructor was on emergency leave. From November 6 up to November 15, instructor conducted instructional interventions associated with such SLO assessment tool. The assessment tool remained closed and not viewable by learners in any format. From November 16 to November 28 a new course topic (Presentation and Graphics-PowerPoint) was introduced to learners.	No. The SLO statement doesn't need revision.	Well-Develop in terms of Analysis of Data Results. Analysis of data results shows BOTH of the following elements such as clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.	Approved
				Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?				Its noted that the adjunct technology do the common assessment however they did not get the expected result of the assessment. For the next cycle the SLO will be assess once again to meet the expected result of this common assessment.	

Program (GE) - General Education	ICS 101	SLO 2_Create project- related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet. Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?	Benchmark Met	SLO Analysis for Information Computer Services Sections 1 (Fall Semester 2023) Prepared by Manny January 29, 2024 PRE-TEST: Comparing Transportation Cost & Average Timestamp #s of Participants: 20 #s of Male: 10 #s of Female: 10 #s and % of Participants that met the benchmark: 13 (65%. 7 did not met the benchmark) #s and % of Female that met the benchmark: 7 (70%. 3 did not met the benchmark) #s and % of Male that met the benchmark: 6 (60%. 4 did not met the benchmark) POST-TEST: Skill Performance & Critical Thinking #s of Participants: 23 #s of Male: 11 #s of Female: 12 #s and % of Participants that met the benchmark: 23 (100%) #s and % of Female that met the benchmark: 12 (100%) #s and % of Male that met the benchmark: 11 (100%)	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	ICS 101	SLO 2_Create project- related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Met	<table><tr><th>Student Takers</th><th>Pass</th><th>Fail</th><th>Total</th></tr><tr><td>Males</td><td>1313%</td><td>1111%</td><td>2424%</td></tr><tr><td>Females</td><td>1111%</td><td>1111%</td><td>2222%</td></tr><tr><td></td><td></td><td></td><td>Total 2440%</td></tr></table> Jakio Lanwe ICS 101 Data Findings	Student Takers	Pass	Fail	Total	Males	1313%	1111%	2424%	Females	1111%	1111%	2222%				Total 2440%	No. The SLO statement doesn't need revision.	Approved
Student Takers	Pass	Fail	Total																					
Males	1313%	1111%	2424%																					
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				Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles.		Tell what is your benchmark. -The benchmark was met. Tell whether the students passing rate reached the benchmark. If yes then say that the benchmark was met. If not, say that the benchmark was not met. Analysis: Give reasons why some students passed and some did not? -They didn't fail, but they didn't have the opportunity to take the test. I attempted to give them a shot, but they never showed up. What are the skills learned and those that were not learned and need more teaching and practice? A. In ICS, student learned Microsoft Office such as: Word, Excel, PowerPoint, and Outlook. Some of the skills may include: Word Processing: "Create and save a document "Enter text and correct errors as you type "Use AutoComplete and AutoCorrect "Select text and move the insertion point "Undo and redo actions "Adjust paragraph spacing, line spacing, and margins "Preview and print a document "Create an envelope "Open an existing document "Use the Editor pane "Change page orientation, font, font color, and font size "Apply text effects and align text "Copy formatting with the Format Painter "Insert a paragraph border and shading "Delete, insert, and edit a photo "Add a page border "Create bulleted and numbered lists "Use Microsoft Word Help Spreadsheet Management:																		
				Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart.																				
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Program (GE) - General Education	ICS 101	SLO 2_Create project- related documents	Skill Performance	See Rubric attached for the grading of this assessment. Comparing Transportation Cost - Design and Implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Benchmark Not Met	SLO Analysis for Information Computer Services Sections 2,3,4 (Fall Semester 2023) Prepared by Curtis Vila – December 12, 2023 (Note: ICS Sections 1 & 5 taught by adjuncts were not included in this submitted analysis due to assessment integrity, administration, and results completeness reasons) Background The SLO assessment tool is 2-part case assessment- each part is weighted 50%. The first part requires students to utilize Excel features and functions while the second part requires students to type statements demonstrating a critical thinking reflection about the case. Pre-test was administered to sections 2,3,4 of the ICS course during a class time period of 60- 70 minutes on October 16, 2023 which is prior to introducing the topic and before lectures or seatwork and homework were given to students. A total of 24 test takers struggled to do internet research which consumed most of their assessment time period. A teacher-prepared Excel start file was encrypted and distributed by the instructor to maintain the integrity of the SLO assessment and its results. After the pre- test, the link of the assessment tool was closed by the instructor. No learner was able to view the test questions or requirements past the pre- test assessment period. From October 17, 2023 to November 2, 2023, static lectures, links and resources, discussion forums, and a quiz was provisioned to learners while the instructor was on emergency leave. From November 6 up to November 15, instructor conducted instructional interventions associated with such SLO assessment tool. The assessment tool remained closed and not viewable by learners in any format. From November 16 to November 28 a new course topic (Presentation and Graphics-PowerPoint) was introduced to learners.	No. The SLO statement doesn't need revision.	Well-Develop in terms of Analysis of Data Results. Analysis of data results shows BOTH of the following elements such as clearly addresses the underlying reasons for why students did not (or did) meet the benchmark.	Approved
				Case: You are thinking about buying a new vehicle and you want to make sure that you buy one that offers the highest fuel savings. You decide to research hybrid cars as well as gas-only cars. You will decide to research the fuel costs associated with various types of vehicles. Research the gas mileage for eight vehicles, four should run only on gas and the others should be hybrid vehicles, combining gas and battery power. After you find the gas mileage, for each vehicle, you will use formulas to calculate the fuel cost for one month, six months and two years' time periods. Assume that in a typical month, you will drive 1,250 miles. Develop a worksheet that shows the fuel cost analysis. Use concepts and techniques presented by teacher and supported by course materials. At the end, you will need to find the average price of gas in MAJURO. Add a chart showing the cost comparisons as an embedded chart. Once you are done with your spreadsheet. Answer what was the rationale behind each of the decisions you've made on the layout and chart. What other costs might you consider when making a purchase decision?				Its noted that the adjunct technology do the common assessment however they did not get the expected result of the assessment. For the next cycle the SLO will be assess once again to meet the expected result of this common assessment.	

Program (GE) - General Education	SOC 130	SLO 2_Critical Issues	Written Assignment or Essay	The students have been given the Assignment to Identify their research area: We worked on in together and after that the students have to do a presentation of their own project and all the other students have to discussion and help with this discussion to develop the project. That mean the discussion and questions should not end there. Together we should make suggestions on how the person who presented should carry out their project.
Program (LA) - Liberal Arts AA	SOC 130	SLO 2_Critical Issues	Written Assignment or Essay	The students have been given the Assignment to Identify their research area: We worked on in together and after that the students have to do a presentation of their own project and all the other students have to discussion and help with this discussion to develop the project. That mean the discussion and questions should not end there. Together we should make suggestions on how the person who presented should carry out their project.
Program (NURS) - Nursing AS	SOC 130	SLO 2_Critical Issues	Written Assignment or Essay	The students have been given the Assignment to Identify their research area: We worked on in together and after that the students have to do a presentation of their own project and all the other students have to discussion and help with this discussion to develop the project. That mean the discussion and questions should not end there. Together we should make suggestions on how the person who presented should carry out their project.

Program (DEV) - Developmental Education	ENG 097	SLO 2_Critical Reading	Written Assignment or Essay	Students will summarize 1 selected academic text through their demonstration of comprehension and analysis using note taking forms, creating graphic organizers and annotation of key concepts. The students will read the selected academic text, then analyze the content through annotation, note taking and organizing ideas using a graphic organizer. They will then use their notes to summarize the text in a 1 page response paper. Each class will follow the following process: 1.Pre-Reading- broad and brief and begins with a classroom conversation:(25mins) What do you think you know about the topic or the author? Title, subheadings? What do these tell us? Any charts, graphs, or pictures? What do these tell us? Key vocabulary words Source of the text Make predictions about what this text will say and do. 2.Read the text (individual)- get the literal meaning or central idea (20 mins) 3.Re-read the text actively with pencil, marker annotate key concepts(30mins) 4.Present text using Graphic organizer- visual representation of their understanding of the ideas, concepts, patterns, and/or relationships in the text. (35mins) 5.Write a 1-page report, summarizing and analyzing the text using the data from their graphic organizer (45mins)	Benchmark Met	The assignment was carried out by all sections at the same time. The plan had schedule 2 weeks after Mid-term for the in-class exercise to allow flexibility for sessions that would need to carry over for another 1 or 2 sessions. Assignment documents were shared with all sections and each section conducted its own exercise but within the same 2 weeks period as planned. All sections except for the two new AP Level 2/3 cohorts did not participate because they were only in their 2nd week of Level 3 when the exercise was scheduled to be done. At the time of the exercise there were a total of 143 enrolled students in the 8 sections that qualified to do the assessment. Of the 143 only 83 (56%) participated in the in class SLO assessment exercise. Of the 83 total participants 41 (49%) were males and 42(50%) females. The SLO exercise was organized in two parts. In the first part they had to exercise their reading skills of identifying key ideas and making notes to organizing points on their graphic organizer and the expectation was that 70% of the participants will be able to complete the exercise thoroughly. The group results showed that 56(67%) of the participants passed with a 70% and above on Part A, while 27(32%) did not make the benchmark. OF the 56 participants who met Part A benchmark 23(41%) were male while 33 (58%) were females. The second part of the assessment was the writing part where the students were to apply their writing skills in summarizing and sharing their opining of the text in a 1-page paper. The results showed that of the 83 total participants 44(53%) met the expectation and passed with a 70% or above score, while 41(49%) did not meet the expectation. OF the 44 that passed Part 2, 30(68%) were males and 14 (31%) females. Of the 41 that did not meet the expectation 12 (29%) were males while 29(70%) were females. The results showed that students reading skills were stronger than the writing skills. The exercise also encouraged the students critical thinking and confidence in sharing their opinions to the group. The analysis also showed that more work should be done in class to hone the skills of identifying key ideas, and connecting or	Cherry Concepcion	No. The SLO statement doesn't need revision.	Approved
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Program (DEV) - Developmental Education	ENG 097	SLO 2_Critical Reading	Written Assignment or Essay	Students will summarize 1 selected academic text through their demonstration of comprehension and analysis using note taking forms, creating graphic organizers and annotation of key concepts. The students will read the selected academic text, then analyze the content through annotation, note taking and organizing ideas using a graphic organizer. They will then use their notes to summarize the text in a 1 page response paper. Each class will follow the following process: 1.Pre-Reading- broad and brief and begins with a classroom conversation:(25mins) What do you think you know about the topic or the author? Title, subheadings? What do these tell us? Any charts, graphs, or pictures? What do these tell us? Key vocabulary words Source of the text Make predictions about what this text will say and do. 2.Read the text (individual)- get the literal meaning or central idea (20 mins) 3.Re-read the text actively with pencil, marker annotate key concepts(30mins) 4.Present text using Graphic organizer- visual representation of their understanding of the ideas, concepts, patterns, and/or relationships in the text. (35mins) 5.Write a 1-page report, summarizing and analyzing the text using the data from their graphic organizer (45mins)	Benchmark Not Met	The SLO assignment had two parts to be assessed and those included in this data were the ones who completed both tasks. Therefore, a total of 109 students participated in the assessment of which 56 of 109 passed with an average of 70% and more. Thus, giving a 51% pass rate and not meeting the benchmark of 70%. Out of the 109 participants, 46 were male students and 64 females. The percentage of male to female students participation is 40% to 59%. The level of participation from Female students was higher than Males which indicates that more female students completed both parts of the assignments which exhibits their persistence and hard work to complete challenging tasks. Of the 109 participants, 56 (51%) passed the assignment with a 70% and above. Of the 56, there were 46 females and 25 males. The percentage of male to female pass rate is 44% to 82%. The higher performance rate of female over male is attributed to their determination, commitment and active attendance and participation in class. The female students are showing more drive in their task submissions and application of skills in assignments compared to the male performance. Despite the females high performance rate in this assignment, the benchmark set at 70 % was not met since the group pass rate was at 51%. Analysis: This assessment helped to identify the strengths and weaknesses that would help inform future actions to improve instruction and assessment. The majority of the students did well in analyzing the content through annotation. Students were able to identify the main ideas; the writer's purpose, identify important keywords and signal words. However, students still need to improve on recording their reactions and responses. Students gave fair results with their note-taking knowledge and organizing their ideas using graphic organizers. They were able to use graphic organizers when	Cherry Concepcion	No. The SLO statement doesn't need revision.	Quality Analysis. Report highlights the need for reteaching skills before assessing level of understanding	Approved
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Program (DEV) - Developmental Education	ENG 097	SLO 2_Critical Reading	Written Assignment or Essay	Students will summarize 1 selected academic text through their demonstration of comprehension and analysis using note taking forms, creating graphic organizers and annotation of key concepts. The students will read the selected academic text, then analyze the content through annotation, note taking and organizing ideas using a graphic organizer. They will then use their notes to summarize the text in a 1 page response paper. Each class will follow the following process: 1.Pre-Reading- broad and brief and begins with a classroom conversation:(25mins) What do you think you know about the topic or the author? Title, subheadings? What do these tell us? Any charts, graphs, or pictures? What do these tell us? Key vocabulary words Source of the text Make predictions about what this text will say and do. 2.Read the text (individual)- get the literal meaning or central idea (20 mins) 3.Re-read the text actively with pencil, marker annotate key concepts(30mins) 4.Present text using Graphic organizer- visual representation of their understanding of the ideas, concepts, patterns, and/or relationships in the text. (35mins) 5.Write a 1-page report, summarizing and analyzing the text using the data from their graphic organizer (45mins)	Benchmark Met	The assignment was carried out by all sections at the same time. The plan had schedule 2 weeks after Mid-term for the in-class exercise to allow flexibility for sessions that would need to carry over for another 1 or 2 sessions. Assignment documents were shared with all sections and each section conducted its own exercise but within the same 2 weeks period as planned. All sections except for the two new AP Level 2/3 cohorts did not participate because they were only in their 2nd week of Level 3 when the exercise was scheduled to be done. At the time of the exercise there were a total of 143 enrolled students in the 8 sections that qualified to do the assessment. Of the 143 only 83 (56%) participated in the in class SLO assessment exercise. Of the 83 total participants 41 (49%) were males and 42(50%) females. The SLO exercise was organized in two parts. In the first part they had to exercise their reading skills of identifying key ideas and making notes to organizing points on their graphic organizer and the expectation was that 70% of the participants will be able to complete the exercise thoroughly. The group results showed that 56(67%) of the participants passed with a 70% and above on Part A, while 27(32%) did not make the benchmark. OF the 56 participants who met Part A benchmark 23(41%) were male while 33 (58%) were females. The second part of the assessment was the writing part where the students were to apply their writing skills in summarizing and sharing their opinion of the text in a 1-page paper. The results showed that of the 83 total participants 44(53%) met the expectation and passed with a 70% or above score, while 41(49%) did not meet the expectation. OF the 44 that passed Part 2, 30(68%) were males and 14 (31%) females. Of the 41 that did not meet the expectation 12 (29%) were males while 29(70%) were females. The results showed that students reading skills were stronger than the writing skills. The exercise also encouraged the students critical thinking and confidence in sharing their opinions to the group. The analysis also showed that more work should be done in class to hone the skills of identifying key ideas, and connecting or	David Lee Sinkey	No. The SLO statement doesn't need revision.	Approved
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Program (NURS) - Nursing AS	NURS 113	SLO 2_Drug Administration	Skill Performance	After explaining the nursing roles and responsibilities in drug administration. The instructor will demonstrate the appropriate nursing knowledge and skills that a nursing students need to master. The procedures for drug administers in terms of understanding the medication orders, preparing medication; following safety measures to prevent medication errors and hand washing prior to/ after patient interaction) will be demonstrated first by the instructor and the students will do a return demonstration while instructor is using a check list (see attachment) to making the sure the students performance are safe and satisfactory by performing all the tasks in the check list.
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Program (EDU) - Elementary Education AS	EDU 109	SLO 2_Educational Philosophies	Project - Individual	Students were asked to choose a philosophy from a list of philosophies they were given in the form of a handout. They were then asked to read through the content and use their pen, highlighter, or pencil to highlight concepts that describe the philosophy or that is associated with the chosen philosophy. The students were then asked to create a sketch of a concept map then create a concept map on a construction paper and present the concepts in an oral presentation. This activity was done over a period of a four (4) days workshop. The students were graded on five (5) areas: Presentation/Content 10 points, Explanation of concepts 5 points, Professionalism 5 points, Grammar 5 points and Creativity 5 points (Total 30 points). (MC)	Benchmark Met	A total of 20 students participated in this assessment. The diagram (attached below) indicates that 14 of 20 (70%) participants who participated in the philosophical concept map assessment met the benchmark. Only 6 of 20 (30%) participants did not meet the benchmark. Therefore, the benchmark that 70% of the students will obtain a grade of 70 or higher, was met. The 70 percent of participants who met the benchmark were able to provide adequate explanation of the concepts and make relevant connection to their chosen philosophy while defining the concepts for clarity to their audience. In contrast, the 15 percent (3) of the participants did not meet the benchmark because they were unable to clearly define the concepts and explain the connection between the concepts and the philosophy they choose to present, while 10 percent (2) of the participants were able to give very little explanation of the concepts and 5 percent (1) of the participant did not show up for the assessment neither made a submission. Timing of Assessment Activity: The participants were given three (3) days in the form of a workshop to complete the task. Each day, participants used 1 hour and 25 minutes which was allotted to them for their class time. Students Observed Behaviour: Prior to the assessment during, the instruction period, some students appeared confused, some were very attentive and some expressed need for further clarity. After further clarity was provided, using scaffolding with printed handouts and PowerPoint Presentation showing examples of how to create a concept map, the students appeared more interested to make their first draft. When the students were given the actual task to start cutting their papers to create their	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics	Approved
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Program (EDU) - Elementary Education AS	EDU 109	SLO 2_Educational Philosophies	Presentation	Students will produce a teaching plan, and a report explaining how their teaching plan focuses on one of the educational theories of the following philosophers John Dewey, Paulo Friere, Jerome Bruner, and Maria Montessori.. Students will present their teaching plan to their peers by teaching their lesson. A rubric out of 100 will be used to assess students' teaching plan.	Benchmark Met	Overall 82.90% of the students successfully met the benchmark set. The .07% did not pass is due to plagiarism. Then 27% reflects the students who quit attending but did not withdraw from class. The aggregate is as follows: Excluding the non-attending student; Male Students average 81.5%; Female Students average 83.25%. The success rate is due to the pre-writing, peer-review, and revision process students were given. The reason for the one failure is due to plagiarism. The future action recommendation is to add clear category sub-headers in a draft document in addition to the pre-writing, peer-review, and revision process.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark	Approved
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Program (EDU) - Elementary Education BA	EDU 109	SLO 2_Educational Philosophies	Project - Individual	Students were asked to choose a philosophy from a list of philosophies they were given in the form of a handout. They were then asked to read through the content and use their pen, highlighter, or pencil to highlight concepts that describe the philosophy or that is associated with the chosen philosophy. The students were then asked to create a sketch of a concept map then create a concept map on a construction paper and present the concepts in an oral presentation. This activity was done over a period of a four (4) days workshop. The students were graded on five (5) areas: Presentation/Content 10 points, Explanation of concepts 5 points, Professionalism 5 points, Grammar 5 points and Creativity 5 points (Total 30 points). (MC)	Benchmark Met	A total of 20 students participated in this assessment. The diagram (attached below) indicates that 14 of 20 (70%) participants who participated in the philosophical concept map assessment met the benchmark. Only 6 of 20 (30%) participants did not meet the benchmark. Therefore, the benchmark that 70% of the students will obtain a grade of 70 or higher, was met. The 70 percent of participants who met the benchmark were able to provide adequate explanation of the concepts and make relevant connection to their chosen philosophy while defining the concepts for clarity to their audience. In contrast, the 15 percent (3) of the participants did not meet the benchmark because they were unable to clearly define the concepts and explain the connection between the concepts and the philosophy they choose to present, while 10 percent (2) of the participants were able to give very little explanation of the concepts and 5 percent (1) of the participant did not show up for the assessment neither made a submission. Timing of Assessment Activity: The participants were given three (3) days in the form of a workshop to complete the task. Each day, participants used 1 hour and 25 minutes which was allotted to them for their class time. Students Observed Behaviour: Prior to the assessment during, the instruction period, some students appeared confused, some were very attentive and some expressed need for further clarity. After further clarity was provided, using scaffolding with printed handouts and PowerPoint Presentation showing examples of how to create a concept map, the students appeared more interested to make their first draft. When the students were given the actual task to start cutting their papers to create their	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics	Approved
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Program (EDU) - Elementary Education BA	EDU 109	SLO 2_Educational Philosophies	Presentation	Students will produce a teaching plan, and a report explaining how their teaching plan focuses on one of the educational theories of the following philosophers John Dewey, Paulo Friere, Jerome Bruner, and Maria Montessori.. Students will present their teaching plan to their peers by teaching their lesson. A rubric out of 100 will be used to assess students' teaching plan.	Benchmark Met	Overall 82.90% of the students successfully met the benchmark set. The .07% did not pass is due to plagiarism. Then 27% reflects the students who quit attending but did not withdraw from class. The aggregate is as follows: Excluding the non-attending student; Male Students average 81.5%; Female Students average 83.25%. The success rate is due to the pre-writing, peer-review, and revision process students were given. The reason for the one failure is due to plagiarism. The future action recommendation is to add clear category sub-headers in a draft document in addition to the pre-writing, peer-review, and revision process.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark	Approved
Program (LA) - Liberal Arts AA	MAR 160	SLO 2_Effective Speaking	Presentation	Critique speaking abilities of Marshallese speakers in various venues	Benchmark Met	80% of the students were able to present by following each of the seven fundamental of Public Speaking steps they have learned in class		No. The SLO statement doesn't need revision.		Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 160	SLO 2_Effective Speaking	Presentation	Critique speaking abilities of Marshallese speakers in various venues	Benchmark Met	80% of the students were able to present by following each of the seven fundamental of Public Speaking steps they have learned in class		No. The SLO statement doesn't need revision.		Approved

Program (DEV) - Developmental Education	CMI 101	SLO 2_Goals	Portfolio	Each student will complete the following tasks: a) Submit a portfolio containing graduation plans including Program Sheet, CV, Certificates of achievements and Identity proof, and the College Plan which will feature the course sequencing for graduation from CMI; b) Carry out a research of their planned career and present findings in an essay format ; and c) Submit the Planner 3 times in the semester for grading of the weekly study plans.	Benchmark Not Met	There were 13 sections in total out of which 11 sections participated in the activity involving 97 students. 1) Out of 97 students, a) 32% achieved 70% or more in the Planner Check task; b) 52% achieved 70% or more in the Career Portfolio task. For students who met the benchmark in the Planner Check, they were consistent in their weekly plans and reflections, their Planners captured the high quality of their goal settings, and priority organizations. They were detailed and neat. On the other hand, the students who scored less than 70% in this task showed an unsatisfactory quality of preparation and planning. The weekly reflections aspect were general and not specific. Their work showed a lack of care for the general objectives of the Planner. A general comment from the Instructors is the high absenteeism which contributed to the low performance in this task. As for the Career Portfolio, students who achieved the benchmark displayed high organization and research skills. They also showed that they were well oriented with their college plan, program sheet, and intended career. Because this task demands time and commitment, the students who presented outstanding Portfolios proved that they spend quality time in collecting their documents. However, for the 28% who did not reach the benchmark, their work had missing parts and showed last minute work. Absenteeism also contributed highly to the incomplete submissions and non-submissions.	Alexander Isaiah Velasquez	No. The SLO statement doesn't need revision.	The constant comment in a technology task is the access to technology and or the space to do research.. The result indicates that those who had access were able to attempt and sand complete the task. The career potfolio task is created to extract students creative and artistic skills as well in additong to the required criteria. The course sequencing activity should be a repetitive task throughout the a student's college journey.	Approved
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Program (DEV) - Developmental Education	CMI 101	SLO 2_Goals	Portfolio	Each student will complete the following tasks: a) Submit a portfolio containing graduation plans including Program Sheet, CV, Certificates of achievements and Identity proof, and the College Plan which will feature the course sequencing for graduation from CMI; b) Carry out a research of their planned career and present findings in an essay format ; and c) Submit the Planner 3 times in the semester for grading of the weekly study plans.	Benchmark Not Met	1. Total no. of CMI 101 students who participated in the activity: 186. There were 13 sections in total and a teaching team of 9 Instructors. 2. % students who participated in the activity who scored 70% or more: 48% - Benchmark not met! 3. Benchmark: 70% of students who participated will score 70% or more in the task (22% deficit). 4. Disaggregated data: 52% of students who met the benchmark were females; 48% of students who met the benchmark were males. 5. Generally, the sections which have more credit students (section 3, 5, 12) performed better than sections which have more deved students (sections 1, 2, 7, 11). 6. Sections which allowed more one-on-one approach recorded higher submission rate and higher scores on the task as opposed to sections which required student autonomy. 7. Absence from class has a profound bearing on the completion of the task and on the quality of students' performance.	Alexander Isaiah Velasquez	Yes. The SLO statement needs revision.	Analysis of SLO assessment report clearly states the gaps in the acclivity and SLO that the department's need to address the gaps. High Quality and clear assessment that informs the department of the next set of steps. Approved
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Program (ABE) - Adult Basic Education	MATH 010	SLO 2_Integers	Objective Type Exam/Quiz - In Course	A test on integers will be given to students to evaluate and measure how well they have learned during the learning period. This will meet the goals and objectives of Math 1 SLO 2. Anel N. Phillimon	Benchmark Met	Before the semester got underway, the total number of students who have registered to enroll in the class were 33. The total students who took the test on integers were 29 because 4 had stopped coming to class or quit. Of these 29 students, 29 passed with scores of 70% and up. A passing percentage was 100% which surpassed the 70% projected goal or benchmark by (12%). The planned to bring up the learning levels for those who quit the class and plan to repeat the class level is to spend more time with them going over what they are lack of. Also to give them more works and have them to maintain good daily attendance. The parents will also be encouraged to do their parts and responsibilities.		No. The SLO statement doesn't need revision.		Approved

Program (ABE) - Adult Basic Education	MATH 010	SLO 2_Integers	Objective Type Exam/Quiz - In Course	A test on Math 1 SLO 2 (Integers) will be given to the students who are taking the topic to evaluate their learning process. This is in line with the Math 1 SLO 2. (Anel)						
Program (ABE) - Adult Basic Education	MATH 010	SLO 2_Integers	Objective Type Exam/Quiz - In Course	The students will take a test on Integers and must be passed with the scores of 70% and up. This is in line with Math 1 SLO 2. (Anel)						
Program (EDU) - Elementary Education AS	EDU 101	SLO 2_Knowledge Demonstration	Skill Performance	Subject Verb agreement will be assessed through the following method. Students will be given a pre-test, followed by 3 mini-lectures and a post-test. In the post-test, students will identify subject-verb agreement in the present tense with ten questions.	Benchmark Met	Through the SLO analysis, it is determined that this subject group met the minimum bar set. The average score was 79%. The disaggregate categories are as follows: test takers 8 /total students 16; Adult students 2 / early 20s students 6; Female 5 / Male 3; Full-time 5 / Part-time 3; Marshallese 7 / Other national 1. Two of the students with the lower scores are returning to school after working or attending to home life. The student success seems to be dependent upon pre-existing fluency skills. Future action recommended: Mini Lessons with practice followed by practical test works. It is recommended to continue next time.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes	Approved
Program (EDU) - Elementary Education AS	EDU 101	SLO 2_Knowledge Demonstration	Written Assignment or Essay	Subject Verb agreement will be assessed through the following method. Students will be given a pre-test, followed by 3 mini-lectures and a post-test. In the post-test, students will identify subject-verb agreement in the present tense with ten questions.	Benchmark Not Met	Out of 20 students, the average score on the assignment was 62%--the benchmark was not met. For males (n = 9) the average score was 58.89%. for females (n = 11), the average score was 64.55%. 100% of the students fit the other two disaggregate categories, being full-time student and Marshallese. The student success seems to be dependent upon pre-existing fluency skills.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.		

Program (EDU) - Elementary Education AS	EDU 251	SLO 2_Laboratory Tools	Experiment or Other Laboratory Experience	Students will demonstrate their ability and understanding by promoting environmental awareness through community services. Students will use some science materials to record their levels of observation and apply relevant scientific decision-makings to address environmental issues. A rubric will be used to judge the quality of students' engagement in the project and, their evidence based presentation level of scientific understanding to address the type of environmental issue
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Program (EDU) - Elementary Education BA	EDU 251	SLO 2_Laboratory Tools	Experiment or Other Laboratory Experience	Students will demonstrate their ability and understanding by promoting environmental awareness through community services. Students will use some science materials to record their levels of observation and apply relevant scientific decision-makings to address environmental issues. A rubric will be used to judge the quality of students' engagement in the project and, their evidence based presentation level of scientific understanding to address the type of environmental issue
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Program (NURS) - Public Health CCT	AH 107	SLO 2_Local Materials	Project - Individual	Students will be able to develop brochures and posters utilizing the local language materials on specific health diseases and disorders	Benchmark Met	The brochures submitted by the students were subjected to assessment according to its presentation, effectiveness of the brochure in delivering message, the connectivity of the brochures with the topic being presented, creativity is about the artistry of the brochures and for the impact is total appeal of the brochures to the client. For each criterion, the brochure was given 20 points. Since there are five criteria, the total grade is 100 points. In the criteria for presentation, the average is 19.36, which shows that the brochures presentation is excellent. In the criteria for its effectiveness of the brochure in delivering the message, the average is 19.14 which is excellent. In the criteria for the connectivity of the brochures to the message projected by the students, the average is 19.36 which is excellent. In the criteria for creativity, the students had shown that the average is 19.29 which is excellent. Lastly in the criteria for the total impact on the appearance is 19.29. The average evaluation of the brochures is 96.43 which is Excellent. The benchmark is highly achieved.	No. The SLO statement doesn't need revision.
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Program (BUS) - Business AA	MKT 241	SLO 2_Marketing Strategies	Presentation	Marketing design project where students will create a marketing tool (Flyer, video, poster, presentation etc etc) and apply the Marketing Mix or 4Ps of the Marketing Strategy to help promote a local business or organization's service or product. Project work will be shared or presented in the class as well as shared online to actually help promote local businesses or organizations accordingly. A rubric will be enclosed to help guide students on how project will be scored.	Benchmark Met	Total students in MKT241 for this assessment period was 29. For this assessment, presentation was used as the approach where students had the option to create and present projects using flyer, poster, video, or audio. Out of the 29 students, only 28 students presented their work. 8 Students created videos, 2 created audios, 4 created posters, and 14 created flyers. Grading for 28 students are as follows: 13 "A", 13 "B", 1 "C" and 1 "F". Although benchmark was met, instructor needs to fine-tune the project guidelines and grading rubric since presentations used different formats such as videos, audios, posters, and flyers which required different outcomes.	Yes. The SLO statement needs revision.		
Program (ABE) - Adult Basic Education	WRI 020	SLO 2_Modifying Phrases	Objective Type Exam/Quiz - In Course	Attendance, quizzes, tests, midterm, and final. This is in line with Writing 2 SLO 2. Mothy J. Andrew	Benchmark Met	The total students took the test on Modifying Phrase were 30. Out of the 30, only 28 passed with 93%, which surpassed the planned passing percentages of 70%. The total passing percent was 100% since all of those 28 students who took the test receiving a passing score of 70% and up. My plan to assist those students who failed will include the following: one-on-one couching, assignments, attendance, and encouraging parents to contribute in any way that can bring up their learning levels.	No. The SLO statement doesn't need revision.	Approved	
Program (ABE) - Adult Basic Education	WRI 020	SLO 2_Modifying Phrases	Objective Type Exam/Quiz - In Course	Test on Modifying Phrases.	Benchmark Met	The total students who took the test on Modifying Phrases were 28. Total numbers passed were 22, the those who got scores below were 7.	No. The SLO statement doesn't need revision.	Approved	
Department (STEM) - STEM	ANAT 210	SLO 2_Organ Systems Functions	Written Assignment or Essay	SLO2,taught in class, Assignments are been given for students to do individually within the time frame for completion, in regards to organ system and its function. Grades are obtained through systemic submission of assignments in criteria achieved.1. identify organ 2. which system it belong to 3. function of the organ system.	Benchmark Met	Each group was assessed according to the written quizzes given, content of the presentation and the timeframe met ,and the knowledge gained.	No. The SLO statement doesn't need revision.	Developing, action is not stated in the analysis. action ranges from not to somewhat on any or all of the following elements OR satisfies some but not all of the elements are not tied to the analysis of data results. In the future report, upload the related documents in the repository.	Approved

Program (LA) - Liberal Arts AA	ANAT 210	SLO 2_Organ Systems Functions	Written Assignment or Essay	SLO2,taught in class, Assignments are been given for students to do individually within the time frame for completion, in regards to organ system and its function. Grades are obtained through systemic submission of assignments in criteria achieved.1. identify organ 2. which system it belong to 3. function of the organ system.	Benchmark Met	Each group was assessed according to the written quizzes given, content of the presentation and the timeframe met ,and the knowledge gained.	No. The SLO statement doesn't need revision.	Developing, action is not stated in the analysis. action ranges from not to somewhat on any or all of the following elements OR satisfies some but not all of the elements are not tied to the analysis of data results. In the future report, upload the related documents in the repository.	Approved
Program (NURS) - Nursing AS	ANAT 210	SLO 2_Organ Systems Functions	Written Assignment or Essay	SLO2,taught in class, Assignments are been given for students to do individually within the time frame for completion, in regards to organ system and its function. Grades are obtained through systemic submission of assignments in criteria achieved.1. identify organ 2. which system it belong to 3. function of the organ system.	Benchmark Met	Each group was assessed according to the written quizzes given, content of the presentation and the timeframe met ,and the knowledge gained.	No. The SLO statement doesn't need revision.	Developing, action is not stated in the analysis. action ranges from not to somewhat on any or all of the following elements OR satisfies some but not all of the elements are not tied to the analysis of data results. In the future report, upload the related documents in the repository.	Approved
Program (ABE) - Adult Basic Education	WRI 050	SLO 2_Organizatio n	Objective Type Exam/Quiz - In Course	My assessment will base on four (4) important factors of effective learning. The first one is about consistence essay practice, followed by one-on-one with individual student to ensue that their writings are clear and make sense, thirdly by timing students' work to make sure that they are ready to challenge the HiSET diploma test. Last but not the least, there will be effective lectures to make sure that the message will get across satisfactorily. (Dde					

Program (ABE) - Adult Basic Education	MATH 020	SLO 2_Percent Problems	Objective Type Exam/Quiz - In Course	A test on Math 2 SLO 2 (Percent) will be administered to the students who are studying the topic to evaluate their knowledge and understanding. This is in line of the objectives of Math 2 SLO 2. Anel N. Phillimon	Benchmark Met	Total students registered for the course were 23 which combined of sections 1 and 2. The number of students passed the Test on Percent were 17 and all 17 of them pass with the scores of 70 and up above the projected and planned passing benchmark of 70%. The failing percentage was 26% which was produced by the 6 students who quit or stopped coming to class. The plans to bring up the skills and knowledge for the students who quit and have plans for future participation in the same class level will include the following: To do one-on-on tutoring sessions, to have them do a more assignments, to have them to do group participations, and to encourage their parents to do their required parts and responsibilities. Since the total of 17 students taking quizzes and test including the final exam all passed, the passing percentage was 100%.	No. The SLO statement doesn't need revision.	Approved
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Department (STEM) - MATH 099 STEM	SLO 2_Perform Problems	Written Assignment or Essay	Students will be given a 6 question-quiz on solving problems involving measurement and conversion of units between metric and English systems and larger units and small units	Benchmark Met	Students were given a 6 question-quiz on solving problems involving measurement and conversion of units between metric and US systems and larger units and small units. Students were assessed on their abilities to solve problems involving measurements and conversion of measurements from a larger unit to a smaller unit and from the metric units to the US units of measurement and vice versa. Three of the six questions involved real life situations using local context. The results were disaggregated by Gender, Age, Major, level of English and level of Math on first registration at the College. (Active) Benchmark: At least 70% of the students who took the quiz will score 70% or better in the quiz on solving problems dealing with US and Metric systems of measurements. Notes: Topics on Measurement were taught using Chapter 5 of the textbook Pathways to College Mathematics, 2nd Edition, 2019 by Blitzer Robert. Students were taught skills for solving problems dealing with measuring things in the US system as well as in the metric system at a fundamental Math level through the use of lectures, drills, homework etc. Topics covered include: Section 5.1 Measuring Length; The Metric System, Section 5.2 Measuring Area and Volume, and Section 5.3 Measuring Weight and Temperature The SLO Quiz has six questions, each with a score of 5 (totalling 30 points). The questions and their associated topics are as follows: Question 1- conversion of length units from the same system, Question 2- length and weight conversions from different systems, Question 3- word problem dealing with weight conversions from metric to US units, Question 4- word problem on volumetric conversion to capacity in US units, Question 5 - double unit conversions from weight to volumetric units in metric system and Question 6- unit conversions involving temperatures. The word problems were set using local context and/or to be related to what the students are familiar with.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - MATH 099 STEM	SLO 2_Perform Problems	Written Assignment or Essay	Students will be given a 6 question-quiz on solving problems involving measurement and conversion of units between metric and English systems and larger units and small units	Benchmark Met	Seventy-one (71) students registered in 4 sections of MAT 099 for Fall 2023. Thirty-six (36) students (51% of the total) took the SLO Quiz and are the only ones used in the assessment. The combined data for all the sections are collated in one Table which is in the repository. (see Table 1). Benchmark: Most (94%) of the students score 70% and above in the assessment so the benchmark that 70% of the students will score 70% and above was met. Due to the excellent all-round performances of the students in this assessment, there was no need to carry out any analyses of variances to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Age, Major, level of English and level of Math on first registration at the College. In summary, the students who wrote the assessment quiz are mostly female (61%), aged between 18-21 years (83%) from the Liberal Arts Department (31%) or Business Department (31%), still mainly at the developmental English level (67%) with the majority (91%) placed directly into Math 099 without taking Math 068. There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Age, Major, level of English and Math placement level. The students performed excellently well in 5 out of the six questions with the average score of over 90% for each item. Only in question 6 dealing with the conversions of temperature from centigrade to Fahrenheit did the average score was low at 78% though the benchmark was still met. Reasons benchmark was met. Students did well in the assessment because of the following strategies used to teach the course: • There were several revision activities leading up to and/or supporting assessment.	No. The SLO statement doesn't need revision.	Well-Develop, analysis of data results shows BOTH of the following elements: (a) clearly explains why a certain percentage of students met the benchmark; (b) clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Also, upload the related documents in the repository.	Approved
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Program (DEV) - Developmental Education	MATH 099	SLO 2_Perform Problems	Written Assignment or Essay	Students will be given a 6 question- quiz on solving problems involving measurement and conversion of units between metric and English systems and larger units and small units	Benchmark Met	Students were given a 6 question-quiz on solving problems involving measurement and conversion of units between metric and US systems and larger units and small units. Students were assessed on their abilities to solve problems involving measurements and conversion of measurements from a larger unit to a smaller unit and from the metric units to the US units of measurement and vice versa. Three of the six questions involved real life situations using local context. The results were disaggregated by Gender, Age, Major, level of English and level of Math on first registration at the College. (Active) Benchmark: At least 70% of the students who took the quiz will score 70% or better in the quiz on solving problems dealing with US and Metric systems of measurements. Notes: Topics on Measurement were taught using Chapter 5 of the textbook Pathways to College Mathematics, 2nd Edition, 2019 by Blitzer Robert. Students were taught skills for solving problems dealing with measuring things in the US system as well as in the metric system at a fundamental Math level through the use of lectures, drills, homework etc. Topics covered include: Section 5.1 Measuring Length; The Metric System, Section 5.2 Measuring Area and Volume, and Section 5.3 Measuring Weight and Temperature The SLO Quiz has six questions, each with a score of 5 (totalling 30 points). The questions and their associated topics are as follows: Question 1- conversion of length units from the same system, Question 2- length and weight conversions from different systems, Question 3- word problem dealing with weight conversions from metric to US units, Question 4- word problem on volumetric conversion to capacity in US units, Question 5 - double unit conversions from weight to volumetric units in metric system and Question 6- unit conversions involving temperatures. The word problems were set using local context and/or to be related to what the students are familiar with.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (DEV) - Developmental Education	MATH 099	SLO 2_Perform Problems	Written Assignment or Essay	Students will be given a 6 question-quiz on solving problems involving measurement and conversion of units between metric and English systems and larger units and small units	Benchmark Met	Seventy-one (71) students registered in 4 sections of MAT 099 for Fall 2023. Thirty-six (36) students (51% of the total) took the SLO Quiz and are the only ones used in the assessment. The combined data for all the sections are collated in one Table which is in the repository. (see Table 1). Benchmark: Most (94%) of the students score 70% and above in the assessment so the benchmark that 70% of the students will score 70% and above was met. Due to the excellent all-round performances of the students in this assessment, there was no need to carry out any analyses of variances to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Age, Major, level of English and level of Math on first registration at the College. In summary, the students who wrote the assessment quiz are mostly female (61%), aged between 18-21 years (83%) from the Liberal Arts Department (31%) or Business Department (31%), still mainly at the developmental English level (67%) with the majority (91%) placed directly into Math 099 without taking Math 068. There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Age, Major, level of English and Math placement level. The students performed excellently well in 5 out of the six questions with the average score of over 90% for each item. Only in question 6 dealing with the conversions of temperature from centigrade to Fahrenheit did the average score was low at 78% though the benchmark was still met. Reasons benchmark was met. Students did well in the assessment because of the following strategies used to teach the course: • There were several revision activities leading up to and/or supporting assessment.	No. The SLO statement doesn't need revision.	Well-Develop, analysis of data results shows BOTH of the following elements: (a) clearly explains why a certain percentage of students met the benchmark; (b) clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Also, upload the related documents in the repository.	Approved
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Program (GE) - General Education	PHIL 101	SLO 2_Philosophy of Others	Project - Individual	Students will make a PowerPoint presentation and submit a written work detailing the thought of one of the great philosophers discussed in class; the students will also have the option of choosing a philosopher not discussed in class. The expectation is that the student will be able to successfully explain the thought of the philosopher including the philosophers metaphysics, ethics, and epistemology.	Benchmark Met	80% (4 out of 5 students) earned 70% or higher; 20% (1 out of 5) earned less than 70%. 7 students did not do the presentation. 100% (3 out of 3) of females earned less than 70%; 50% (1 out of 2) of males earned less than 70%. It's unfortunate that most students did not do the presentation. I believe the main reason why students met the benchmark is because who presented were committed to finishing the semester strong. They covered all of the areas of the given philosopher the student was supposed to present on, the expectation being that the student would be able to successfully explain their philosophers metaphysics, ethics, and epistemology.	No. The SLO statement doesn't need revision.	Approved
Program (GE) - General Education	PHIL 101	SLO 2_Philosophy of Others	Project - Individual	Students will make a PowerPoint presentation and submit a written work detailing the thought of one of the great philosophers discussed in class; the students will also have the option of choosing a philosopher not discussed in class. The expectation is that the student will be able to successfully explain the thought of the philosopher including the philosophers metaphysics, ethics, and epistemology.	Benchmark Not Met	57% (4 out of 7 students) earned 70% or higher; 43% (3 out of 7) earned less than 70%. 13 students did not do the presentation. 67% (2 out of 3) of females earned less than 70%; 50% (2 out of 4) of males earned less than 70%. The main reason why students did not meet the benchmark is that they did not cover all of the areas of the given philosopher the student was supposed to present on. The expectation is that the student would be able to successfully explain their philosopher's metaphysics, ethics, and epistemology. However, some of the students did not do so; for example, some students explained Kant's ethics, but they did not explain his metaphysics. I will redo this SLO again in the future, but next time I will make sure to clarify that the students must address more than one area of the philosopher's thought.	No. The SLO statement doesn't need revision. Moving forward as told in LA Department Meetings to increase quality, instructor must make the effort to disaggregate data by two categories (e.g. Gender and Campus). Instructor can also attach supporting documents and graphs in the graph portion of results to increase quality. (Desmond) Overall, it's not a bad assessment as there is both qualitative and quantitative data but it can be better.	Approved

Program (LA) - Liberal Arts AA	PHIL 101	SLO 2_Philosophy of Others	Project - Individual	Students will make a PowerPoint presentation and submit a written work detailing the thought of one of the great philosophers discussed in class; the students will also have the option of choosing a philosopher not discussed in class. The expectation is that the student will be able to successfully explain the thought of the philosopher including the philosophers metaphysics, ethics, and epistemology.	Benchmark Met	80% (4 out of 5 students) earned 70% or higher; 20% (1 out of 5) earned less than 70%. 7 students did not do the presentation. 100% (3 out of 3) of females earned less than 70%; 50% (1 out of 2) of males earned less than 70%. It's unfortunate that most students did not do the presentation. I believe the main reason why students met the benchmark is because who presented were committed to finishing the semester strong. They covered all of the areas of the given philosopher the student was supposed to present on, the expectation being that the student would be able to successfully explain their philosophers metaphysics, ethics, and epistemology.	No. The SLO statement doesn't need revision.		Approved
Program (LA) - Liberal Arts AA	PHIL 101	SLO 2_Philosophy of Others	Project - Individual	Students will make a PowerPoint presentation and submit a written work detailing the thought of one of the great philosophers discussed in class; the students will also have the option of choosing a philosopher not discussed in class. The expectation is that the student will be able to successfully explain the thought of the philosopher including the philosophers metaphysics, ethics, and epistemology.	Benchmark Not Met	57% (4 out of 7 students) earned 70% or higher; 43% (3 out of 7) earned less than 70%. 13 students did not do the presentation. 67% (2 out of 3) of females earned less than 70%; 50% (2 out of 4) of males earned less than 70%. The main reason why students did not meet the benchmark is that they did not cover all of the areas of the given philosopher the student was supposed to present on. The expectation is that the student would be able to successfully explain their philosopher's metaphysics, ethics, and epistemology. However, some of the students did not do so; for example, some students explained Kant's ethics, but they did not explain his metaphysics. I will redo this SLO again in the future, but next time I will make sure to clarify that the students must address more than one area of the philosopher's thought.	No. The SLO statement doesn't need revision.	Moving forward as told in LA Department Meetings to increase quality, instructor must make the effort to disaggregate data by two categories (e.g. Gender and Campus). Instructor can also attach supporting documents and graphs in the graph portion of results to increase quality. (Desmond) Overall, it's not a bad assessment as there is both qualitative and quantitative data but it can be better.	Approved

Program (MSCI) - Marine Science CCT	SCI 281	SLO 2_Project Scope	Project - Individual	Students will develop a research project based on a critical environmental issue utilizing videography. The video should synopsize the vital elements of a scientific research project which includes, the aim, objectives, hypothesis, methodology, presentation of data, discussion, conclusion, limitations, recommendations and references. The video should also be designed utilizing engaging elements to spark the interest of viewers.	Benchmark Met	Only 6 students illustrated evidence of conducting the required project whereas, 3 persons didn't provide any evidence of conducting the project. The students who engaged in the project were able to attain an overall average class score of 70 percent due to fact that they failed to complete some of the required components resulting in the minimum passing score.	No. The SLO statement doesn't need revision.	Developing. Analysis of data could improve by including data disaggregation.	Approved
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Program (BUS) - Business AA	BUS 251	SLO 2_Profs & Cons of Running Small Businesses	Project - Group	BUS251 students will be divided into two groups this semester since enrollment for class is overloaded (35 students total). Assessment will be in the form of a presentation for each group who will share their field work experience at shop about internal and external advantages and disadvantages of running a small business. Groups will have a presentation guideline to follow so they know expectations and presentation assessment scoring criteria for grading purposes.	Benchmark Met	(MUST UPDATE with BUS251 info)Assessment overview: For this assessment, BUS101 students had to identify and describe different marketing mix or strategies and apply concept by identifying and submitting a local flyer as a way to contextual concept learned. In a written assignment, they were to review this flyer and assess or identify which marketing mix are being used and to describe in detail how they are being used so instructor is able to see they understand and are able to actually apply what they learned in the classroom. The benchmark set for this assessment is that 75% of the students will pass with 70% score or better. Collecting Data: The written assignment was in eLearning (Moodle) where students individually worked and submit these for manual grading by instructor. After grading, Moodle is however not able to generate an average score and grade chart for instructor to analyze overall test results due to assessment tool or Moodle activity used - "assignment". This kind of activity doesn't generate an average score grade or chart. Analysis: Out of 24 students in the class, only 13 students passed. Analysis here is simple because students that submitted their assignment understood and were easily able to apply the concept. Half of the class that didn't submit basically received a "Fail" grade since there was nothing to assessment. As such, benchmark was not met because only 54% of students passed while 46% failed due to incomplete work.	Yes. The SLO statement needs revision.
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Program (EDU) - Elementary Education AS	PSY 101	SLO 2_Psychologic al Issues	Presentation	Students will do a group presentation on "Post traumatic Stress disorders"(PTSD) as one of the Psychological issues that affects a lot of people who have experience traumatic situation. They will be ask to explain causes and its prevalence in the Marshall Islands, focusing on issues of climate change and those who have been affected by nuclear testing.					
Program (EDU) - Elementary Education AS	PSY 101	SLO 2_Psychologic al Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	Students were examined on Psychological issues. Note: The students were taught different Psychological issues from Chapter twelve of the text: Psych7, Introductory Psych by Rathus Spencer 7th edition. The Psychological issues range from Phobia, Anxiety disorders, Depression, Mood disorders, schizophrenia and more. Students were asked to write a term paper on depression as one of the Psychological issues that many are dealing with in the Republic of Marshall Islands. A rubric was used for grading this term paper. The contents of the reports and compliance with MLA format were assessed. Students explained the causes, symptoms, different categories of depression, gender prevalence, control and prevention were all discussed in the term paper. They also explained the measure and also the coping strategies.	No. The SLO statement doesn't need revision.	Great work. I expected this from my former supervisor and former LA Chair.	Approved

Program (EDU) - Elementary Education AS	PSY 101	SLO 2_Psychologic al Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	In the 2023 Fall semester: 25 students enrolled for the PSY 101 section 1 and all of them submitted their papers and were assessed. The table below shows the score of the individual students mark. out of a total of 40 marks for the SLO assessed (SLO 2 PSYCHOLOGICAL ISSUES). To meet the benchmark, 70% of the students must score at least 30 marks out of 40 marks (75%) As can be seen from the table, 80% of the students (20 out of 25) who wrote the Term paper scored at least 30 out of 40. This means that the benchmark for the SLO was met as more than 70% of the students who did the Term paper scored 75% and above more. The criteria for assessment were: content, organization and style/format of writing (application of MLA format in their writing). One of the reasons the SLO was met is the good performance of the students in content and organization of their essays. More than half of the students (13 out of the 25) did not conform to the MLA format in their essay writing and this reduced their marks. Another influencing factor in meeting the benchmark is the good attendance of the students. The may be attributed to the class being scheduled for the evening. Post assessment discussions with some students indicate that they would like to be given a chance to write draft versions of their papers and get feedback before final submission.	No. The SLO statement doesn't need revision.	Well done!	Approved
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Program (GE) - General Education	PSY 101	SLO 2_Psychologic al Issues	Presentation	Students will do a group presentation on "Post traumatic Stress disorders"(PTSD) as one of the Psychological issues that affects a lot of people who have experience traumatic situation. They will be ask to explain causes and its prevalence in the Marshall Islands, focusing on issues of climate change and those who have been affected by nuclear testing.					
Program (GE) - General Education	PSY 101	SLO 2_Psychologic al Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	Students were examined on Psychological issues. Note: The students were taught different Psychological issues from Chapter twelve of the text: Psych7, Introductory Psych by Rathus Spencer 7th edition. The Psychological issues range from Phobia, Anxiety disorders, Depression, Mood disorders, schizophrenia and more. Students were asked to write a term paper on depression as one of the Psychological issues that many are dealing with in the Republic of Marshall Islands. A rubric was used for grading this term paper. The contents of the reports and compliance with MLA format were assessed. Students explained the causes, symptoms, different categories of depression, gender prevalence, control and prevention were all discussed in the term paper. They also explained the measure and also the coping strategies.	No. The SLO statement doesn't need revision.	Great work. I expected this from my former supervisor and former LA Chair.	Approved

Program (GE) - General Education	PSY 101	SLO 2_Psychologic al Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	In the 2023 Fall semester: 25 students enrolled for the PSY 101 section 1 and all of them submitted their papers and were assessed. The table below shows the score of the individual students mark. out of a total of 40 marks for the SLO assessed (SLO 2 PSYCHOLOGICAL ISSUES). To meet the benchmark, 70% of the students must score at least 30 marks out of 40 marks (75%) As can be seen from the table, 80% of the students (20 out of 25) who wrote the Term paper scored at least 30 out of 40. This means that the benchmark for the SLO was met as more than 70% of the students who did the Term paper scored 75% and above more. The criteria for assessment were: content, organization and style/format of writing (application of MLA format in their writing). One of the reasons the SLO was met is the good performance of the students in content and organization of their essays. More than half of the students (13 out of the 25) did not conform to the MLA format in their essay writing and this reduced their marks. Another influencing factor in meeting the benchmark is the good attendance of the students. The may be attributed to the class being scheduled for the evening. Post assessment discussions with some students indicate that they would like to be given a chance to write draft versions of their papers and get feedback before final submission.	No. The SLO statement doesn't need revision.	Well done!	Approved
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Program (LA) - Liberal Arts AA	PSY 101	SLO 2_Psychological Issues	Presentation	Students will do a group presentation on "Post traumatic Stress disorders"(PTSD) as one of the Psychological issues that affects a lot of people who have experience traumatic situation. They will be ask to explain causes and its prevalence in the Marshall Islands, focusing on issues of climate change and those who have been affected by nuclear testing.					
Program (LA) - Liberal Arts AA	PSY 101	SLO 2_Psychological Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	Students were examined on Psychological issues. Note: The students were taught different Psychological issues from Chapter twelve of the text: Psych7, Introductory Psych by Rathus Spencer 7th edition. The Psychological issues range from Phobia, Anxiety disorders, Depression, Mood disorders, schizophrenia and more. Students were asked to write a term paper on depression as one of the Psychological issues that many are dealing with in the Republic of Marshall Islands. A rubric was used for grading this term paper. The contents of the reports and compliance with MLA format were assessed. Students explained the causes, symptoms, different categories of depression, gender prevalence, control and prevention were all discussed in the term paper. They also explained the measure and also the coping strategies.	No. The SLO statement doesn't need revision.	Great work. I expected this from my former supervisor and former LA Chair.	Approved

Program (LA) - Liberal Arts AA	PSY 101	SLO 2_Psychological Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	In the 2023 Fall semester: 25 students enrolled for the PSY 101 section 1 and all of them submitted their papers and were assessed. The table below shows the score of the individual students mark. out of a total of 40 marks for the SLO assessed (SLO 2 PSYCHOLOGICAL ISSUES). To meet the benchmark, 70% of the students must score at least 30 marks out of 40 marks (75%) As can be seen from the table, 80% of the students (20 out of 25) who wrote the Term paper scored at least 30 out of 40. This means that the benchmark for the SLO was met as more than 70% of the students who did the Term paper scored 75% and above more. The criteria for assessment were: content, organization and style/format of writing (application of MLA format in their writing). One of the reasons the SLO was met is the good performance of the students in content and organization of their essays. More than half of the students (13 out of the 25) did not conform to the MLA format in their essay writing and this reduced their marks. Another influencing factor in meeting the benchmark is the good attendance of the students. The may be attributed to the class being scheduled for the evening. Post assessment discussions with some students indicate that they would like to be given a chance to write draft versions of their papers and get feedback before final submission.	No. The SLO statement doesn't need revision.	Well done!	Approved
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Program (NURS) - Nursing AS	PSY 101	SLO 2_Psychological Issues	Presentation	Students will do a group presentation on "Post traumatic Stress disorders"(PTSD) as one of the Psychological issues that affects a lot of people who have experience traumatic situation. They will be ask to explain causes and its prevalence in the Marshall Islands, focusing on issues of climate change and those who have been affected by nuclear testing.					
Program (NURS) - Nursing AS	PSY 101	SLO 2_Psychological Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	Students were examined on Psychological issues. Note: The students were taught different Psychological issues from Chapter twelve of the text: Psych7, Introductory Psych by Rathus Spencer 7th edition. The Psychological issues range from Phobia, Anxiety disorders, Depression, Mood disorders, schizophrenia and more. Students were asked to write a term paper on depression as one of the Psychological issues that many are dealing with in the Republic of Marshall Islands. A rubric was used for grading this term paper. The contents of the reports and compliance with MLA format were assessed. Students explained the causes, symptoms, different categories of depression, gender prevalence, control and prevention were all discussed in the term paper. They also explained the measure and also the coping strategies.	No. The SLO statement doesn't need revision.	Great work. I expected this from my former supervisor and former LA Chair.	Approved

Program (NURS) - Nursing AS	PSY 101	SLO 2_Psychologic al Issues	Term Paper	Students will write a term paper on "Depression" as one of the Psychological issues that majority are dealing with. They will be expected to reflect their understanding of depressive disorder and its prevalence in the Republic of the Marshall Islands.	Benchmark Met	In the 2023 Fall semester: 25 students enrolled for the PSY 101 section 1 and all of them submitted their papers and were assessed. The table below shows the score of the individual students mark. out of a total of 40 marks for the SLO assessed (SLO 2 PSYCHOLOGICAL ISSUES). To meet the benchmark, 70% of the students must score at least 30 marks out of 40 marks (75%) As can be seen from the table, 80% of the students (20 out of 25) who wrote the Term paper scored at least 30 out of 40. This means that the benchmark for the SLO was met as more than 70% of the students who did the Term paper scored 75% and above more. The criteria for assessment were: content, organization and style/format of writing (application of MLA format in their writing). One of the reasons the SLO was met is the good performance of the students in content and organization of their essays. More than half of the students (13 out of the 25) did not conform to the MLA format in their essay writing and this reduced their marks. Another influencing factor in meeting the benchmark is the good attendance of the students. The may be attributed to the class being scheduled for the evening. Post assessment discussions with some students indicate that they would like to be given a chance to write draft versions of their papers and get feedback before final submission.	No. The SLO statement doesn't need revision.	Well done!	Approved
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Program (NURS) - Public Health CCT	AH 103	SLO 2_Public Health Program	Collaborative Group Activity	Students will be able to develop a community health screening.	Benchmark Met	The result of the evaluation for Knowledge of finding the vital signs through the use of specific instrument, 11 out of 11 students or 100% of the students got 100% of excellent knowledge on what instrument is being used in measuring the blood pressure and blood sugar of the patients. The bench mark is more than met. For the performance of students in using sphygmometer in measuring the blood pressure of patients, 9 out of 11 students or 82% of the students can excellently use the sphygmometer. 2 out of 11 students 18% of the students has the mastery in the use of physgmometer. This shows that 100% of the student can use the sphygmometer in mastery and better. The benchmark is more than met. For the performance of student in using glucometer in measuring the blood sugar of patients, 8 out of 11 students or 73% of the students can excellently use the glaucometer. 3 out of 11 students or 23% of the students can use the glucometer in mastery level and better. The benchmark is more than met. For the attitude of students using these instruments in measuring the vital signs of patients, 6 out of 11 students or 55% of students has excellent attitude the use of these instruments. 3 out of 11 or 27% of the students has very satisfactory attitude the use of instruments. 1 out of 11 students or 9% of the students show satisfactory skill in the use of instruments in finding the vital signs of the patients but needs a minimal supervision. 1 out of 11 students or 9% of the students shows difficulty in using the instruments in finding the vital signs of the patients thus needing much instructions but are still able to use the equipment. Over-all performance of students is 96%.	No. The SLO statement doesn't need revision.
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Program (NURS) - Public Health CCT	AH 103	SLO 2_Public Health Program	Collaborative Group Activity	Students will be able to develop a community health screening.	Benchmark Met	The result of the evaluation for Knowledge of finding the vital signs through the use of specific instrument, 11 out of 11 students or 100% of the students got 100% of excellent knowledge on what instrument is being used in measuring the blood pressure and blood sugar of the patients. The benchmark is more than met. For the performance of students in using sphygmomanometer in measuring the blood pressure of patients, 9 out of 11 students or 82% of the students can excellently use the sphygmomanometer. 2 out of 11 students 18% of the students has the mastery in the use of physgmonometer. This shows that 100% of the student can use the sphygmomanometer in mastery and better. The benchmark is more than met. For the performance of student in using glucometer in measuring the blood sugar of patients, 8 out of 11 students or 73% of the students can excellently use the glaucometer. 3 out of 11 students or 23% of the students can use the glucometer in mastery level and better. The benchmark is more than met. For the attitude of students using these instruments in measuring the vital signs of patients, 6 out of 11 students or 55% of students has excellent attitude the use of these instruments. 3 out of 11 or 27% of the students has very satisfactory attitude the use of instruments. 1 out of 11 students or 9% of the students show satisfactory skill in the use of instruments in finding the vital signs of the patients but needs a minimal supervision. 1 out of 11 students or 9% of the students shows difficulty in using the instruments in finding the vital signs of the patients thus needing much instructions but are still able to use the equipment. Over-all performance of students is 96%.	No. The SLO statement doesn't need revision.
Program (VCARP) - Carpentry Certificate	VCARP 103	SLO 2_Read blueprints	Written Assignment or Essay	Students were asked to sketch a blueprint of a single 8x8 feet building using a common scale. Part of the assessment they will complete a material costing quoting from the current prices from a local Hardware outlet.			

Program (VCARP) - Carpentry Certificate	VCARP 102	SLO 2_Safety	Skill Performance	The students will be tested individually in this assessment and is expected to choose a tool that can be operated both manually and power tool. They will share at least 5 basic rules in using, caring and proper maintenance of the tool.			
Program (NURS) - Nursing AS	NURS 110	SLO 2_Skills Procedures	Skill Performance	After learning the basic nursing skills, the students should be up Skill to provide in return demonstration on certain skills they learned from watching video, review procedure outlined in their textbook, or observing how instructor demonstrate the skills in simulation lab			
Program (AHS) - Adult High School	ICS 050	SLO 2_Software Skills	Objective Type Exam/Quiz - In Course	The students will create a PowerPoint presentation on their home islands consisting of 8 slide and present it to the class. (TH)			
- Program (PLO) Sample AA	BU 108	SLO 2_Test Lanie	Portfolio	Some rubric	Benchmark Not Met	Here is the Assessment Data & Analysis	No. The SLO statement doesn't need revision.
Program (EDU) - Elementary Education AS	SOC 140	SLO 2_Theories To Application	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading to prove that they understand why Health issues in the Micronesian Region has changed due to colonization.			

Program (GE) - General Education	SOC 140	SLO 2_Theories To Application	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading to prove that they understand why Health issues in the Micronesian Region has changed due to colonization.
Program (LA) - Liberal Arts AA	SOC 140	SLO 2_Theories To Application	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading to prove that they understand why Health issues in the Micronesian Region has changed due to colonization.
Program (MAR) - Marshallese Social Studies CCT	SOC 140	SLO 2_Theories To Application	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading to prove that they understand why Health issues in the Micronesian Region has changed due to colonization.

Program (GE) - General Education	HIS 202	SLO 2_Time Periods Studied	Written Assignment or Essay	Student will be given a historic text where they do "textual analysis" using only the given source to dissect information. Additionally, they will be given key terms, people, and places where they have to give their historic significance, associated time, associated place/setting, and associated person or groups. This way they practice being true historians.						
Program (LA) - Liberal Arts AA	HIS 202	SLO 2_Time Periods Studied	Written Assignment or Essay	Student will be given a historic text where they do "textual analysis" using only the given source to dissect information. Additionally, they will be given key terms, people, and places where they have to give their historic significance, associated time, associated place/setting, and associated person or groups. This way they practice being true historians.						
Program (EDU) - Elementary Education BA	EDU 314	SLO 2_Traits of Effective Writing	Project - Individual	Write a mentor text for an expository text describing a process.	Benchmark Met	19 of the 19 students passed the assessment, getting a grade of 75 or higher. This makes 100% overall passing percentage. Therefore, the benchmark was met. Those who passed the assessment gave a fair to good demonstration between content and delivery. This means those who passed the assessment provided most of the required criteria for the content part by creating a mentor text, building concise genre language, student checklist and rubric. These students displayed attention to details, application and feedback, which further denotes their understanding of how to teach the genre writing process.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	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	Approved

Program (EDU) - Elementary Education BA	EDU 324	SLO 2_Use of Manipulatives	Presentation	Students will plan and present standards-based lessons to peers in a math classroom that include the use of manipulatives.	Benchmark Met	There were 20 students in the class this semester. 13 students (65%) were female and 7 (35%) were male. 3 students (15%) were in Ebeye, 1 (5%) was in Wotje, 2 (10%) were in Jaluit and 14 (70%) were on Majuro. This was the first time we ran an 8-week course for math in the BA program, and due to time constraints, the students had the option to work in pairs or as individuals. We had 10 presentations. 17 of the 20 students (85%) were involved in presentations of lessons. Only 3 (15%) did not do presentations. Two of the students stopped coming to class. One student was sick during the last week. The benchmark of 75% of students will successfully perform their presentation of lessons for their peers was met. Presentation: 1 2 3 4 5 6 7 8 9 10 Score (%): 70 90 70 85 80 70 75 80 80 75	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark." Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (EDU) - Elementary Education BA	EDU 324	SLO 2_Use of Manipulatives	Presentation	Students work individually or in pairs to create a presentation about a problem solving strategy related to Standard 1 (Number Sense), including the use of manipulatives that will enhance comprehension of the strategy. Students deliver their presentation to their peers.	Benchmark Met	All the groups that presented scored more than 75% for their presentations. The benchmark of 70% of students will score a minimum of 75% for their presentation was met. Factoring in the presentations that linked more directly to a standard other than number sense, we see that 2 presentations (20%) linked more strongly to Standards 2 (Geometry and Measurement) and 4 (Probability and Statistics) in the curriculum, and not directly to Standard 1 (Number Sense). Factoring in the use of manipulatives during the presentations, 5 presentations (50%) (Dimensional Analysis and Account for all Possibilities) had limited use of physical manipulatives. However, 3 of these presentations were out in the distance learning centers (Jaluit, Ebeye, and Wotje), where the presence of physical manipulatives is very limited. The students developing these presentations compensated by including pictures of manipulatives for representation in the solution of their problems.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO . Action shows ALL of the following elements-" Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement.	Approved
Program (DEV) - Developmental Education	ENG 086	SLO 2_Vocabulary	Simulations	Students will be expected to participate in a roundtable discussion or in a debate to questions related to a topic.					

Program (DEV) - Developmental Education	ENG 086	SLO 2_Vocabulary	Skill Performance	The students will be organized in groups and each group will prepare and participate in a roundtable discussion on the Unit 2 Topic CLimate Change and Changing Minds . Each group will decide their disccsion focus and then research and gather infromation on the topic tthat will inform and create awarress for their audiences. They are expected to use vocabulary and lecture languages or signal phases disucssed in Unit 2 in their roundtable presentation. The roundtable activity will be assessed using a rubric that will evaluate them as individual participants and as a group presentation. Each section will produce a report on the activity along with the analysis that will be used to write a common report for the SLO assessment outcome.	Benchmark Not Met	Data Results: This is a consolidated report and analysis of English 86 for spring semester, 2023 by the five (4) instructors who teach a total of seven (7) sections. A total of 43 students participated in the common assessment where they were to participate in a round table discussions on a chosen topic from the 21st Century Communications Book 2 text. Out of the 43 students that participated, only 12 students (28%) scored 70% thus meeting the benchmark of 70% while 31 students (72%) scored below the benchmark. Therefore, the benchmark was not met. Analysis: We have identified strengths and weaknesses in this assessment. One of the areas of strength is exposing the students to a high- level thinking and speaking activity is an awesome opportunity for learning something they are not familiar with. They are quite used to prepared speech and group speech presentation and having to participate in a roundtable discussion was new. On the other hand, the weaknesses in this activity were quite a few. As it is a high-level thinking and speaking activity, a lot of class time was used to prepare students. It took approximately 2 to 2 and a ½ weeks to prepare them. In addition, although the students were given adequate time to do research, and even given sample discussion questions, they were still not fully prepared. Moreover, the discussions and the answering of the questions posed by the moderator were not answered readily, off the cuff, as the students kept looking at their notes.	Emiliana Enriquez	No. The SLO statement doesn't need revision.
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Program (DEV) - Developmental Education	ENG 086	SLO 2_Vocabulary	Skill Performance	The students will be organized in groups and each group will prepare and participate in a roundtable discussion on the Unit 2 Topic Climate Change and Changing Minds . Each group will decide their discussion focus and then research and gather information on the topic that will inform and create awareness for their audiences. They are expected to use vocabulary and lecture languages or signal phases discussed in Unit 2 in their roundtable presentation. The roundtable activity will be assessed using a rubric that will evaluate them as individual participants and as a group presentation. Each section will produce a report on the activity along with the analysis that will be used to write a common report for the SLO assessment outcome.	Benchmark Not Met	This is a consolidated report and analysis of English 86 for Fall semester, 2023 by the five (5) instructors who teach a total of seven (7) sections. A total of 94 students participated in this common assessment where they were to participate in a round table discussions on a chosen topic from the 21st Century Communications Book 2 text. Out of the 94 students that participated, only 52 students (55%) scored 70% thus meeting the benchmark of 70% while 42 students (45%) scored below the benchmark. Therefore, the BENCHMARK WAS NOT MET. In comparison to the previous SLO Assessment, that was administered in Spring, out of the 43 students who participated, only 12 (28%) met the benchmark of 70% while 31 (72%) did not meet the benchmark. Similarly, the BENCHMARK WAS NOT MET. ANALYSIS For two semesters now, the English 086 SLO Benchmark that requires 75% of students achieving 70% and above, have not been met. A clear reason for this would be that as second language speakers of English, our students have low confidence in their ability to speak. Despite being given time for preparation- research and practice, both participants and moderators were still not able to keep the conversation flowing in a connected and meaningful way. Another observation is that the female students did better than male students. Marshall Islands being a matrilineal society may be an explanation why females are more vocal than their male counterparts. In addition, it is observed that students who do not interact with others on a day to day basis find it very difficult to participate in a roundtable discussion. Below are the strengths, challenges and recommendations of the assessment. STRENGTHS 1. One of the areas of strength is exposing the students to a high- level thinking and speaking	Emiliana Enriquez	No. The SLO statement doesn't need revision.	The ENG 086 course team will have to discuss the findings and implement action plan in Spring to fill the gaps.	Approved
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Program (DEV) - Developmental Education	ENG 086	SLO 2_Vocabulary	Skill Performance	The students will be organized in groups and each group will prepare and participate in a roundtable discussion on the Unit 2 Topic CLimate Change and Changing Minds . Each group will decide their disccsion focus and then research and gather infromation on the topic tthat will inform and create awarress for their audiences. They are expected to use vocabulary and lecture languages or signal phases disucssed in Unit 2 in their roundtable presentation. The roundtable activity will be assessed using a rubric that will evaluate them as indidual participants and as a group presentation. Each section will produce a report on the activity along with the analysis that will be used to write a common report for the SLO assessment outcome.	Benchmark Not Met	Data Results: This is a consolidated report and analysis of English 86 for spring semester, 2023 by the five (4) instructors who teach a total of seven (7) sections. A total of 43 students participated in the common assessment where they were to participate in a round table discussions on a chosen topic from the 21st Century Communications Book 2 text. Out of the 43 students that participated, only 12 students (28%) scored 70% thus meeting the benchmark of 70% while 31 students (72%) scored below the benchmark. Therefore, the benchmark was not met. Analysis: We have identified strengths and weaknesses in this assessment. One of the areas of strength is exposing the students to a high- level thinking and speaking activity is an awesome opportunity for learning something they are not familiar with. They are quite used to prepared speech and group speech presentation and having to participate in a roundtable discussion was new. On the other hand, the weaknesses in this activity were quite a few. As it is a high-level thinking and speaking activity, a lot of class time was used to prepare students. It took approximately 2 to 2 and a ½ weeks to prepare them. In addition, although the students were given adequate time to do research, and even given sample discussion questions, they were still not fully prepared. Moreover, the discussions and the answering of the questions posed by the moderator were not answered readily, off the cuff, as the students kept looking at their notes.	Karalaini Osborne	No. The SLO statement doesn't need revision.
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Program (DEV) - Developmental Education	ENG 086	SLO 2_Vocabulary	Skill Performance	The students will be organized in groups and each group will prepare and participate in a roundtable discussion on the Unit 2 Topic Climate Change and Changing Minds . Each group will decide their discussion focus and then research and gather information on the topic that will inform and create awareness for their audiences. They are expected to use vocabulary and lecture languages or signal phases discussed in Unit 2 in their roundtable presentation. The roundtable activity will be assessed using a rubric that will evaluate them as individual participants and as a group presentation. Each section will produce a report on the activity along with the analysis that will be used to write a common report for the SLO assessment outcome.	Benchmark Not Met	This is a consolidated report and analysis of English 86 for Fall semester, 2023 by the five (5) instructors who teach a total of seven (7) sections. A total of 94 students participated in this common assessment where they were to participate in a round table discussions on a chosen topic from the 21st Century Communications Book 2 text. Out of the 94 students that participated, only 52 students (55%) scored 70% thus meeting the benchmark of 70% while 42 students (45%) scored below the benchmark. Therefore, the BENCHMARK WAS NOT MET. In comparison to the previous SLO Assessment, that was administered in Spring, out of the 43 students who participated, only 12 (28%) met the benchmark of 70% while 31 (72%) did not meet the benchmark. Similarly, the BENCHMARK WAS NOT MET. ANALYSIS For two semesters now, the English 086 SLO Benchmark that requires 75% of students achieving 70% and above, have not been met. A clear reason for this would be that as second language speakers of English, our students have low confidence in their ability to speak. Despite being given time for preparation- research and practice, both participants and moderators were still not able to keep the conversation flowing in a connected and meaningful way. Another observation is that the female students did better than male students. Marshall Islands being a matrilineal society may be an explanation why females are more vocal than their male counterparts. In addition, it is observed that students who do not interact with others on a day to day basis find it very difficult to participate in a roundtable discussion. Below are the strengths, challenges and recommendations of the assessment. STRENGTHS 1. One of the areas of strength is exposing the students to a high- level thinking and speaking	Karalaini Osborne	No. The SLO statement doesn't need revision.	The ENG 086 course team will have to discuss the findings and implement action plan in Spring to fill the gaps.	Approved
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Program (GE) - General Education	PI 260	SLO 2_Weapons Testing Program	Project - Group	Students will do a group presentation identifying various consequences of the U.S. Nuclear Weapons Testing program that occurred between 1946-1958 by processing, analyzing and synthesizing information related to the nuclear issues in the Marshall Islands from articles, reports, audiovisuals, and internet. Their groups will report on how different atolls, test site workers, and residents and subsequent generations are affected by the consequences of the nuclear testing program and also list who to approach and where to go in order to access information on the consequences of the nuclear testing (e.g. NNC/Nuclear Claims Tribunal, CMI National Nuclear Institute, REACH-MI, etc.) Students will be scored using this holistic rubric. https://docs.google.com/document/d/1KVef0gAh_dySovIjoHs361AHgvJo2fiQ/edit?usp=sharing&oid=116058295816982232791&rtpof=true&sd=true
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Program (LA) - Liberal PI 260 Arts AA	SLO 2_Weapons Testing Program	Project - Group	Students will do a group presentation identifying various consequences of the U.S. Nuclear Weapons Testing program that occurred between 1946-1958 by processing, analyzing and synthesizing information related to the nuclear issues in the Marshall Islands from articles, reports, audiovisuals, and internet. Their groups will report on how different atolls, test site workers, and residents and subsequent generations are affected by the consequences of the nuclear testing program and also list who to approach and where to go in order to access information on the consequences of the nuclear testing (e.g. NNC/Nuclear Claims Tribunal, CMI National Nuclear Institute, REACH-MI, etc.) Students will be scored using this holistic rubric. https://docs.google.com/document/d/1KVef0gAh_dySovIjoHs361AHgvJo2fiQ/edit?usp=sharing&oid=116058295816982232791&rtpof=true&sd=true
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Program (MAR) - Marshallese Social Studies CCT	PI 260	SLO 2_Weapons Testing Program	Project - Group	Students will do a group presentation identifying various consequences of the U.S. Nuclear Weapons Testing program that occurred between 1946-1958 by processing, analyzing and synthesizing information related to the nuclear issues in the Marshall Islands from articles, reports, audiovisuals, and internet. Their groups will report on how different atolls, test site workers, and residents and subsequent generations are affected by the consequences of the nuclear testing program and also list who to approach and where to go in order to access information on the consequences of the nuclear testing (e.g. NNC/Nuclear Claims Tribunal, CMI National Nuclear Institute, REACH-MI, etc.) Students will be scored using this holistic rubric. https://docs.google.com/document/d/1KVef0gAh_dy5ovljoHs361AHgvJo2fiQ/edit?usp=sharing&oid=116058295816982232791&rtpof=true&sd=true						
Program (EDU) - Elementary Education BA	EDU 314	SLO 3_Appropriate Instructional Methods	Case Study	After exploring the developmental milestones of PreK-2nd grade writers, students will read writing samples (2 per grade level). They will then select one writer's work sample to complete a writing intervention case study analysis. They will explore the writer's strengths and needs. Students will then develop a targeted writing intervention with goals and research based strategies to work on the specific skills needed for the writer to achieve support and growth	Benchmark Met	Out of 18 students, the average score on the case study assignment was 83.56%--the benchmark was met. For males (n = 7), the average score was 72.43%. For females (N = 11), the average score was 90.6%. Thus, females scored higher than males on the assessment. 9 students are full-time employees (6 with PSS; 3 with CMI).	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	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 314	SLO 3_Appropriate Instructional Methods	Case Study	After exploring the developmental milestones of PreK-2nd grade writers, students will read writing samples (2 per grade level). They will then select one writer's work sample to complete a writing intervention case study analysis. They will explore the writer's strengths and needs. Students will then develop a targeted writing intervention with goals and research based strategies to work on the specific skills needed for the writer to achieve support and growth.	Benchmark Met	Out of 13 students, the average score on the case study assignment was 78.6%--the benchmark was met. For males (n = 6), the average score was 76.3%. For females (n= 7), the average score was 80.6%. Thus, females scored higher than males on the assessment. All students are full-time employees (12 with PSS; 1 with CMI).	Rebecca Raab	No. The SLO statement doesn't need revision.		Approved
Program (EDU) - Elementary Education BA	ART 329	SLO 3_Arts Application	Project - Group	LO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric(out of 100) to assess the student's group project.	Benchmark Met	22 students enrolled in the course. 2 students, a male and female attended class on zoom from the Jaluit center. The class was a mixture of fulltime and part-time students. The students found the assignment challenging in the beginning as they do not participate in dances, music and drama activities. The assignment started out with the students being organized in groups of 5. I found that it did not work out so the students were put into two big groups of 10. The students felt confident working in a group with more support and collaboration. The two groups completed the assignment and met the benchmark. They both used the medium of music to create the song for the health issue/ social issue they felt was important for students to learn.		No. The SLO statement doesn't need revision.	Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO .	Approved

Program (EDU) - Elementary Education BA	ART 329	SLO 3_Arts Application	Project - Group	SLO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric(out of 100) to assess the student's group project.	Benchmark Met	Data analysis for ART 329 20 students enrolled in the ART 329 class. One student withdrew from the course. 19 students completed the course. The bench mark for SLO#3 is that 75%-(14 students) will achieve 75/100 in the SLO project. 19 students had a score of 75 or higher in the project. The benchmark was met. Most of the students in the class were matured student and had completed 80% of the courses for the BAEE program. They cooperated well in their group planning for the project. Also the groups were designed so that there were members in the group that were currently teaching in the schools to enable the groups to visit the schools for their project if necessary and a few groups did so. I found that the group of students enrolled in the class were confident and able to take part in the performing arts activities due to their maturity and background learning gained from the BAEE courses already taken.	Rosie Koroi	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement . Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (GE) - General Education	ART 329	SLO 3_Arts Application	Project - Group	LO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric(out of 100) to assess the student's group project.	Benchmark Met	22 students enrolled in the course. 2 students, a male and female attended class on zoom from the Jaluit center. The class was a mixture of fulltime and part-time students. The students found the assignment challenging in the beginning as they do not participate in dances, music and drama activities. The assignment started out with the students being organized in groups of 5. I found that it did not work out so the students were put into two big groups of 10. The students felt confident working in a group with more support and collaboration. The two groups completed the assignment and met the benchmark. They both used the medium of music to create the song for the health issue/ social issue they felt was important for students to learn.		No. The SLO statement doesn't need revision.	Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO .	Approved

Program (GE) - General Education	ART 329	SLO 3_Arts Application	Project - Group	SLO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric(out of 100) to assess the student's group project.	Benchmark Met	Data analysis for ART 329 20 students enrolled in the ART 329 class. One student withdrew from the course. 19 students completed the course. The bench mark for SLO#3 is that 75%-(14 students) will achieve 75/100 in the SLO project. 19 students had a score of 75 or higher in the project. The benchmark was met. Most of the students in the class were matured student and had completed 80% of the courses for the BAEE program. They cooperated well in their group planning for the project. Also the groups were designed so that there were members in the group that were currently teaching in the schools to enable the groups to visit the schools for their project if necessary and a few groups did so. I found that the group of students enrolled in the class were confident and able to take part in the performing arts activities due to their maturity and background learning gained from the BAEE courses already taken.	Rosie Koroi	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement . Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (LA) - Liberal Arts AA	ART 329	SLO 3_Arts Application	Project - Group	LO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric(out of 100) to assess the student's group project.	Benchmark Met	22 students enrolled in the course. 2 students, a male and female attended class on zoom from the Jaluit center. The class was a mixture of fulltime and part-time students. The students found the assignment challenging in the beginning as they do not participate in dances, music and drama activities. The assignment started out with the students being organized in groups of 5. I found that it did not work out so the students were put into two big groups of 10. The students felt confident working in a group with more support and collaboration. The two groups completed the assignment and met the benchmark. They both used the medium of music to create the song for the health issue/ social issue they felt was important for students to learn.		No. The SLO statement doesn't need revision.	Analysis of Data Result Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO .	Approved

Program (LA) - Liberal Arts AA	ART 329	SLO 3_Arts Application	Project - Group	SLO #3Apply the arts to express ideas, feelings, and/or content in any area of their creation. Applying their knowledge of performing arts students choose and create an engaging and meaningful dance, music or drama piece that can be integrated into a social or health issue that needs to be addressed. in the RMI. The dance, music or drama will be documented as a video presentation Each performing arts component will have their own rubric(out of 100) to assess the student's group project.	Benchmark Met	Data analysis for ART 329 20 students enrolled in the ART 329 class. One student withdrew from the course. 19 students completed the course. The bench mark for SLO#3 is that 75%-(14 students) will achieve 75/100 in the SLO project. 19 students had a score of 75 or higher in the project. The benchmark was met. Most of the students in the class were matured student and had completed 80% of the courses for the BAEE program. They cooperated well in their group planning for the project. Also the groups were designed so that there were members in the group that were currently teaching in the schools to enable the groups to visit the schools for their project if necessary and a few groups did so. I found that the group of students enrolled in the class were confident and able to take part in the performing arts activities due to their maturity and background learning gained from the BAEE courses already taken.	Rosie Koroi	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement . Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (EDU) - Elementary Education AS	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Mylast E Bilimon			
Program (EDU) - Elementary Education AS	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Risi Karben Matthew			
Program (GE) - General Education	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Mylast E Bilimon			
Program (GE) - General Education	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Risi Karben Matthew			
Program (LA) - Liberal Arts AA	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Mylast E Bilimon			
Program (LA) - Liberal Arts AA	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Risi Karben Matthew			
Program (MAR) - Marshallese Social Studies CCT	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Mylast E Bilimon			

Program (MAR) - Marshallse Social Studies CCT	MAR 140	SLO 3_Branches	Objective Type Exam/Quiz - In Course	Sudents will be given an exam to test their knowledge on the three branches.			Risi Karben Matthew
Program (VCARP) - Carpentry Certificate	VCARP 051	SLO 3_Common work related	Objective Type Exam/Quiz - In Course	After learning the different strategies of reading work related material as well as having sufficient time for practice, students will be tested on their knowledge in reading common work related documents. Students will be tested through an exam totaling up to 100 points. The exam will consist of work related documents and questions following afterwards.	Benchmark Met	The students were given an exam consisting of 28 questions. Out of the 28 questions there were 27 multiple choice questions and 1 essay question. All seven students in the class attempted the exam and all of the students were able to pass. Out of the seven students, three received A grades and four received B grades. For the next semesters, I would recommend switching up the questions. Instead of having multiple choice questions, it would be good to challenge the students with more essay questions.	No. The SLO statement doesn't need revision.
Program (BUS) - Accounting Clerkship CC	BUS 106	SLO 3_Compute Payroll Deductions	Written Assignment or Essay	Pretest and Posttest Quiz on moodle			

Program (BUS) - Accounting Clerkship CC	BUS 106	SLO 3_Compute Payroll Deductions	Objective Type Exam/Quiz - Standardized	Pretest and Posttest Quiz on moodle - (Revision Quiz and Midterm exam)	Benchmark Met	SLO 3: Compute Payroll Deductions SLO Compute gross pay, net pay, and related deductions related to payroll in the business to create documents and reports The assessment Plan written is as follows: Assessment Tool Pertest and Mid-Term Exam on Moodle Benchmark Seventy per cent of students will score 70% or higher satisfactorily on quizzes covering payroll computation. In this assessment, students will demonstrate skills in the following: 1. Solve business math problems 2. Use a calculator to determine present value, decimal equivalents of fractions, percentages, discounts and interest (simple and compound) 3. Compute gross pay, net pay, and related deductions related to payroll in the business to create documents and reports Students will be provided scenario-based questions for the pretest and mid-term examination. The students will be required to calculate wages and salaries of employees, social security contributions by the employer and employee, calculate interests using simple interest formulas, use basic mathematics skills to convert fractions to decimals and calculate relevant taxes (taxes applicable on employees' wages and salaries) using RMI tax laws. Data Result There are 26 students registered for BUS106 Business Mathematics in the Fall of 2023. The assessment was undertaken by 25 students and	Yes. The SLO statement needs revision.
Program (BUS) - Business AA	BUS 106	SLO 3_Compute Payroll Deductions	Written Assignment or Essay	Pretest and Posttest Quiz on moodle			

Program (BUS) - Business AA	BUS 106	SLO 3_Compute Payroll Deductions	Objective Type Exam/Quiz - Standardized	Pretest and Posttest Quiz on moodle - (Revision Quiz and Midterm exam)	Benchmark Met	SLO 3: Compute Payroll Deductions SLO Compute gross pay, net pay, and related deductions related to payroll in the business to create documents and reports The assessment Plan written is as follows: Assessment Tool Pertest and Mid-Term Exam on Moodle Benchmark Seventy per cent of students will score 70% or higher satisfactorily on quizzes covering payroll computation. In this assessment, students will demonstrate skills in the following: 1. Solve business math problems 2. Use a calculator to determine present value, decimal equivalents of fractions, percentages, discounts and interest (simple and compound) 3. Compute gross pay, net pay, and related deductions related to payroll in the business to create documents and reports Students will be provided scenario-based questions for the pretest and mid-term examination. The students will be required to calculate wages and salaries of employees, social security contributions by the employer and employee, calculate interests using simple interest formulas, use basic mathematics skills to convert fractions to decimals and calculate relevant taxes (taxes applicable on employees' wages and salaries) using RMI tax laws. Data Result There are 26 students registered for BUS106 Business Mathematics in the Fall of 2023. The assessment was undertaken by 25 students and The passing number for both sections are acceptable to the benchmark. The half of the both sections were able to pass with 70 and above.	Yes. The SLO statement needs revision.
Program (AHS) - Adult High School	ICS 040	SLO 3_Computer Software	Project - Individual	After the students learned and practicing some of the computer software on Moodle, each student will be given a project to work. They are going to create a PowerPoint presentation and present it to the class. (Jimmy Jamos)	Benchmark Met	The assessment was undertaken by 25 students and The passing number for both sections are acceptable to the benchmark. The half of the both sections were able to pass with 70 and above.	No. The SLO statement doesn't need revision.

Program (VCARP) - Carpentry Certificate	VCARP 201	SLO 3_Construct	Project - Group	The students will construct real life truss of a given size of a building , a transition from the scaled model that they have completed .					
Program (BUS) - Business AA	ACC 251	SLO 3_Decision Making	Project - Group	Students will be provided with a list of transactions as part of the project where they would be required to compute capital budgets, cost-volume profit analysis and relevant ratios. They will present and explain the output in the class. The criteria will be 15% for the written project and 5% for the in class presentation.				Roneel Sharma	
Department (STEM) - STEM	CHEM 101	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Forty four (44) students enrolled for this course this semester. Out of Forty four continuing students, nineteen (19) were males and twenty five (25) were females. From this pool of students, thirteen (13) males and eighteen (18) females participated in this practical. Out of 19 males, 13 of them (68.4%) scored 70% or better, and out 25 females, 18 of them (72%) scored 70% or better. Overall thirty-one (31) out of forty four students scored 70% or better and therefore the Benchmark was achieved. All the students who participated struggled in the report writing part in the beginning but with practice and guidance overtime they were able to complete their reports satisfactorily.	No. The SLO statement doesn't need revision.	Well developed.	Approved

Department (STEM) - CHEM 101 STEM	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Student Learning Objective: Develop skills for handling laboratory instruments and equipment; Develop a fundamental understanding of chemistry and its applications; Application of the scientific method in simple experiments. Written Assignment: The students were required to perform laboratory experiment on physical and chemical changes for selected reactions. This experiment was to test their knowledge on chemical reaction changes that occur when chemical substances undergo reactions especially when heating is involved. Consequently, different laboratory apparatus was handled by the students in carrying out their laboratory experiment. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method where they followed a marking criterion, tabulate their results, then discussion on their results and finally give a summary or conclusion. The marking Criteria is given below for the Fall 2023 semester. Marking Criteria for Laboratory reports for CHEM 101 Laboratory Session Participation 2 marks Introduction 3 marks Materials/ Methods 7 mark Results 4 marks Discussion (Explain your results) & Conclusion 4 marks Total 20 marks Analysis:	No. The SLO statement doesn't need revision.	Well-Develop, in terms of the Data Result, the assessment data results shows clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Program (GE) - General Education	CHEM 101	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Forty four (44) students enrolled for this course this semester. Out of Forty four continuing students, nineteen (19) were males and twenty five (25) were females. From this pool of students, thirteen (13) males and eighteen (18) females participated in this practical. Out of 19 males, 13 of them (68.4%) scored 70% or better, and out 25 females, 18 of them (72%) scored 70% or better. Overall thirty-one (31) out of forty four students scored 70% or better and therefore the Benchmark was achieved. All the students who participated struggled in the report writing part in the beginning but with practice and guidance overtime they were able to complete their reports satisfactorily.	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 Principles and Practices	Experiment or Other Laboratory Experience	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Student Learning Objective: Develop skills for handling laboratory instruments and equipment; Develop a fundamental understanding of chemistry and its applications; Application of the scientific method in simple experiments. Written Assignment: The students were required to perform laboratory experiment on physical and chemical changes for selected reactions. This experiment was to test their knowledge on chemical reaction changes that occur when chemical substances undergo reactions especially when heating is involved. Consequently, different laboratory apparatus was handled by the students in carrying out their laboratory experiment. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method where they followed a marking criterion, tabulate their results, then discussion on their results and finally give a summary or conclusion. The marking Criteria is given below for the Fall 2023 semester. Marking Criteria for Laboratory reports for CHEM 101 Laboratory Session Participation 2 marks Introduction 3 marks Materials/ Methods 7 mark Results 4 marks Discussion (Explain your results) & Conclusion 4 marks Total 20 marks Analysis:	No. The SLO statement doesn't need revision.	Well-Develop, in terms of the Data Result, the assessment data results shows clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Program (LA) - Liberal Arts AA	CHEM 101	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Forty four (44) students enrolled for this course this semester. Out of Forty four continuing students, nineteen (19) were males and twenty five (25) were females. From this pool of students, thirteen (13) males and eighteen (18) females participated in this practical. Out of 19 males, 13 of them (68.4%) scored 70% or better, and out 25 females, 18 of them (72%) scored 70% or better. Overall thirty-one (31) out of forty four students scored 70% or better and therefore the Benchmark was achieved. All the students who participated struggled in the report writing part in the beginning but with practice and guidance overtime they were able to complete their reports satisfactorily.	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	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Student Learning Objective: Develop skills for handling laboratory instruments and equipment; Develop a fundamental understanding of chemistry and its applications; Application of the scientific method in simple experiments. Written Assignment: The students were required to perform laboratory experiment on physical and chemical changes for selected reactions. This experiment was to test their knowledge on chemical reaction changes that occur when chemical substances undergo reactions especially when heating is involved. Consequently, different laboratory apparatus was handled by the students in carrying out their laboratory experiment. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method where they followed a marking criterion, tabulate their results, then discussion on their results and finally give a summary or conclusion. The marking Criteria is given below for the Fall 2023 semester. Marking Criteria for Laboratory reports for CHEM 101 Laboratory Session Participation 2 marks Introduction 3 marks Materials/ Methods 7 mark Results 4 marks Discussion (Explain your results) & Conclusion 4 marks Total 20 marks Analysis:	No. The SLO statement doesn't need revision.	Well-Develop, in terms of the Data Result, the assessment data results shows clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Program (NURS) - Nursing AS	CHEM 101	SLO 3_Demonstrate Learning Principles and Practices	Experiment or Other Laboratory Experience	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Forty four (44) students enrolled for this course this semester. Out of Forty four continuing students, nineteen (19) were males and twenty five (25) were females. From this pool of students, thirteen (13) males and eighteen (18) females participated in this practical. Out of 19 males, 13 of them (68.4%) scored 70% or better, and out 25 females, 18 of them (72%) scored 70% or better. Overall thirty-one (31) out of forty four students scored 70% or better and therefore the Benchmark was achieved. All the students who participated struggled in the report writing part in the beginning but with practice and guidance overtime they were able to complete their reports satisfactorily.	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	In this experiment the students investigated the differences between chemical and physical changes in matter. They performed several short practical exercises or activities and observed the changes that occurred in each activity. They then determined if the procedure resulted in a chemical or physical change. At the end of the experiment, each student had written and submitted a formal laboratory report.	Benchmark Met	Student Learning Objective: Develop skills for handling laboratory instruments and equipment; Develop a fundamental understanding of chemistry and its applications; Application of the scientific method in simple experiments. Written Assignment: The students were required to perform laboratory experiment on physical and chemical changes for selected reactions. This experiment was to test their knowledge on chemical reaction changes that occur when chemical substances undergo reactions especially when heating is involved. Consequently, different laboratory apparatus was handled by the students in carrying out their laboratory experiment. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method where they followed a marking criterion, tabulate their results, then discussion on their results and finally give a summary or conclusion. The marking Criteria is given below for the Fall 2023 semester. Marking Criteria for Laboratory reports for CHEM 101 Laboratory Session Participation 2 marks Introduction 3 marks Materials/ Methods 7 mark Results 4 marks Discussion (Explain your results) & Conclusion 4 marks Total 20 marks Analysis:	No. The SLO statement doesn't need revision.	Well-Develop, in terms of the Data Result, the assessment data results shows clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Program (LA) - Liberal Arts AA	SCI 245	SLO 3_Ecological Impact	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of a geographical location of Marshall Islands that requires needful coastal zone management. The presentation should illustrate the territories of the coastal zone that requires management and the proposed strategies for appropriate adequate management.	Benchmark Met	An evaluation of the students' responses to developing a coastal management plan based on a provided scenario reveals that students are still struggling with situation analysis and management methods applicability. There are signs that the fundamental concepts learnt in prerequisite courses have eroded. Generally, shallow responses were given for components that required elaborate and deep critical responses. Therefore, resulting in a score that is slightly above the minimum score.	No. The SLO statement doesn't need revision.	Developing, assessment data results ranges from not to somewhat provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
Program (MSCI) - Marine Science CCT	SCI 245	SLO 3_Ecological Impact	Presentation	Students will develop a power-point and deliver a presentation in groups based on the selection of a geographical location of Marshall Islands that requires needful coastal zone management. The presentation should illustrate the territories of the coastal zone that requires management and the proposed strategies for appropriate adequate management.	Benchmark Met	An evaluation of the students' responses to developing a coastal management plan based on a provided scenario reveals that students are still struggling with situation analysis and management methods applicability. There are signs that the fundamental concepts learnt in prerequisite courses have eroded. Generally, shallow responses were given for components that required elaborate and deep critical responses. Therefore, resulting in a score that is slightly above the minimum score.	No. The SLO statement doesn't need revision.	Developing, assessment data results provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved

Program (DEV) - Developmental Education	ENG 087	SLO 3_Effective Organizer	Skill Performance	Students will be expected to annotate any text and use any graphic organizer chosen by the instructor from English 087 required texts. Students will do the following: i) Read the chosen text ii) Circle all the signal words iii) Highlight/underline main points/key concepts and phrases iv) Use a graphic organizer chosen by the instructor to organize the text v) Write a one paragraph personal response based on the authors main points/ideas	Benchmark Not Met	Data Results: This is a consolidated report and analysis of English 87 for spring semester, 2023 by the five (5) instructors who teach a total of seven (7) sections. A total of 76 students participated in the common assessment where they were to produce effective annotations, notes and graphic organizers on assigned texts. Out of the 76 students that participated, only 16 students (21%) scored 75% thus meeting the benchmark of 70% while 60 students (79%) scored below the benchmark. The average % of the seven (7) sections is 39.5% which is still below the benchmark of 70%. Analysis: There were certain areas of strengths and weaknesses identified in this assessment. One of the areas of strength highlighted by 3 sections is annotation by identifying signal words as well as identifying most of the ideas and key concepts. Signal words being just a word or phrase makes it easier for students to identify. The graphic organizer was fairly done where students either filled out some aspects of the graphic organizer or attempted all aspects of the organizer with additional information. A contributing factor here is scaffolding and a lot of chorus reading in class where students are constantly taught annotation skills. However, it was noted that the lack of knowledge of filling in graphic organization is a reflection of high rate of absenteeism in class. The main area of weakness in this activity was the personal response on the authors main points/ideas. This is lack of comprehension of the text as a whole; if the students cannot identify the main ideas then obviously they will not be able to write a reflection of the authors main points. Five (5) sections out of the seven (7) highlighted that writing a personal response was the most difficult part of this assessment and this is reflected in the low scores as well as the inability to paraphrase thus lifting sentences directly from the text to the reflection. Those who attempted to write a response struggled to organize and use mechanics of writing even though questions have to be provided to guide	Emiliana Enriquez	No. The SLO statement doesn't need revision.	Approved
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Department (STEM) - BIO 101 STEM	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Met	There were thirty nine (39) students enrolled in this course. Out of 39 students, ten (10) were males and twenty nine (29) were females. A total of thirty three (33) students participated in this practical. Out of 10 males, 9 (90%) scored 70% or more and out of 29 females, 24 (82.8%) scored 70% or better. This showed that the males performance was relatively better than females. Overall, 28 out of 39 (71.7%) students scored 70% or higher and therefore the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - BIO 101 STEM	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result.	Benchmark Not Met	There were twenty-four (24) students registered for this course of which eight (8) were males and sixteen (16) were females. Out of 24 students, 9 of them (37.5%), obtained a grade of 70% and above, which is considered as passed (P), and 15 out of 24 students (62.5%) achieved a grade below 70% which is considered as not passed (NP). With reference to the majors, this course was made of 62.5% Liberal Arts students, 16.7% of Business students and 20.8% of Nursing students. And their overall pass rates were 25%, 4.2% and 8.3% respectively. However, with regards to gender, only 8.3% of males and 29.2% of females scored 70% and above grade and therefore the benchmark was not achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like addresses the underlying reasons for why students did not (or did) meet the benchmark as stated in the ACTION section. Also, please attached your graphs and figure for better visual representation of the data and attached in related documents in the repository.	Approved
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Department (STEM) - BIO 101 STEM	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	SLO Assessment: The students were required to observe the action of salivary amylase on starch solution and to find out the effect of change in temperature on the action of enzyme salivary amylase on starch molecule. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method; tabulate their results, discuss their results and finally give a summary or conclusion. The marking Criteria is shown below for the Fall 2023 semester. Marking Criteria for Laboratory reports for BIO 101 Instructors name: Dr. Linus Okoro Course Title: BIO 101 - Introduction to Biology Laboratory Observation Participation 2 marks Introduction 3 marks Materials/ Methods 6 mark Results 5 marks Discussions & Conclusion 4 marks Total 20 marks Analysis: Out of the 8 students enrolled in the course, only 2 students participated in the SLO assessment. From the results, one of the students (50%) obtained a grade above 70%, which is considered a pass; while the other student (50%) achieved a grade below 70% which is considered as not passed. The Benchmark of this SLO was that 75% of the student should achieve a C and therefore this was not achieved. From the analysis of the results; the two students had low performance in the experimental reporting. Their reports were incomplete in most of the sections. This could be attributed to the challenge in analyzing and	No. The SLO statement doesn't need revision.	Well-developed data results clearly demonstrate both qualitative and quantitative evidence of student learning outcomes.	Approved
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Program (GE) - General Education	BIO 101	SLO 3_Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Met	There were thirty nine (39) students enrolled in this course. Out of 39 students, ten (10) were males and twenty nine (29) were females. A total of thirty three (33) students participated in this practical. Out of 10 males, 9 (90%) scored 70% or more and out of 29 females, 24 (82.8%) scored 70% or better. This showed that the males performance was relatively better than females. Overall, 28 out of 39 (71.7%) students scored 70% or higher and therefore the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (GE) - General Education	BIO 101	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	There were twenty-four (24) students registered for this course of which eight (8) were males and sixteen (16) were females. Out of 24 students, 9 of them (37.5%), obtained a grade of 70% and above, which is considered as passed (P), and 15 out of 24 students (62.5%) achieved a grade below 70% which is considered as not passed (NP). With reference to the majors, this course was made of 62.5% Liberal Arts students, 16.7% of Business students and 20.8% of Nursing students. And their overall pass rates were 25%, 4.2% and 8.3% respectively. However, with regards to gender, only 8.3% of males and 29.2% of females scored 70% and above grade and therefore the benchmark was not achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like addresses the underlying reasons for why students did not (or did) meet the benchmark as stated in the ACTION section. Also, please attached your graphs and figure for better visual representation of the data and attached in related documents in the repository.	Approved
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Program (GE) - General Education	BIO 101	SLO 3_Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	SLO Assessment: The students were required to observe the action of salivary amylase on starch solution and to find out the effect of change in temperature on the action of enzyme salivary amylase on starch molecule. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method; tabulate their results, discuss their results and finally give a summary or conclusion. The marking Criteria is shown below for the Fall 2023 semester. Marking Criteria for Laboratory reports for BIO 101 Instructors name: Dr. Linus Okoro Course Title: BIO 101 - Introduction to Biology Laboratory Observation Participation 2 marks Introduction 3 marks Materials/ Methods 6 mark Results 5 marks Discussions & Conclusion 4 marks Total 20 marks Analysis: Out of the 8 students enrolled in the course, only 2 students participated in the SLO assessment. From the results, one of the students (50%) obtained a grade above 70%, which is considered a pass; while the other student (50%) achieved a grade below 70% which is considered as not passed. The Benchmark of this SLO was that 75% of the student should achieve a C and therefore this was not achieved. From the analysis of the results; the two students had low performance in the experimental reporting. Their reports were incomplete in most of the sections. This could be attributed to the challenge in analyzing and	No. The SLO statement doesn't need revision.	Well-developed data results clearly demonstrate both qualitative and quantitative evidence of student learning outcomes.	Approved
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Program (LA) - Liberal Arts AA	BIO 101	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Met	There were thirty nine (39) students enrolled in this course. Out of 39 students, ten (10) were males and twenty nine (29) were females. A total of thirty three (33) students participated in this practical. Out of 10 males, 9 (90%) scored 70% or more and out of 29 females, 24 (82.8%) scored 70% or better. This showed that the males performance was relatively better than females. Overall, 28 out of 39 (71.7%) students scored 70% or higher and therefore the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (LA) - Liberal Arts AA	BIO 101	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	There were twenty-four (24) students registered for this course of which eight (8) were males and sixteen (16) were females. Out of 24 students, 9 of them (37.5%), obtained a grade of 70% and above, which is considered as passed (P), and 15 out of 24 students (62.5%) achieved a grade below 70% which is considered as not passed (NP). With reference to the majors, this course was made of 62.5% Liberal Arts students, 16.7% of Business students and 20.8% of Nursing students. And their overall pass rates were 25%, 4.2% and 8.3% respectively. However, with regards to gender, only 8.3% of males and 29.2% of females scored 70% and above grade and therefore the benchmark was not achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like addresses the underlying reasons for why students did not (or did) meet the benchmark as stated in the ACTION section. Also, please attached your graphs and figure for better visual representation of the data and attached in related documents in the repository.	Approved
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Program (LA) - Liberal Arts AA	BIO 101	SLO 3_Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	SLO Assessment: The students were required to observe the action of salivary amylase on starch solution and to find out the effect of change in temperature on the action of enzyme salivary amylase on starch molecule. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method; tabulate their results, discuss their results and finally give a summary or conclusion. The marking Criteria is shown below for the Fall 2023 semester. Marking Criteria for Laboratory reports for BIO 101 Instructors name: Dr. Linus Okoro Course Title: BIO 101 - Introduction to Biology Laboratory Observation Participation 2 marks Introduction 3 marks Materials/ Methods 6 mark Results 5 marks Discussions & Conclusion 4 marks Total 20 marks Analysis: Out of the 8 students enrolled in the course, only 2 students participated in the SLO assessment. From the results, one of the students (50%) obtained a grade above 70%, which is considered a pass; while the other student (50%) achieved a grade below 70% which is considered as not passed. The Benchmark of this SLO was that 75% of the student should achieve a C and therefore this was not achieved. From the analysis of the results; the two students had low performance in the experimental reporting. Their reports were incomplete in most of the sections. This could be attributed to the challenge in analyzing and	No. The SLO statement doesn't need revision.	Well-developed data results clearly demonstrate both qualitative and quantitative evidence of student learning outcomes.	Approved
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Program (NURS) - Nursing AS	BIO 101	SLO 3_Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Met	There were thirty nine (39) students enrolled in this course. Out of 39 students, ten (10) were males and twenty nine (29) were females. A total of thirty three (33) students participated in this practical. Out of 10 males, 9 (90%) scored 70% or more and out of 29 females, 24 (82.8%) scored 70% or better. This showed that the males performance was relatively better than females. Overall, 28 out of 39 (71.7%) students scored 70% or higher and therefore the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (NURS) - Nursing AS	BIO 101	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	There were twenty-four (24) students registered for this course of which eight (8) were males and sixteen (16) were females. Out of 24 students, 9 of them (37.5%), obtained a grade of 70% and above, which is considered as passed (P), and 15 out of 24 students (62.5%) achieved a grade below 70% which is considered as not passed (NP). With reference to the majors, this course was made of 62.5% Liberal Arts students, 16.7% of Business students and 20.8% of Nursing students. And their overall pass rates were 25%, 4.2% and 8.3% respectively. However, with regards to gender, only 8.3% of males and 29.2% of females scored 70% and above grade and therefore the benchmark was not achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like addresses the underlying reasons for why students did not (or did) meet the benchmark as stated in the ACTION section. Also, please attached your graphs and figure for better visual representation of the data and attached in related documents in the repository.	Approved
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Program (NURS) - Nursing AS	BIO 101	SLO 3_Explain Biological Processes	Experiment or Other Laboratory Experience	An experiment on the action of a digestive enzyme called salivary amylase on starch was given to students. The experimental procedures were extracted from Hole's Essentials of Human Anatomy and Physiology Laboratory Manual (13th Ed.) found on pages 309-312. Students were assigned in six (6) groups of five (5) and one (1) group of three (3). The digestive enzymes were extracted from the Instructor's saliva (biological sources) and provided to each groups of students. This experiment has two parts: Part A was on Amylase activity where by students tested a solution for the presence of starch or presence of sugar and explain the action of amylase. Part B was on the Effect of heat on the activity or action of amylase. The students had carried out the experiment satisfactorily and were able to observe the digestion of starch by the digestive enzymes and the effect of temperature on the enzyme amylase. At the end of the semester each student submitted an individual lab report together with their group's result. .	Benchmark Not Met	SLO Assessment: The students were required to observe the action of salivary amylase on starch solution and to find out the effect of change in temperature on the action of enzyme salivary amylase on starch molecule. The students were asked to thereafter write their reports and submit. The students are expected to utilize a scientific writing method; tabulate their results, discuss their results and finally give a summary or conclusion. The marking Criteria is shown below for the Fall 2023 semester. Marking Criteria for Laboratory reports for BIO 101 Instructors name: Dr. Linus Okoro Course Title: BIO 101 - Introduction to Biology Laboratory Observation Participation 2 marks Introduction 3 marks Materials/ Methods 6 mark Results 5 marks Discussions & Conclusion 4 marks Total 20 marks Analysis: Out of the 8 students enrolled in the course, only 2 students participated in the SLO assessment. From the results, one of the students (50%) obtained a grade above 70%, which is considered a pass; while the other student (50%) achieved a grade below 70% which is considered as not passed. The Benchmark of this SLO was that 75% of the student should achieve a C and therefore this was not achieved. From the analysis of the results; the two students had low performance in the experimental reporting. Their reports were incomplete in most of the sections. This could be attributed to the challenge in analyzing and	No. The SLO statement doesn't need revision.	Well-developed data results clearly demonstrate both qualitative and quantitative evidence of student learning outcomes.	Approved
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Department (STEM) - MATH 102 STEM	SLO 3_Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Spring semester, of the 56 students enrolled for the MATH 102 sections 1 and 2, 28 students (50%) submitted report for the project. Benchmark: Exactly 71% the students score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Analyses of variances were used to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Major, level of English and level of Math on first registration at the College. None of the tests shows any statistically significant different among the disaggregation. Gender: The gender ratio for those who submitted project report was even at 50% female and 50% male. Average scores are slightly higher for males (78%) than females (76%) but not significantly so. However, 79% of the females (11 out of 14) met the benchmark compared to 64% of the males (9 out of 14). In essence, the males that met the benchmark scored very high marks while the female marks were evenly spread. Gender: CountAverage ScoreMET BM F14 (50%)76%79% M14 (50%)78%64% MAJOR: The majority of the students who submitted the SLO report are from Business (47%) and LA (47%) with only 1 student each from Agroforestry and Nursing. The average score for Business major is 79% with 11 out of 13 (85%) students meeting the benchmark while the average score for LA is 73% with only 7 out of 13 (54%) students meeting the benchmark. No comparison was made with Nursing and Agroforestry Education since there is only one student for each program. That more of the Business students meet the benchmark is not unexpected as most of their courses are Finance based. MAJOR: CountAverage ScoreMet Benchmark BUS13 (47%)79%85%	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - MATH 102 STEM	SLO 3_Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Fall semester, of the 49 students enrolled for the MATH 102 sections 1 and 2, only 21 students (43%) submitted report for the project. Table 1 below shows the results of the students' scores for the ISLO 4 being assessed this semester. Benchmark: Exactly 86% the students (20 out of 28 students) score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Descriptive statistics were used to disaggregate by Gender, Major, level of English and level of Math on first registration at the College. The majority of the students are able to create new and unique ideas (innovative reasoning), use appropriate approaches to solve the problems (Solving Problems) and accessed relevant information using simple search strategies. In summary, the students who submitted projects for the assessment are mainly female (57%), from the Liberal Arts Department (71%), mostly at Credit level English (95%) and have passed through the developmental Math route (76%) before taking the course. There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Major, and level of English. However, 94% of those who came through Math developmental route met the benchmark while only 60% of those who placed directly to credit level Math met the benchmark. Reasons benchmark was met The topics and questions were reviewed while the assessment was taking place, sometimes on a one to one basis. Possible problem of reading comprehension was reduced by explaining the word problems during the review lessons allowing the students to better comprehend the real-world problems and translate them to mathematics. The first ten and 15 minutes of the next four classes after the project was introduced were dedicated to reviewing the	No. The SLO statement doesn't need revision.	Well - Develop, assessment data results shows BOTH of the following elements: (a) clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes; and (b) clearly reflects the SLO assessment plan.	Approved
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Program (BUS) - Accounting Clerkship CC	MATH 102	SLO 3_Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Spring semester, of the 56 students enrolled for the MATH 102 sections 1 and 2, 28 students (50%) submitted report for the project. Benchmark: Exactly 71% the students score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Analyses of variances were used to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Major, level of English and level of Math on first registration at the College. None of the tests shows any statistically significant different among the disaggregation. Gender: The gender ratio for those who submitted project report was even at 50% female and 50% male. Average scores are slightly higher for males (78%) than females (76%) but not significantly so. However, 79% of the females (11 out of 14) met the benchmark compared to 64% of the males (9 out of 14). In essence, the males that met the benchmark scored very high marks while the female marks were evenly spread. Gender: CountAverage ScoreMET BM F14 (50%)76%79% M14 (50%)78%64% MAJOR: The majority of the students who submitted the SLO report are from Business (47%) and LA (47%) with only 1 student each from Agroforestry and Nursing. The average score for Business major is 79% with 11 out of 13 (85%) students meeting the benchmark while the average score for LA is 73% with only 7 out of 13 (54%) students meeting the benchmark. No comparison was made with Nursing and Agroforestry Education since there is only one student for each program. That more of the Business students meet the benchmark is not unexpected as most of their courses are Finance based. MAJOR: CountAverage ScoreMet Benchmark BUS13 (47%)79%85%	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (BUS) - Accounting Clerkship CC	MATH 102	SLO 3_ Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Fall semester, of the 49 students enrolled for the MATH 102 sections 1 and 2, only 21 students (43%) submitted report for the project. Table 1 below shows the results of the students' scores for the ISLO 4 being assessed this semester. Benchmark: Exactly 86% the students (20 out of 28 students) score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Descriptive statistics were used to disaggregate by Gender, Major, level of English and level of Math on first registration at the College. The majority of the students are able to create new and unique ideas (innovative reasoning), use appropriate approaches to solve the problems (Solving Problems) and accessed relevant information using simple search strategies. In summary, the students who submitted projects for the assessment are mainly female (57%), from the Liberal Arts Department (71%), mostly at Credit level English (95%) and have passed through the developmental Math route (76%) before taking the course. There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Major, and level of English. However, 94% of those who came through Math developmental route met the benchmark while only 60% of those who placed directly to credit level Math met the benchmark. Reasons benchmark was met The topics and questions were reviewed while the assessment was taking place, sometimes on a one to one basis. Possible problem of reading comprehension was reduced by explaining the word problems during the review lessons allowing the students to better comprehend the real-world problems and translate them to mathematics. The first ten and 15 minutes of the next four classes after the project was introduced were dedicated to reviewing the	No. The SLO statement doesn't need revision.	Well - Develop, assessment data results shows BOTH of the following elements: (a) clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes; and (b) clearly reflects the SLO assessment plan.	Approved
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Program (GE) - General Education	MATH 102	SLO 3_Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Spring semester, of the 56 students enrolled for the MATH 102 sections 1 and 2, 28 students (50%) submitted report for the project. Benchmark: Exactly 71% the students score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Analyses of variances were used to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Major, level of English and level of Math on first registration at the College. None of the tests shows any statistically significant different among the disaggregation. Gender: The gender ratio for those who submitted project report was even at 50% female and 50% male. Average scores are slightly higher for males (78%) than females (76%) but not significantly so. However, 79% of the females (11 out of 14) met the benchmark compared to 64% of the males (9 out of 14). In essence, the males that met the benchmark scored very high marks while the female marks were evenly spread. Gender: CountAverage ScoreMET BM F14 (50%)76%79% M14 (50%)78%64% MAJOR: The majority of the students who submitted the SLO report are from Business (47%) and LA (47%) with only 1 student each from Agroforestry and Nursing. The average score for Business major is 79% with 11 out of 13 (85%) students meeting the benchmark while the average score for LA is 73% with only 7 out of 13 (54%) students meeting the benchmark. No comparison was made with Nursing and Agroforestry Education since there is only one student for each program. That more of the Business students meet the benchmark is not unexpected as most of their courses are Finance based. MAJOR: CountAverage ScoreMet Benchmark BUS13 (47%)79%85%	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (GE) - General Education	MATH 102	SLO 3_ Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Fall semester, of the 49 students enrolled for the MATH 102 sections 1 and 2, only 21 students (43%) submitted report for the project. Table 1 below shows the results of the students' scores for the ISLO 4 being assessed this semester. Benchmark: Exactly 86% the students (20 out of 28 students) score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Descriptive statistics were used to disaggregate by Gender, Major, level of English and level of Math on first registration at the College. The majority of the students are able to create new and unique ideas (innovative reasoning), use appropriate approaches to solve the problems (Solving Problems) and accessed relevant information using simple search strategies. In summary, the students who submitted projects for the assessment are mainly female (57%), from the Liberal Arts Department (71%), mostly at Credit level English (95%) and have passed through the developmental Math route (76%) before taking the course. There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Major, and level of English. However, 94% of those who came through Math developmental route met the benchmark while only 60% of those who placed directly to credit level Math met the benchmark. Reasons benchmark was met The topics and questions were reviewed while the assessment was taking place, sometimes on a one to one basis. Possible problem of reading comprehension was reduced by explaining the word problems during the review lessons allowing the students to better comprehend the real-world problems and translate them to mathematics. The first ten and 15 minutes of the next four classes after the project was introduced were dedicated to reviewing the	No. The SLO statement doesn't need revision.	Well - Develop, assessment data results shows BOTH of the following elements: (a) clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes; and (b) clearly reflects the SLO assessment plan.	Approved
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Program (LA) - Liberal Arts AA	MATH 102	SLO 3_Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Spring semester, of the 56 students enrolled for the MATH 102 sections 1 and 2, 28 students (50%) submitted report for the project. Benchmark: Exactly 71% the students score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Analyses of variances were used to determine if there are statistically significant differences in the performances of the students as disaggregated by Gender, Major, level of English and level of Math on first registration at the College. None of the tests shows any statistically significant different among the disaggregation. Gender: The gender ratio for those who submitted project report was even at 50% female and 50% male. Average scores are slightly higher for males (78%) than females (76%) but not significantly so. However, 79% of the females (11 out of 14) met the benchmark compared to 64% of the males (9 out of 14). In essence, the males that met the benchmark scored very high marks while the female marks were evenly spread. Gender: Count Average Score MET BM F 14 (50%) 76% 79% M 14 (50%) 78% 64% MAJOR: The majority of the students who submitted the SLO report are from Business (47%) and LA (47%) with only 1 student each from Agroforestry and Nursing. The average score for Business major is 79% with 11 out of 13 (85%) students meeting the benchmark while the average score for LA is 73% with only 7 out of 13 (54%) students meeting the benchmark. No comparison was made with Nursing and Agroforestry Education since there is only one student for each program. That more of the Business students meet the benchmark is not unexpected as most of their courses are Finance based. MAJOR: Count Average Score Met Benchmark BUS 13 (47%) 79% 85%	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (LA) - Liberal Arts AA	MATH 102	SLO 3_Financial Math	Project - Individual	Students will be given a project on how to calculate compound interest and utilize financial mathematics in personal financial decisions.	Benchmark Met	In the 2023 Fall semester, of the 49 students enrolled for the MATH 102 sections 1 and 2, only 21 students (43%) submitted report for the project. Table 1 below shows the results of the students' scores for the ISLO 4 being assessed this semester. Benchmark: Exactly 86% the students (20 out of 28 students) score 70% and above in the project so the benchmark that 70% of the students will score 70% and above was met. Descriptive statistics were used to disaggregate by Gender, Major, level of English and level of Math on first registration at the College. The majority of the students are able to create new and unique ideas (innovative reasoning), use appropriate approaches to solve the problems (Solving Problems) and accessed relevant information using simple search strategies. In summary, the students who submitted projects for the assessment are mainly female (57%), from the Liberal Arts Department (71%), mostly at Credit level English (95%) and have passed through the developmental Math route (76%) before taking the course. There is no difference in the performances of the students at meeting the benchmark as disaggregated by Gender, Major, and level of English. However, 94% of those who came through Math developmental route met the benchmark while only 60% of those who placed directly to credit level Math met the benchmark. Reasons benchmark was met The topics and questions were reviewed while the assessment was taking place, sometimes on a one to one basis. Possible problem of reading comprehension was reduced by explaining the word problems during the review lessons allowing the students to better comprehend the real-world problems and translate them to mathematics. The first ten and 15 minutes of the next four classes after the project was introduced were dedicated to reviewing the	No. The SLO statement doesn't need revision.	Well - Develop, assessment data results shows BOTH of the following elements: (a) clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes; and (b) clearly reflects the SLO assessment plan.	Approved
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Program (EDU) - Elementary Education BA	EDU 322	SLO 3_Grade Appropriate Lessons	Project - Group	This is a paired-students project whereby they will create grade appropriate QPF lessons using a variety of social studies tools in an elementary classroom setting. This lesson revisits and encourages cultural values, culture of working together, roles of leaders in society and respect for leaders. The students will be assessed on highlighting the following: 1. Social Studies QPF in Teaching Marshallese cultural values and culture 2. QPF components and presentation in audio visual form as evidence for teaching					
Program (EDU) - Elementary Education BA	EDU 322	SLO 3_Grade Appropriate Lessons	Project - Group	Students will work in pairs and develop a Social Studies QPF (Quality Pedagogy Framework) Learning Plan and teaching resources suitable for Grade K-6 elementary students. In marking the project the instructor will assess students on how they have incorporated two of the following social studies skills and knowledge in their individual teaching: Skills- directions, Longitude and Latitude, sketch maps, climate change.	Benchmark Met	The EDU 322 course enrolled 12 students in Spring semester (2023). The Graph below shows the results of the 9 students scores for the SLO being assessed this semester after 3 students withdrew from the course	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark." Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment .Action shows ALL of the following elements- Clearly tied to the analysis of data results." Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and	Approved

Program (EDU) - Elementary Education BA	EDU 322	SLO 3_Grade Appropriate Lessons	Project - Group	This is a paired-students project whereby they will create grade appropriate QPF lessons using a variety of social studies tools in an elementary classroom setting. This lesson revisits and encourages cultural values, culture of working together, roles of leaders in society and respect for leaders. The students will be assessed on highlighting the following: 1. Social Studies QPF in Teaching Marshallese cultural values and culture 2. QPF components and presentation in audio visual form as evidence for teaching	Benchmark Met	The assessment of the thirteen (13 students) projected that it was a 100% success as all of them scored 75% or better in their group project A breakdown of the 13 students who met the benchmark is as follows: NO STUDENT(0%) earned an A (scored 19 / 20), 90-100% 7 out of 13 (54.%) earned a B+(scored 18/20), 85-89% 1 out of 13 (7%) earned a B (scored 17/20),80-84 % 5 out of 13 (39%) earned a C+(scored 16/20),75-79% NO STUDENT earned a C (scored 15/20.70-74)	No. The SLO statement doesn't need revision.
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Department (STEM) - MATH 088 STEM	SLO 3_Graph Linear Variables	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz problems to assess the SLO. Though students learn three methods of graphing: a) plotting points; b) slope-y intercept; c) x and y intercept methods, the assessment tool will focus on students ability to graph linear equations in two variables using methods b) and c).	Benchmark Met	The result provided in this report are drawn from three (3) Math 088 sections consisting of one accelerated cohort (section 2) and a two regular sections (sec 1 and 3) which are design as safety-net sections for those that may not pass the math 088 level. The accelerated section represents a group of students that are placed at level II developmental math or score B or better in math 068. However, this is not the case as the registration system do allow those with a C at math 068 to enroll in the accelerated program. Sixty-six (66) students were officially registered to the course but only thirty-two (32) took the quiz. The results from each section provides some expected outcome with a pass rate of 100% (8 out of 8) from section 1, section 2 with 100% (13 out of 13), and section 3 had 72.7% (8 out of 11), which are consistently similar to those of previous semesters. The overall result shows that 29 out of 32 (90.63%) students scored above 70% which indicates that the benchmark was met. In section 1, students were allowed to use the Desmos graphing tool to answer the two problems in the quiz. This may not provide an accurate analysis work on whether students had mastered the concepts or not because all that they do is entered the equation on Desmos before it displays the graph. Unlike those in sections 2 and 3, students are assessed on how to obtain the points (at least two points) on the cartesian plane before drawing the line. For instance, in question 1 where the equation of the line is written in slope-intercept form students should show clearly the y-intercept and other points on the plane using the slope of the line. Anyway, the issue can be improved by conducting a comparative analysis of student performance in the quiz and final examination. Comparing the percentage pass by gender and major, the data shows that female performs better (91.6%) than males (90%) but there are no statistical significance in the performance of students based on gender and majors. This supports the fact that student genders and majors does not influence their performance in graphing linear equation in two variables.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Department (STEM) - MATH 088 STEM	SLO 3_Graph Linear Variables	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz problems to assess the SLO. Though students learn three methods of graphing: a) plotting points; b) slope-y intercept; c) x and y intercept methods, the assessment tool will focus on students ability to graph linear equations in two variables using methods b) and c).	Benchmark Met	The result provided in this report are drawn from three (3) Math 088 sections consisting of one accelerated cohort (section 1) and two regular sections (sec 3, 4) which are safety-net sections for those that did not pass the first level course (Math 088). Fifty-two (52) students were officially registered to the course but only thirty-six (36) took the quiz. The results from each section provides some expected outcome with a pass rate of 80% from section 1, section 3 and 4 with 62.5% each and are consistent with results from previous semesters. It can be noted that the benchmark for section 3 and 4 was not met. However, the overall result shows that 26 out of 36 (72.2%) students scored above 70% which indicates that the benchmark was met. Similarly, in the Spring 2023 plan there were no data disaggregation based on age, gender, major, and English level as these factors does not play significant role in predicting students performance on the acquired concept. However, the restrictive nature of the new student information system (SONIS) provides limited information such as major, placement, and age but in terms of gender it shows that there were 23 females (63.9%) and 13 males (36.1%) with significant difference in performance of male at 84.6% while female performance at 65.2% pass rate. General observations on students performance reveals significant number of students are not correctly placed. These has placed tremendous burdens on instructors teaching the course and at the same time conducting remediation sessions to accommodate those lacking the basic mathematical skills. Suffice to note that after four years of the implementation of the Math Transition program, the placement of students seems to get worse by the year with significant increase in level I students which the program was supposed to address and now we are back to the same condition before the transition program. The Math Transition program should be up for thorough evaluation	No. The SLO statement doesn't need revision.	Well-Develop, in term of Data Results, the assessment data results shows BOTH of the following elements such as clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Program (DEV) - Developmental Education	MATH 088	SLO 3_Graph Linear Variables	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz problems to assess the SLO. Though students learn three methods of graphing: a) plotting points; b) slope-y intercept; c) x and y intercept methods, the assessment tool will focus on students ability to graph linear equations in two variables using methods b) and c).	Benchmark Met	The result provided in this report are drawn from three (3) Math 088 sections consisting of one accelerated cohort (section 2) and a two regular sections (sec 1 and 3) which are design as safety-net sections for those that may not pass the math 088 level. The accelerated section represents a group of students that are placed at level II developmental math or score B or better in math 068. However, this is not the case as the registration system do allow those with a C at math 068 to enroll in the accelerated program. Sixty-six (66) students were officially registered to the course but only thirty-two (32) took the quiz. The results from each section provides some expected outcome with a pass rate of 100% (8 out of 8) from section 1, section 2 with 100% (13 out of 13), and section 3 had 72.7% (8 out of 11), which are consistently similar to those of previous semesters. The overall result shows that 29 out of 32 (90.63%) students scored above 70% which indicates that the benchmark was met. In section 1, students were allowed to use the Desmos graphing tool to answer the two problems in the quiz. This may not provide an accurate analysis work on whether students had mastered the concepts or not because all that they do is entered the equation on Desmos before it displays the graph. Unlike those in sections 2 and 3, students are assessed on how to obtain the points (at least two points) on the cartesian plane before drawing the line. For instance, in question 1 where the equation of the line is written in slope-intercept form students should show clearly the y-intercept and other points on the plane using the slope of the line. Anyway, the issue can be improved by conducting a comparative analysis of student performance in the quiz and final examination. Comparing the percentage pass by gender and major, the data shows that female performs better (91.6%) than males (90%) but there are no statistical significance in the performance of students based on gender and majors. This supports the fact that student genders and majors does not influence their performance in graphing linear equation in two variables.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Program (DEV) - Developmental Education	MATH 088	SLO 3_Graph Linear Variables	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz problems to assess the SLO. Though students learn three methods of graphing: a) plotting points; b) slope-y intercept; c) x and y intercept methods, the assessment tool will focus on students ability to graph linear equations in two variables using methods b) and c).	Benchmark Met	The result provided in this report are drawn from three (3) Math 088 sections consisting of one accelerated cohort (section 1) and two regular sections (sec 3, 4) which are safety-net sections for those that did not pass the first level course (Math 088). Fifty-two (52) students were officially registered to the course but only thirty-six (36) took the quiz. The results from each section provides some expected outcome with a pass rate of 80% from section 1, section 3 and 4 with 62.5% each and are consistent with results from previous semesters. It can be noted that the benchmark for section 3 and 4 was not met. However, the overall result shows that 26 out of 36 (72.2%) students scored above 70% which indicates that the benchmark was met. Similarly, in the Spring 2023 plan there were no data disaggregation based on age, gender, major, and English level as these factors does not play significant role in predicting students performance on the acquired concept. However, the restrictive nature of the new student information system (SONIS) provides limited information such as major, placement, and age but in terms of gender it shows that there were 23 females (63.9%) and 13 males (36.1%) with significant difference in performance of male at 84.6% while female performance at 65.2% pass rate. General observations on students performance reveals significant number of students are not correctly placed. These has placed tremendous burdens on instructors teaching the course and at the same time conducting remediation sessions to accommodate those lacking the basic mathematical skills. Suffice to note that after four years of the implementation of the Math Transition program, the placement of students seems to get worse by the year with significant increase in level I students which the program was supposed to address and now we are back to the same condition before the transition program. The Math Transition program should be up for thorough evaluation	No. The SLO statement doesn't need revision.	Well-Develop, in term of Data Results, the assessment data results shows BOTH of the following elements such as clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
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Department (STEM) - MATH 111 STEM	SLO 3_Graphing Techniques	Objective Type Exam/Quiz - In Course	Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines	Benchmark Met	For the Spring 2023 semester, there were four sections of Math 111 College Algebra. The assessment tool was given by all four instructors. The results are as follows: In Math 111-01, 9 out of 10 students (90%) scored 70% or more. In Math 111-02, 10 out of 13 students (77%) scored 70% or more. In Math 111-03, 9 out of 10 students (90%) scored 70% or more. In Math 111-04, 8 out of 10 students (80%) scored 70% or more. Therefore, benchmark was met in all four sections of Math 111. If we were to combine all the students in all four sections of Math 111, there would be a total of 43 students who took the quiz (i.e. the assessment tool). Hence, 36 out of the 43 students (84%) scored 70% or more. In other words, benchmark was fully met in Math 111. There was some attempt to aggregate data according to age range, gender, major, and English level. However, it was determined that neither one of these factors truly plays a role in predicting whether the performance of the students would depend on any one of these factors. After further observation of our own attendance records, it was clear that attendance does play a role in the performance of the students in Math 111 on the assessment tool. Some classes will spend at least two days covering the topic of linear functions which are covered in Section 2.3 Linear Functions and Slopes and Section 2.4 More on Slope. If a student missed any of these two days, it was clear that it affected the student's performance, and for those students who managed to attend all sessions, it was clear that these students were able to meet the benchmark.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - MATH 111 STEM	SLO 3_Graphing Techniques	Objective Type Exam/Quiz - In Course	Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines	Benchmark Met	The Fall 2023 result from the three sections is provided: Math 111-01, 8 out of 10 students (80%) scored 70% or better. Math 111-02, 12 out of 12 students (100%) scored 70% or better. Math 111-03, 8 out of 8 students (100%) scored 70% or better. The overall result shows that 28 students out of 30 (93.3%) scored above 70% which indicates that the benchmark was met. Following Spring 2023 plan, there were no data disaggregation based on age, gender, major, and English level as these factors does not play significant role in predicting students performance. Math 111 section 3 is an accelerated cohort. However, data records show that females (100%) performs better than males (88.9%) and in terms of majors Business studies records a 100% performance rate while LA majors had 92% pass rate. In general, attendance is rated highly to have an impact on students performance. Sections 1 and 2 had a total of 21 students in each section but only 10 and 12 shows up to the quiz. The work on parallel and perpendicular lines are discussed in section 2.4 More on Slope and it usually takes one meeting to go through the entire concepts. If a student missed the class, it will affect their performance, and for those that managed to attend will have a clear understanding of the problem and be able to meet the benchmark. The concept on graphing is an extension of what they have learnt in elementary algebra (graphing linear equation in two variables) and intermediate algebra (solving systems on linear equations by graphing) which are necessary skills in the study of calculus.	No. The SLO statement doesn't need revision.	Well-Develop, in term of Action shows the following elements such as clearly tied to the analysis of data results; and clearly provides a rationale for keeping or changing the current SLO.	Approved
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Program (GE) - General Education	MATH 111	SLO 3_Graphing Techniques	Objective Type Exam/Quiz - In Course	Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines	Benchmark Met	For the Spring 2023 semester, there were four sections of Math 111 College Algebra. The assessment tool was given by all four instructors. The results are as follows: In Math 111-01, 9 out of 10 students (90%) scored 70% or more. In Math 111-02, 10 out of 13 students (77%) scored 70% or more. In Math 111-03, 9 out of 10 students (90%) scored 70% or more. In Math 111-04, 8 out of 10 students (80%) scored 70% or more. Therefore, benchmark was met in all four sections of Math 111. If we were to combine all the students in all four sections of Math 111, there would be a total of 43 students who took the quiz (i.e. the assessment tool). Hence, 36 out of the 43 students (84%) scored 70% or more. In other words, benchmark was fully met in Math 111. There was some attempt to aggregate data according to age range, gender, major, and English level. However, it was determined that neither one of these factors truly plays a role in predicting whether the performance of the students would depend on any one of these factors. After further observation of our own attendance records, it was clear that attendance does play a role in the performance of the students in Math 111 on the assessment tool. Some classes will spend at least two days covering the topic of linear functions which are covered in Section 2.3 Linear Functions and Slopes and Section 2.4 More on Slope. If a student missed any of these two days, it was clear that it affected the student's performance, and for those students who managed to attend all sessions, it was clear that these students were able to meet the benchmark.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (GE) - General Education	MATH 111	SLO 3_Graphing Techniques	Objective Type Exam/Quiz - In Course	Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines	Benchmark Met	The Fall 2023 result from the three sections is provided: Math 111-01, 8 out of 10 students (80%) scored 70% or better. Math 111-02, 12 out of 12 students (100%) scored 70% or better. Math 111-03, 8 out of 8 students (100%) scored 70% or better. The overall result shows that 28 students out of 30 (93.3%) scored above 70% which indicates that the benchmark was met. Following Spring 2023 plan, there were no data disaggregation based on age, gender, major, and English level as these factors does not play significant role in predicting students performance. Math 111 section 3 is an accelerated cohort. However, data records show that females (100%) performs better than males (88.9%) and in terms of majors Business studies records a 100% performance rate while LA majors had 92% pass rate. In general, attendance is rated highly to have an impact on students performance. Sections 1 and 2 had a total of 21 students in each section but only 10 and 12 shows up to the quiz. The work on parallel and perpendicular lines are discussed in section 2.4 More on Slope and it usually takes one meeting to go through the entire concepts. If a student missed the class, it will affect their performance, and for those that managed to attend will have a clear understanding of the problem and be able to meet the benchmark. The concept on graphing is an extension of what they have learnt in elementary algebra (graphing linear equation in two variables) and intermediate algebra (solving systems on linear equations by graphing) which are necessary skills in the study of calculus.	No. The SLO statement doesn't need revision.	Well-Develop, in term of Action shows the following elements such as clearly tied to the analysis of data results; and clearly provides a rationale for keeping or changing the current SLO.	Approved
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Program (LA) - Liberal Arts AA	MATH 111	SLO 3_Graphing Techniques	Objective Type Exam/Quiz - In Course	Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines	Benchmark Met	For the Spring 2023 semester, there were four sections of Math 111 College Algebra. The assessment tool was given by all four instructors. The results are as follows: In Math 111-01, 9 out of 10 students (90%) scored 70% or more. In Math 111-02, 10 out of 13 students (77%) scored 70% or more. In Math 111-03, 9 out of 10 students (90%) scored 70% or more. In Math 111-04, 8 out of 10 students (80%) scored 70% or more. Therefore, benchmark was met in all four sections of Math 111. If we were to combine all the students in all four sections of Math 111, there would be a total of 43 students who took the quiz (i.e. the assessment tool). Hence, 36 out of the 43 students (84%) scored 70% or more. In other words, benchmark was fully met in Math 111. There was some attempt to aggregate data according to age range, gender, major, and English level. However, it was determined that neither one of these factors truly plays a role in predicting whether the performance of the students would depend on any one of these factors. After further observation of our own attendance records, it was clear that attendance does play a role in the performance of the students in Math 111 on the assessment tool. Some classes will spend at least two days covering the topic of linear functions which are covered in Section 2.3 Linear Functions and Slopes and Section 2.4 More on Slope. If a student missed any of these two days, it was clear that it affected the student's performance, and for those students who managed to attend all sessions, it was clear that these students were able to meet the benchmark.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (LA) - Liberal Arts AA	MATH 111	SLO 3_Graphing Techniques	Objective Type Exam/Quiz - In Course	Quiz for Section 2.4 Parallel Lines vs. Perpendicular Lines	Benchmark Met	The Fall 2023 result from the three sections is provided: Math 111-01, 8 out of 10 students (80%) scored 70% or better. Math 111-02, 12 out of 12 students (100%) scored 70% or better. Math 111-03, 8 out of 8 students (100%) scored 70% or better. The overall result shows that 28 students out of 30 (93.3%) scored above 70% which indicates that the benchmark was met. Following Spring 2023 plan, there were no data disaggregation based on age, gender, major, and English level as these factors does not play significant role in predicting students performance. Math 111 section 3 is an accelerated cohort. However, data records show that females (100%) performs better than males (88.9%) and in terms of majors Business studies records a 100% performance rate while LA majors had 92% pass rate. In general, attendance is rated highly to have an impact on students performance. Sections 1 and 2 had a total of 21 students in each section but only 10 and 12 shows up to the quiz. The work on parallel and perpendicular lines are discussed in section 2.4 More on Slope and it usually takes one meeting to go through the entire concepts. If a student missed the class, it will affect their performance, and for those that managed to attend will have a clear understanding of the problem and be able to meet the benchmark. The concept on graphing is an extension of what they have learnt in elementary algebra (graphing linear equation in two variables) and intermediate algebra (solving systems on linear equations by graphing) which are necessary skills in the study of calculus.	No. The SLO statement doesn't need revision.	Well-Develop, in term of Action shows the following elements such as clearly tied to the analysis of data results; and clearly provides a rationale for keeping or changing the current SLO.	Approved
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Program (NURS) - Public Health CCT	AH 230	SLO 3_Health Outreach Activities	Collaborative Group Activity	Collaborate community outreach health outreach program of MOH and other NGO health organization	Benchmark Met	Table 1, will show the numerical evaluation of students skills performance while having the community outreach program conducted at Sgt. Sams Basketball Court. This collaboration was between CMI AH 230 students and the Ministry of Hospital staff. The patients were coming from Majuro. Students knowledge of getting vital signs from patients shows that among the 9 students, 6 students out of 9 students or 66.67 % of the students got Excellent. 3 students out of 9 or 33.33% of the students got Very Satisfactory. For the use of syphgmonometer, 5 out of 9 students or 55.56% of the 9 students got Excellent and 4 out of 9 students or 44.44% of the students got Very Satisfactory. As to the skill of students in using the glaucometer to measure blood sugar, 5 students out of 9 students or 55.56% of the students can excellently use glaucometer. There are 3 students out of 9 students or 33.33% of the students can use the glaucometer very satisfactorily while there is 1 student or 11.11% can satisfactorily use the glaucometer. To become a public health nurse, it is imperative that these students shall show an excellent attitude towards community health program. 5 out of 9 students or 55.56% of the 9 students got Excellent and 4 out of 9 students or 44.44% of the students got Very Satisfactory. Also students have to develop an excellent attitude towards the patients. Also 100% or 14 students out of 14 students have an excellent attitude towards the patients. Students attitudes toward the patients that among the 9 students, 6 students out of 9 students or 66.67 % of the students got Excellent. 3 students out of 9 or 33.33% of the students got Very Satisfactory. The benchmark is well achieved.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education BA	IDS 428	SLO 3_Health Related Activities	Presentation	Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.	Benchmark Met	he assessment was 77% successful as ten(10) of the 13 students gained 75% (15/20) or better in their individual project. Therefore, the benchmark was met this Spring 2023 .	Luisa Kamenio	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well- written with clear, concise language, and appropriate grammar and	Approved
Program (EDU) - Elementary Education BA	IDS 428	SLO 3_Health Related Activities	Presentation	Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.	Benchmark Met	Assessment Data and Analysis (IDS 428) The assessment was 89% successful as eight(8) of the nine (9) students gained 75% (15/20) or better in their individual project. Therefore, the benchmark was met this Fall 2023 . A breakdown of the 9 students who met and exceeded the benchmark is as follows, 1out of 9 (11%)- earned an A, 90-100% 4 out of 9, (44%)- earned a B+, 85-89% 1 out of 9,(11%)- earned a B, 80-84% 2 out 9, (22%)- earned a C+, 75-79% 1out of 9 (11%)- earned a C,70-74%	Luisa Kamenio	No. The SLO statement doesn't need revision.		Approved

Program (EDU) - Elementary Education BA	IDS 428	SLO 3_Health Related Activities	Presentation	This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.
Program (EDU) - Elementary Education BA	IDS 428	SLO 3_Health Related Activities	Presentation	This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.

Program (GE) - General Education	IDS 428	SLO 3_Health Related Activities	Presentation	Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.	Benchmark Met	he assessment was 77% successful as ten(10) of the 13 students gained 75% (15/20) or better in their individual project. Therefore, the benchmark was met this Spring 2023 .	Luisa Kamenio	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and	Approved
Program (GE) - General Education	IDS 428	SLO 3_Health Related Activities	Presentation	Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.	Benchmark Met	Assessment Data and Analysis (IDS 428) The assessment was 89% successful as eight(8) of the nine (9) students gained 75% (15/20) or better in their individual project. Therefore, the benchmark was met this Fall 2023 . A breakdown of the 9 students who met and exceeded the benchmark is as follows, 1out of 9 (11%)- earned an A, 90-100% 4 out of 9, (44%)- earned a B+, 85-89% 1 out of 9,(11%)- earned a B, 80-84% 2 out 9, (22%)- earned a C+, 75-79% 1out of 9 (11%)- earned a C,70-74%	Luisa Kamenio	No. The SLO statement doesn't need revision.		Approved

Program (GE) - General Education	IDS 428	SLO 3_Health Related Activities	Presentation	This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.
Program (GE) - General Education	IDS 428	SLO 3_Health Related Activities	Presentation	This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.

Program (LA) - Liberal Arts AA	IDS 428	SLO 3_Health Related Activities	Presentation	Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.	Benchmark Met	he assessment was 77% successful as ten(10) of the 13 students gained 75% (15/20) or better in their individual project. Therefore, the benchmark was met this Spring 2023 .	Luisa Kamenio	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and	Approved
Program (LA) - Liberal Arts AA	IDS 428	SLO 3_Health Related Activities	Presentation	Students will develop a Health related learning Plan(QPF) appropriate to Grade K-6 elementary students on a pressing health issue in the Marshall Islands and provide relevant and practical ways to counter or reduce the effect . of the health issue they will choose. Students will be assessed on the Learning Plan Rubric. The rubric is out of 100.	Benchmark Met	Assessment Data and Analysis (IDS 428) The assessment was 89% successful as eight(8) of the nine (9) students gained 75% (15/20) or better in their individual project. Therefore, the benchmark was met this Fall 2023 . A breakdown of the 9 students who met and exceeded the benchmark is as follows, 1out of 9 (11%)- earned an A, 90-100% 4 out of 9, (44%)- earned a B+, 85-89% 1 out of 9,(11%)- earned a B, 80-84% 2 out 9, (22%)- earned a C+, 75-79% 1out of 9 (11%)- earned a C,70-74%	Luisa Kamenio	No. The SLO statement doesn't need revision.		Approved

Program (LA) - Liberal Arts AA	IDS 428	SLO 3_Health Related Activities	Presentation	This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.
Program (LA) - Liberal Arts AA	IDS 428	SLO 3_Health Related Activities	Presentation	This is an individual project to research, develop and present in power-point (10 slides) on findings from A Health -related concern in the RMI. The student is to state why s/he chooses the topic and causes and effects on the people. Data has to be presented to support the work (locally, regionally and internationally) What solutions can the student offer to overcome the concern. What personal takeaways does the student have after the presentation.

Program (EDU) - Elementary Education AS	SOC 140	SLO 3_Inter- Related Issues	Critique of Performance	Micronesian Reading Group Assignment filled with primary and secondary readings discussing the political economy of US Affiliated Micronesia (e.g. Guam, CNMI, RMI, FSM, Palau) comparing it with the independent nations of Kiribati and Nauru who are more UK and Australian influenced. Students will be critiqued by their reading Q&A assignment coupled with their interactions with their peers, teachers, and content. They have the opportunity to do corrections and give their opinions when the reading group assignment discussion with teacher and peers begin after they independently read and answer given questions. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both when discussing the readings with peers and instructor.	Benchmark Met	There were a total of 40 students enrolled in SOC140 for this fall semester. Out of the 40 students, 30 chose to participate in the assessment where I critiqued their performance indicating a 75 percent participation rate. Out of the 30 that participated, 28 passed with a 70 percent or higher indicating a 93.33 percent passing rate. Indicating that benchmark was met. Out of the 28 students, one self identified as LGBTQ2S+ and two were from the learning center with one female from Jaluit, one male from Kwajlein, and one male from Wotje. By orientation, LGBTQ2S+ represent 3.33 percent as compared to 97.67% who are straight. Out of the 28 students that passed, 15 were female and 15 were male. Despite equal representation at 50 percent, females outmatched the males with all 15 females passing compared to 13 males. As compared to the fall 2023, summer semester of the same year showcased 18 out of 21 students passing with a passing rate of 78.26%. It can be concluded that results are varied depending on students admitted to class and could also be attributed to instructor gaining more experience as time progresses to better accommodate students needs as Laptop granted by Senior Leadership Team (e.g. Acting President Switaj) greatly mitigated technological difficulties.	No. The SLO statement doesn't need revision.	Chair followed the rubric providing both qualitative assessment and quantitative going as far as providing comparative data from Summer's 8 week semester.	Approved
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Program (GE) - General Education	SOC 140	SLO 3_Inter- Related Issues	Critique of Performance	Micronesian Reading Group Assignment filled with primary and secondary readings discussing the political economy of US Affiliated Micronesia (e.g. Guam, CNMI, RMI, FSM, Palau) comparing it with the independent nations of Kiribati and Nauru who are more UK and Australian influenced. Students will be critiqued by their reading Q&A assignment coupled with their interactions with their peers, teachers, and content. They have the opportunity to do corrections and give their opinions when the reading group assignment discussion with teacher and peers begin after they independently read and answer given questions. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both when discussing the readings with peers and instructor.	Benchmark Met	There were a total of 40 students enrolled in SOC140 for this fall semester. Out of the 40 students, 30 chose to participate in the assessment where I critiqued their performance indicating a 75 percent participation rate. Out of the 30 that participated, 28 passed with a 70 percent or higher indicating a 93.33 percent passing rate. Indicating that benchmark was met. Out of the 28 students, one self identified as LGBTQ2S+ and two were from the learning center with one female from Jaluit, one male from Kwajlein, and one male from Wotje. By orientation, LGBTQ2S+ represent 3.33 percent as compared to 97.67% who are straight. Out of the 28 students that passed, 15 were female and 15 were male. Despite equal representation at 50 percent, females outmatched the males with all 15 females passing compared to 13 males. As compared to the fall 2023, summer semester of the same year showcased 18 out of 21 students passing with a passing rate of 78.26%. It can be concluded that results are varied depending on students admitted to class and could also be attributed to instructor gaining more experience as time progresses to better accommodate students needs as Laptop granted by Senior Leadership Team (e.g. Acting President Switaj) greatly mitigated technological difficulties.	No. The SLO statement doesn't need revision.	Chair followed the rubric providing both qualitative assessment and quantitative going as far as providing comparative data from Summer's 8 week semester.	Approved
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Program (LA) - Liberal Arts AA	SOC 140	SLO 3_Inter-Related Issues	Critique of Performance	Micronesian Reading Group Assignment filled with primary and secondary readings discussing the political economy of US Affiliated Micronesia (e.g. Guam, CNMI, RMI, FSM, Palau) comparing it with the independent nations of Kiribati and Nauru who are more UK and Australian influenced. Students will be critiqued by their reading Q&A assignment coupled with their interactions with their peers, teachers, and content. They have the opportunity to do corrections and give their opinions when the reading group assignment discussion with teacher and peers begin after they independently read and answer given questions. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both when discussing the readings with peers and instructor.	Benchmark Met	There were a total of 40 students enrolled in SOC140 for this fall semester. Out of the 40 students, 30 chose to participate in the assessment where I critiqued their performance indicating a 75 percent participation rate. Out of the 30 that participated, 28 passed with a 70 percent or higher indicating a 93.33 percent passing rate. Indicating that benchmark was met. Out of the 28 students, one self identified as LGBTQ2S+ and two were from the learning center with one female from Jaluit, one male from Kwajlein, and one male from Wotje. By orientation, LGBTQ2S+ represent 3.33 percent as compared to 97.67% who are straight. Out of the 28 students that passed, 15 were female and 15 were male. Despite equal representation at 50 percent, females outmatched the males with all 15 females passing compared to 13 males. As compared to the fall 2023, summer semester of the same year showcased 18 out of 21 students passing with a passing rate of 78.26%. It can be concluded that results are varied depending on students admitted to class and could also be attributed to instructor gaining more experience as time progresses to better accommodate students needs as Laptop granted by Senior Leadership Team (e.g. Acting President Switaj) greatly mitigated technological difficulties.	No. The SLO statement doesn't need revision.	Chair followed the rubric providing both qualitative assessment and quantitative going as far as providing comparative data from Summer's 8 week semester.	Approved
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Program (MAR) - Marshallese Social Studies CCT	SOC 140	SLO 3_Inter- Related Issues	Critique of Performance	Micronesian Reading Group Assignment filled with primary and secondary readings discussing the political economy of US Affiliated Micronesia (e.g. Guam, CNMI, RMI, FSM, Palau) comparing it with the independent nations of Kiribati and Nauru who are more UK and Australian influenced. Students will be critiqued by their reading Q&A assignment coupled with their interactions with their peers, teachers, and content. They have the opportunity to do corrections and give their opinions when the reading group assignment discussion with teacher and peers begin after they independently read and answer given questions. A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both when discussing the readings with peers and instructor.	Benchmark Met	There were a total of 40 students enrolled in SOC140 for this fall semester. Out of the 40 students, 30 chose to participate in the assessment where I critiqued their performance indicating a 75 percent participation rate. Out of the 30 that participated, 28 passed with a 70 percent or higher indicating a 93.33 percent passing rate. Indicating that benchmark was met. Out of the 28 students, one self identified as LGBTQ2S+ and two were from the learning center with one female from Jaluit, one male from Kwajlein, and one male from Wotje. By orientation, LGBTQ2S+ represent 3.33 percent as compared to 97.67% who are straight. Out of the 28 students that passed, 15 were female and 15 were male. Despite equal representation at 50 percent, females outmatched the males with all 15 females passing compared to 13 males. As compared to the fall 2023, summer semester of the same year showcased 18 out of 21 students passing with a passing rate of 78.26%. It can be concluded that results are varied depending on students admitted to class and could also be attributed to instructor gaining more experience as time progresses to better accommodate students needs as Laptop granted by Senior Leadership Team (e.g. Acting President Switaj)) greatly mitigated technological difficulties.	No. The SLO statement doesn't need revision.	Chair followed the rubric providing both qualitative assessment and quantitative going as far as providing comparative data from Summer's 8 week semester.	Approved
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					

Program (EDU) - Elementary Education AS	EDU 210	SLO 3_Learning Environments	Skill Performance	Students will read about six (6) story books that are Grade appropriate for K-6 elementary students in their community and identify three elements that contribute to positive learning environments and to be presented in power points of 10 slides or less.	Benchmark Met	Summary of Amass Data Out of the twelve (12) students that registered in this section at the beginning of the Spring semester 2023, 9 students participated and completed the assessment while three (3) students did not participate. It was 88.8% successful as 8(students) attained 75% or better grades in their individual project. Therefore, the benchmark was met this Spring 2023.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well- written with clear, concise language, and appropriate grammar and	Approved
Program (EDU) - Elementary Education AS	EDU 210	SLO 3_Learning Environments	Skill Performance	Students will read about six (6) story books that are Grade appropriate for K-6 elementary students in their community and identify three elements that contribute to positive learning environments and to be presented in power points of 10 slides or less.	Benchmark Met	The 15 students (93.75%) who participated in this assignment scored 75% or 15/20 or higher while one (1) student which is representative of 6.25% did not make the benchmark of 75%. ĭ The benchmark of 75% was achieved A breakdown of 15/16 students who met and exceeded the benchmark is as follows, 4 out of 16 (25.0%) earned an A-90-100 % 4 out of 16(25.0%) earned a B+- 85-89% 6 out of 16 (37.5%) earned a B, 80-84% 1out of 16 (6.25%) earned a C+,75-79% 1 out of 16 (6.25%) earned a score of 70% and that is below 75%.	No. The SLO statement doesn't need revision.		Approved

Program (EDU) - Elementary Education AS	EDU 210	SLO 3_Learning Environments	Project - Individual	This is an individual project that focusses on identifying elements to construct and create positive learning environments through: 1. Preparation of stories to Grade 2 students at a school and whenever assistance in reading is required 2. Identify fun ways and engaging strategies to create positive learning environments 3. Share at least 4 experiences and impacts of creative and fun approaches to learning through reading
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Program (EDU) - Elementary Education BA	EDU 210	SLO 3_Learning Environments	Skill Performance	Students will read about six (6) story books that are Grade appropriate for K-6 elementary students in their community and identify three elements that contribute to positive learning environments and to be presented in power points of 10 slides or less.	Benchmark Met	Summary of Amass Data Out of the twelve (12) students that registered in this section at the beginning of the Spring semester 2023, 9 students participated and completed the assessment while three (3) students did not participate. It was 88.8% successful as 8(students) attained 75% or better grades in their individual project. Therefore, the benchmark was met this Spring 2023.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and	Approved
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Program (EDU) - Elementary Education BA	EDU 210	SLO 3_Learning Environments	Skill Performance	Students will read about six (6) story books that are Grade appropriate for K-6 elementary students in their community and identify three elements that contribute to positive learning environments and to be presented in power points of 10 slides or less.	Benchmark Met	The 15 students (93.75%) who participated in this assignment scored 75% or 15/20 or higher while one (1) student which is representative of 6.25% did not make the benchmark of 75%. ï The benchmark of 75% was achieved A breakdown of 15/16 students who met and exceeded the benchmark is as follows, 4 out of 16 (25.0%) earned an A-90-100 % 4 out of 16(25.0%) earned a B+- 85-89% 6 out of 16 (37.5%) earned a B, 80-84% 1out of 16 (6.25%) earned a C+,75-79% 1 out of 16 (6.25%) earned a score of 70% and that is below 75%.	No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education BA	EDU 210	SLO 3_Learning Environments	Project - Individual	This is an individual project that focusses on identifying elements to construct and create positive learning environments through: - ïPreparation of stories to Grade 2 students at a school and whenever assistance in reading is required - ïIdentify fun ways and engaging strategies to create positive learning environments - ïShare at least 4 experiences and impacts of creative and fun approaches to learning through reading				

Program (EDU) - Elementary Education CCT in Teaching	EDU 210	SLO 3_Learning Environments	Skill Performance	Students will read about six (6) story books that are Grade appropriate for K-6 elementary students in their community and identify three elements that contribute to positive learning environments and to be presented in power points of 10 slides or less.	Benchmark Met	Summary of Amass Data Out of the twelve (12) students that registered in this section at the beginning of the Spring semester 2023, 9 students participated and completed the assessment while three (3) students did not participate. It was 88.8% successful as 8(students) attained 75% or better grades in their individual project. Therefore, the benchmark was met this Spring 2023.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well- written with clear, concise language, and appropriate grammar and	Approved
Program (EDU) - Elementary Education CCT in Teaching	EDU 210	SLO 3_Learning Environments	Skill Performance	Students will read about six (6) story books that are Grade appropriate for K-6 elementary students in their community and identify three elements that contribute to positive learning environments and to be presented in power points of 10 slides or less.	Benchmark Met	The 15 students (93.75%) who participated in this assignment scored 75% or 15/20 or higher while one (1) student which is representative of 6.25% did not make the benchmark of 75%. The benchmark of 75% was achieved A breakdown of 15/16 students who met and exceeded the benchmark is as follows, 4 out of 16 (25.0%) earned an A-90-100 % 4 out of 16(25.0%) earned a B+- 85-89% 6 out of 16 (37.5%) earned a B, 80-84% 1out of 16 (6.25%) earned a C+,75-79% 1 out of 16 (6.25%) earned a score of 70% and that is below 75%.	No. The SLO statement doesn't need revision.		Approved

Program (EDU) - Elementary Education CCT in Teaching	EDU 210	SLO 3_Learning Environments	Project - Individual	This is an individual project that focusses on identifying elements to construct and create positive learning environments through: 1. Preparation of stories to Grade 2 students at a school and whenever assistance in reading is required 2. Identify fun ways and engaging strategies to create positive learning environments 3. Share at least 4 experiences and impacts of creative and fun approaches to learning through reading
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Program (NURS) - Nursing AS	AH 114	SLO 3_Nutritive Value	Project - Individual	Plan a meal that show nutritive value of locally grown food as compared to imported food	Benchmark Met	The results in meal preparation using local foods, for the dietary requirements (A meal that offers a balanced diet representing the food groups), 6 out of 6 students or 40% of the students has prepared a meal that meet all the requirements that represent the different food groups. 6 out of 15 students or 40% prepares a meal that meet the daily requirements that represents 4 servings of the food group. 3 out of 15 students or 20% of the students prepares a meal that meet the daily requirements that represent 3 servings of the food groups. As to the criterion Calories in the meal (A meal that offers the required calories), 7 out of 15 students or 46.7% of the students prepares a meal that excellently provide all the required calories of the 5 basic nutrients. 6 out of 15 students or 40% of the students prepares a meal that very satisfactorily provide the required calories of the 4 basic nutrients. 2 out of 15 students or 13.33% of the students prepares a meal that satisfactorily provide the required calories of the 3 basic nutrients. For the criterion on Portion sizes (A meal offers the exact proportion of every food group). 5 out of 15 students or 33.33% of the students prepares a meal that provide all the 5 nutrients in an excellent size for every food groups. 8 out of 15 students or 53.33% of the students prepares a meal that provide 4 nutrients in a very satisfactorily size for every food groups. 1 out of 15 students or 6.6% of the students prepares a meal that provide 3 nutrients in a satisfactorily size for every food groups. 1 out of 15 students or 6.6% of the students prepares a meal that provide 2 nutrients in a satisfactory size for every food groups. As to the criterion on Nutritional Value (A meal that offers more nutritional value for a healthy adult), 6 out of 15 students or 40% of the students prepares a meal provides all the nutrients as a requirements for a healthy diet. 7 out 15 students or 46.7% of the students prepares meal that provides 4 nutrients as a	No. The SLO statement doesn't need revision.
Program (ABE) - Adult Basic Education	WRI 030	SLO 3_Organization	Objective Type Exam/Quiz - In Course	After learned the organizations of writing, the topic sentence, supporting details, transitions, and paragraph structure, an exam will be given to the students to check their understanding. (TH)			

Department (STEM) - ANAT 110 STEM	SLO 3_Organizations and Functions of the Organ System	Presentation	SLO 3 had been taught in class and also in lab .participation. Students are been engaged into group presentation of disease, so they can identify which organ system is affected, their organization and Functions of the organ system.	Benchmark Met	80% students were able to correctly identify Body organ using Human body model during Lab. activities,75% correctly describe function correctly against body organ and 72% students were able to relate correctly which body system involved with the body organ identified.	No. The SLO statement doesn't need revision.	Developing, Assessment data results range from not to somewhat provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Need more information about the data and disaggregation information for meaningful analysis.	Approved
Program (LA) - Liberal Arts AA	SLO 3_Organizations and Functions of the Organ System	Presentation	SLO 3 had been taught in class and also in lab .participation. Students are been engaged into group presentation of disease, so they can identify which organ system is affected, their organization and Functions of the organ system.	Benchmark Met	80% students were able to correctly identify Body organ using Human body model during Lab. activities,75% correctly describe function correctly against body organ and 72% students were able to relate correctly which body system involved with the body organ identified.	No. The SLO statement doesn't need revision.	Developing, Assessment data results range from not to somewhat provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Need more information about the data and disaggregation information for meaningful analysis.	Approved
Program (NURS) - Nursing AS	ANAT 110 SLO 3_Organizations and Functions of the Organ System	Presentation	SLO 3 had been taught in class and also in lab .participation. Students are been engaged into group presentation of disease, so they can identify which organ system is affected, their organization and Functions of the organ system.	Benchmark Met	80% students were able to correctly identify Body organ using Human body model during Lab. activities,75% correctly describe function correctly against body organ and 72% students were able to relate correctly which body system involved with the body organ identified.	No. The SLO statement doesn't need revision.	Developing, Assessment data results range from not to somewhat provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Need more information about the data and disaggregation information for meaningful analysis.	Approved
Program (AHS) - Adult High School	MATH 051 SLO 3_Perform Arithmetic Operations	Objective Type Exam - Midterm	The students will be assessed on factoring by at least 5 questions on the midterm exam. (TH)					
Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 107 SLO 3_Plant Estimation Procedures	Experiment or Other Laboratory Experience	Students will be able to apply plant estimation procedures by understanding U.S. and Metric Systems of measurements	Benchmark Met	Students applied tree estimation procedure for estimating Diameter Breast Height of a tree using US metric system.85% of the students were able to estimate and apply the procedure for calculating the DBH of a tree. Students performance has been assessed based on their participation rates, gender performance ratio, location based performance, boys grades ratio compared to girls grades ratio analysis is included.	No. The SLO statement doesn't need revision.	Assessment results and analysis high developed. SLO assessment well developed.	Approved

Program (EDU) -
Elementary
Education AS

EDU 296

SLO
3_Practice
Professional
Behaviors

Supervisor
Evaluation

Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.

Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.

This spring 2023 semester, there were 11 officially registered students. Their scores are shown in the chart below.

Student ID: 10734567891011
Score: 9.59.831099.75108.339.179.67
17.59.08

Of the 11 students, 10 or 91% reached an average score of 8 and higher. The benchmark was met 6% more than the targeted performance indicator or 85%.

The overall average score is 9.33 which is 1.33 more than the targeted score.

For spring 2023, there were 8 females and 3 males. Of the 11, 2 had teaching experience or in-service while 9 had not previous teaching experience or preservice.

Program (EDU) - Elementary Education AS	EDU 296	SLO 3_Practice Professional Behaviors	Supervisor Evaluation	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook. This spring 2023 semester, there were 11 officially registered students. Their scores are shown in the chart below. Student ID: 234567891011 Score: 9.59, 8.83, 10.99, 7.51, 10.33, 9.17, 9.67, 7.59, 0.08 Of the 11 students, 10 or 91% reached an average score of 8 and higher. The benchmark was met 6% more than the targeted performance indicator or 85%. The overall average score is 9.33 which is 1.33 more than the targeted score. For spring 2023, there were 8 females and 3 males. Of the 11, 2 had teaching experience or in-service while 9 had not previous teaching experience or preservice.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes." Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark. Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- Clearly tied to the analysis of data results." Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop). Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (EDU) - Elementary Education AS	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.					

Program (EDU) - Elementary Education AS	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Analysis of Data This Fall 2023 semester, there were 7 officially registered students. Their scores are shown in the chart below. Student ~~12.34567~~ Score ~~8.08.08.99.39.68.28.6~~ Of the 7 students, or 100% reached an average score of 8.0 and higher. The benchmark was met by 15% more that the targeted performance indicator or 85%. Distribution by gender: The scores were analyzed in terms of gender. The average score for males is 8.0 and 8.8 for females. The difference between the averages is 0.8. Compared to the overall average of 8.7, the male group is 0.7 lower while the female group is 0.1 higher. Distribution by Work Experience In terms of work experience in the field of teaching (in-service), only 1 out of 7 were teachers from the outer islands and presently teaching on Majuro. In terms of their performance, the in-service teachers garnered an average score of 9.2 while those without teaching experience (pre-service) attained a score of 8.6 The difference between the two groups is 0.6 The difference is less than 1 which is statistically not significant. Compared to the overall average of 8.7, the difference from the in-service is 0.5 while compared to the preservice, the difference is 0.1. A test for significance (t test) was done for both differences in sex and work experience. By conventional criteria the difference is considered to be not statistically significant. So, neither sex nor teaching experience significantly influenced the results.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education AS	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Analysis of Data This Fall 2023 semester, there were 7 officially registered students. Their scores are shown in the chart below. Student ~~12.34567~~ Score ~~8.08.08.99.39.68.28.6~~ Of the 7 students, or 100% reached an average score of 8.0 and higher. The benchmark was met by 15% more that the targeted performance indicator or 85%. Distribution by gender: The scores were analyzed in terms of gender. The average score for males is 8.0 and 8.8 for females. The difference between the averages is 0.8. Compared to the overall average of 8.7, the male group is 0.7 lower while the female group is 0.1 higher. Distribution by Work Experience In terms of work experience in the field of teaching (in-service), only 1 out of 7 were teachers from the outer islands and presently teaching on Majuro. In terms of their performance, the in-service teachers garnered an average score of 9.2 while those without teaching experience (pre-service) attained a score of 8.6 The difference between the two groups is 0.6 The difference is less than 1 which is statistically not significant. Compared to the overall average of 8.7, the difference from the in-service is 0.5 while compared to the preservice, the difference is 0.1. A test for significance (t test) was done for both differences in sex and work experience. By conventional criteria the difference is considered to be not statistically significant. So, neither sex nor teaching experience significantly influenced the results.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education AS	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	
Program (EDU) - Elementary Education CCT in Special Education (SPED)	EDU 296	SLO 3_Practice Professional Behaviors	Supervisor Evaluation	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook. This spring 2023 semester, there were 11 officially registered students. Their scores are shown in the chart below. Student: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Score: 9.59, 8.33, 10.99, 7.51, 10.33, 9.17, 9.67, 7.58, 0.08 Of the 11 students, 10 or 91% reached an average score of 8 and higher. The benchmark was met 6% more than the targeted performance indicator or 85%. The overall average score is 9.33 which is 1.33 more than the targeted score. For spring 2023, there were 8 females and 3 males. Of the 11, 2 had teaching experience or in-service while 9 had not previous teaching experience or preservice.

Program (EDU) - Elementary Education CCT in Special Education (SPED)	EDU 296	SLO 3_Practice Professional Behaviors	Supervisor Evaluation	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook. This spring 2023 semester, there were 11 officially registered students. Their scores are shown in the chart below. Student ID: 234567891011 Score: 9.59, 8.83, 10.99, 7.51, 10.33, 9.17, 9.67, 7.59, 10.8 Of the 11 students, 10 or 91% reached an average score of 8 and higher. The benchmark was met 6% more than the targeted performance indicator or 85%. The overall average score is 9.33 which is 1.33 more than the targeted score. For spring 2023, there were 8 females and 3 males. Of the 11, 2 had teaching experience or in-service while 9 had not previous teaching experience or preservice.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes." Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark. Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark .Assessment tool appears to be very appropriate for the SLO assessment .Action shows ALL of the following elements- Clearly tied to the analysis of data results." Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (EDU) - Elementary Education CCT in Special Education (SPED)	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.					

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Program (EDU) - Elementary Education CCT in Special Education (SPED)	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Analysis of Data This Fall 2023 semester, there were 7 officially registered students. Their scores are shown in the chart below. Student ~~12.34567~~ Score ~~8.08.08.99.39.68.28.6~~ Of the 7 students, or 100% reached an average score of 8.0 and higher. The benchmark was met by 15% more that the targeted performance indicator or 85%. Distribution by gender: The scores were analyzed in terms of gender. The average score for males is 8.0 and 8.8 for females. The difference between the averages is 0.8. Compared to the overall average of 8.7, the male group is 0.7 lower while the female group is 0.1 higher. Distribution by Work Experience In terms of work experience in the field of teaching (in-service), only 1 out of 7 were teachers from the outer islands and presently teaching on Majuro. In terms of their performance, the in-service teachers garnered an average score of 9.2 while those without teaching experience (pre-service) attained a score of 8.6 The difference between the two groups is 0.6 The difference is less than 1 which is statistically not significant. Compared to the overall average of 8.7, the difference from the in-service is 0.5 while compared to the preservice, the difference is 0.1. A test for significance (t test) was done for both differences in sex and work experience. By conventional criteria the difference is considered to be not statistically significant. So, neither sex nor teaching experience significantly influenced the results.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education CCT in Special Education (SPED)	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	
Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 3_Practice Professional Behaviors	Supervisor Evaluation	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook. This spring 2023 semester, there were 11 officially registered students. Their scores are shown in the chart below. Student ID: 1234567891011 Score: 9.59, 8.33, 10.99, 7.51, 10.33, 9.17, 9.67, 7.58, 0.08 Of the 11 students, 10 or 91% reached an average score of 8 and higher. The benchmark was met 6% more than the targeted performance indicator or 85%. The overall average score is 9.33 which is 1.33 more than the targeted score. For spring 2023, there were 8 females and 3 males. Of the 11, 2 had teaching experience or in-service while 9 had not previous teaching experience or preservice.

Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 3_Practice Professional Behaviors	Supervisor Evaluation	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook. This spring 2023 semester, there were 11 officially registered students. Their scores are shown in the chart below. Student ID: 234567891011 Score: 9.59, 8.83, 10.99, 7.51, 10.33, 9.17, 9.67, 7.59, 0.08 Of the 11 students, 10 or 91% reached an average score of 8 and higher. The benchmark was met 6% more than the targeted performance indicator or 85%. The overall average score is 9.33 which is 1.33 more than the targeted score. For spring 2023, there were 8 females and 3 males. Of the 11, 2 had teaching experience or in-service while 9 had not previous teaching experience or preservice.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes." Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements-" Clearly explains why a certain percentage of students met the benchmark. Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark .Assessment tool appears to be very appropriate for the SLO assessment .Action shows ALL of the following elements- Clearly tied to the analysis of data results." Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.					

Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Analysis of Data This Fall 2023 semester, there were 7 officially registered students. Their scores are shown in the chart below. Student ~~12.34567~~ Score ~~8.08.08.99.39.68.28.6~~ Of the 7 students, or 100% reached an average score of 8.0 and higher. The benchmark was met by 15% more that the targeted performance indicator or 85%. Distribution by gender: The scores were analyzed in terms of gender. The average score for males is 8.0 and 8.8 for females. The difference between the averages is 0.8. Compared to the overall average of 8.7, the male group is 0.7 lower while the female group is 0.1 higher. Distribution by Work Experience In terms of work experience in the field of teaching (in-service), only 1 out of 7 were teachers from the outer islands and presently teaching on Majuro. In terms of their performance, the in-service teachers garnered an average score of 9.2 while those without teaching experience (pre-service) attained a score of 8.6 The difference between the two groups is 0.6 The difference is less than 1 which is statistically not significant. Compared to the overall average of 8.7, the difference from the in-service is 0.5 while compared to the preservice, the difference is 0.1. A test for significance (t test) was done for both differences in sex and work experience. By conventional criteria the difference is considered to be not statistically significant. So, neither sex nor teaching experience significantly influenced the results.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week, from 1 (lowest) to 10, highest. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.	Benchmark Met	Analysis of Data This Fall 2023 semester, there were 7 officially registered students. Their scores are shown in the chart below. Student ~~12.34567~~ Score ~~8.08.08.99.39.68.28.6~~ Of the 7 students, or 100% reached an average score of 8.0 and higher. The benchmark was met by 15% more that the targeted performance indicator or 85%. Distribution by gender: The scores were analyzed in terms of gender. The average score for males is 8.0 and 8.8 for females. The difference between the averages is 0.8. Compared to the overall average of 8.7, the male group is 0.7 lower while the female group is 0.1 higher. Distribution by Work Experience In terms of work experience in the field of teaching (in-service), only 1 out of 7 were teachers from the outer islands and presently teaching on Majuro. In terms of their performance, the in-service teachers garnered an average score of 9.2 while those without teaching experience (pre-service) attained a score of 8.6 The difference between the two groups is 0.6 The difference is less than 1 which is statistically not significant. Compared to the overall average of 8.7, the difference from the in-service is 0.5 while compared to the preservice, the difference is 0.1. A test for significance (t test) was done for both differences in sex and work experience. By conventional criteria the difference is considered to be not statistically significant. So, neither sex nor teaching experience significantly influenced the results.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 3_Practice Professional Behaviors	Survey	Students in this course are expected to report to school on time, participate in school activities, turn in required reports such as student attendance and grades, reflect on their experience in the classroom, and read and reflect on current educational articles. The main source of data will be the points earned each week. These points are recorded in the Weekly Point Sheets section of the Student Information Handbook.
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Department (STEM) - MATH 160 STEM	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Met	Outcome Assessed For the Fall 2023 Spring 2024 semesters, the math instructors who currently teach Math 160 Elementary Statistics chose the following Student Learning Outcome (SLO) to analyze: 3. Calculate probabilities of dependent and independent events The book which was used for our Math 160 Elementary Statistics courses during the Fall 2022 Spring 2023 semesters was Elementary Statistics: A Step by Step Approach 10th Edition by Allen G. Bluman. The sections needed for this SLO would be the following: "Section 4.1: Sample Space and Probability "Section 4.3: Multiplication Rules and Conditional Probability Assessment Tool Used Quiz for Section 4.3 Dependent vs. Independent Events A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered. 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 if the problem is attempted. 2 points will be given if the set-up is correct. However, final answer is not correct. 3 points will be given when final answer is calculated correctly. 4 points will be given if the student can determine whether the events were dependent events or independent events. 5 points will be given when student can give	No. The SLO statement doesn't need revision.	Well Develop because the data results clearly reflect the SLO Assessment plan.	Approved
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Department (STEM) - MATH 160 STEM	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Not Met	The results of the students' performance on the assessment tool were as follows: 9 out of the 17 students (53%) from Math 160 Section 01 who took quiz scored 70% or more. 16 out of the 21 students (76%) from Math 160 Section 02 who took quiz scored 70% or more. Altogether, 25 out of 38 students (66%) who took quiz scored 70% or more. Therefore, benchmark was not met. It is difficult to determine whether students understood the difference between independent events versus a dependent events. There were very few good explanations (or definitions) on why they would determine events were independent versus events that were dependent. The multiplication rules for probability are covered in Section 4.3. In Section 4.3, this is where students will learn the differences between independent events versus dependent events. However, the topic of probability was already covered in Section 4.1 Probability and Sample Spaces. In Section 4.1, they already learned about the probability of cards, dice, etc. However, for some students, it seems like a brand-new topic when we cover Section 4.3. There is some evidence that students with higher English levels will perform better on probability. In addition, it is also clear that students who have taken Math 102 Survey of Math will perform better on probability since the topic of probability is already covered in Math 102. With our current SONIS system, it is difficult to determine what classes our students took prior to taking Math 160. With our previous SIS (i-Navagitor), instructors were able to look up previous math and English courses. In addition, we could also look at students initial placements in math and English. This information is quite helpful when teaching a course such as Math	Yes. The SLO statement needs revision.	Well developed.	Approved
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Program (BUS) - Business AA	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Met	Outcome Assessed For the Fall 2023 Spring 2024 semesters, the math instructors who currently teach Math 160 Elementary Statistics chose the following Student Learning Outcome (SLO) to analyze: 3. Calculate probabilities of dependent and independent events The book which was used for our Math 160 Elementary Statistics courses during the Fall 2022 Spring 2023 semesters was Elementary Statistics: A Step by Step Approach 10th Edition by Allen G. Bluman. The sections needed for this SLO would be the following: "Section 4.1: Sample Space and Probability "Section 4.3: Multiplication Rules and Conditional Probability Assessment Tool Used Quiz for Section 4.3 Dependent vs. Independent Events A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered. 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 if the problem is attempted. 2 points will be given if the set-up is correct. However, final answer is not correct. 3 points will be given when final answer is calculated correctly. 4 points will be given if the student can determine whether the events were dependent events or independent events. 5 points will be given when student can give	No. The SLO statement doesn't need revision.	Well Develop because the data results clearly reflect the SLO Assessment plan.	Approved
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Program (BUS) - Business AA	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Not Met	The results of the students' performance on the assessment tool were as follows: 9 out of the 17 students (53%) from Math 160 Section 01 who took quiz scored 70% or more. 16 out of the 21 students (76%) from Math 160 Section 02 who took quiz scored 70% or more. Altogether, 25 out of 38 students (66%) who took quiz scored 70% or more. Therefore, benchmark was not met. It is difficult to determine whether students understood the difference between independent events versus a dependent events. There were very few good explanations (or definitions) on why they would determine events were independent versus events that were dependent. The multiplication rules for probability are covered in Section 4.3. In Section 4.3, this is where students will learn the differences between independent events versus dependent events. However, the topic of probability was already covered in Section 4.1 Probability and Sample Spaces. In Section 4.1, they already learned about the probability of cards, dice, etc. However, for some students, it seems like a brand-new topic when we cover Section 4.3. There is some evidence that students with higher English levels will perform better on probability. In addition, it is also clear that students who have taken Math 102 Survey of Math will perform better on probability since the topic of probability is already covered in Math 102. With our current SONIS system, it is difficult to determine what classes our students took prior to taking Math 160. With our previous SIS (i-Navagitor), instructors were able to look up previous math and English courses. In addition, we could also look at students initial placements in math and English. This information is quite helpful when teaching a course such as Math	Yes. The SLO statement needs revision.	Well developed.	Approved
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Program (GE) - General Education	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probabilty will determine the differences between Dependent vs Independent Events	Benchmark Met	Outcome Assessed For the Fall 2023 Spring 2024 semesters, the math instructors who currently teach Math 160 Elementary Statistics chose the following Student Learning Outcome (SLO) to analyze: 3. Calculate probabilities of dependent and independent events The book which was used for our Math 160 Elementary Statistics courses during the Fall 2022 Spring 2023 semesters was Elementary Statistics: A Step by Step Approach 10th Edition by Allen G. Bluman. The sections needed for this SLO would be the following: "Section 4.1: Sample Space and Probability "Section 4.3: Multiplication Rules and Conditional Probability Assessment Tool Used Quiz for Section 4.3 Dependent vs. Independent Events A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered. 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 if the problem is attempted. 2 points will be given if the set-up is correct. However, final answer is not correct. 3 points will be given when final answer is calculated correctly. 4 points will be given if the student can determine whether the events were dependent events or independent events. 5 points will be given when student can give	No. The SLO statement doesn't need revision.	Well Develop because the data results clearly reflect the SLO Assessment plan.	Approved
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Program (GE) - General Education	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Not Met	The results of the students' performance on the assessment tool were as follows: 9 out of the 17 students (53%) from Math 160 Section 01 who took quiz scored 70% or more. 16 out of the 21 students (76%) from Math 160 Section 02 who took quiz scored 70% or more. Altogether, 25 out of 38 students (66%) who took quiz scored 70% or more. Therefore, benchmark was not met. It is difficult to determine whether students understood the difference between independent events versus a dependent events. There were very few good explanations (or definitions) on why they would determine events were independent versus events that were dependent. The multiplication rules for probability are covered in Section 4.3. In Section 4.3, this is where students will learn the differences between independent events versus dependent events. However, the topic of probability was already covered in Section 4.1 Probability and Sample Spaces. In Section 4.1, they already learned about the probability of cards, dice, etc. However, for some students, it seems like a brand-new topic when we cover Section 4.3. There is some evidence that students with higher English levels will perform better on probability. In addition, it is also clear that students who have taken Math 102 Survey of Math will perform better on probability since the topic of probability is already covered in Math 102. With our current SONIS system, it is difficult to determine what classes our students took prior to taking Math 160. With our previous SIS (i-Navagitor), instructors were able to look up previous math and English courses. In addition, we could also look at students initial placements in math and English. This information is quite helpful when teaching a course such as Math	Yes. The SLO statement needs revision.	Well developed.	Approved
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Program (LA) - Liberal Arts AA	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Met	Outcome Assessed For the Fall 2023 Spring 2024 semesters, the math instructors who currently teach Math 160 Elementary Statistics chose the following Student Learning Outcome (SLO) to analyze: 3. Calculate probabilities of dependent and independent events The book which was used for our Math 160 Elementary Statistics courses during the Fall 2022 Spring 2023 semesters was Elementary Statistics: A Step by Step Approach 10th Edition by Allen G. Bluman. The sections needed for this SLO would be the following: "Section 4.1: Sample Space and Probability "Section 4.3: Multiplication Rules and Conditional Probability Assessment Tool Used Quiz for Section 4.3 Dependent vs. Independent Events A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered. 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 if the problem is attempted. 2 points will be given if the set-up is correct. However, final answer is not correct. 3 points will be given when final answer is calculated correctly. 4 points will be given if the student can determine whether the events were dependent events or independent events. 5 points will be given when student can give	No. The SLO statement doesn't need revision.	Well Develop because the data results clearly reflect the SLO Assessment plan.	Approved
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Program (LA) - Liberal Arts AA	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Not Met	The results of the students' performance on the assessment tool were as follows: 9 out of the 17 students (53%) from Math 160 Section 01 who took quiz scored 70% or more. 16 out of the 21 students (76%) from Math 160 Section 02 who took quiz scored 70% or more. Altogether, 25 out of 38 students (66%) who took quiz scored 70% or more. Therefore, benchmark was not met. It is difficult to determine whether students understood the difference between independent events versus a dependent events. There were very few good explanations (or definitions) on why they would determine events were independent versus events that were dependent. The multiplication rules for probability are covered in Section 4.3. In Section 4.3, this is where students will learn the differences between independent events versus dependent events. However, the topic of probability was already covered in Section 4.1 Probability and Sample Spaces. In Section 4.1, they already learned about the probability of cards, dice, etc. However, for some students, it seems like a brand-new topic when we cover Section 4.3. There is some evidence that students with higher English levels will perform better on probability. In addition, it is also clear that students who have taken Math 102 Survey of Math will perform better on probability since the topic of probability is already covered in Math 102. With our current SONIS system, it is difficult to determine what classes our students took prior to taking Math 160. With our previous SIS (i-Navagitor), instructors were able to look up previous math and English courses. In addition, we could also look at students initial placements in math and English. This information is quite helpful when teaching a course such as Math	Yes. The SLO statement needs revision.	Well developed.	Approved
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Program (NURS) - Public Health CCT	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probabilty will determine the differences between Dependent vs Independent Events	Benchmark Met	Outcome Assessed For the Fall 2023 Spring 2024 semesters, the math instructors who currently teach Math 160 Elementary Statistics chose the following Student Learning Outcome (SLO) to analyze: 3. Calculate probabilities of dependent and independent events The book which was used for our Math 160 Elementary Statistics courses during the Fall 2022 Spring 2023 semesters was Elementary Statistics: A Step by Step Approach 10th Edition by Allen G. Bluman. The sections needed for this SLO would be the following: "Section 4.1: Sample Space and Probability "Section 4.3: Multiplication Rules and Conditional Probability Assessment Tool Used Quiz for Section 4.3 Dependent vs. Independent Events A quiz consisting of four problems involving the calculation of probability of dependent events and independent events will be administered by Math 160 instructors once Section 4.3 Multiplication Rules is fully covered. 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 if the problem is attempted. 2 points will be given if the set-up is correct. However, final answer is not correct. 3 points will be given when final answer is calculated correctly. 4 points will be given if the student can determine whether the events were dependent events or independent events. 5 points will be given when student can give	No. The SLO statement doesn't need revision.	Well Develop because the data results clearly reflect the SLO Assessment plan.	Approved
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Program (NURS) - Public Health CCT	MATH 160	SLO 3_Probability	Objective Type Exam/Quiz - In Course	Quiz for Section 4.3 The Multiplication Rules of Probability will determine the differences between Dependent vs Independent Events	Benchmark Not Met	The results of the students' performance on the assessment tool were as follows: 9 out of the 17 students (53%) from Math 160 Section 01 who took quiz scored 70% or more. 16 out of the 21 students (76%) from Math 160 Section 02 who took quiz scored 70% or more. Altogether, 25 out of 38 students (66%) who took quiz scored 70% or more. Therefore, benchmark was not met. It is difficult to determine whether students understood the difference between independent events versus a dependent events. There were very few good explanations (or definitions) on why they would determine events were independent versus events that were dependent. The multiplication rules for probability are covered in Section 4.3. In Section 4.3, this is where students will learn the differences between independent events versus dependent events. However, the topic of probability was already covered in Section 4.1 Probability and Sample Spaces. In Section 4.1, they already learned about the probability of cards, dice, etc. However, for some students, it seems like a brand-new topic when we cover Section 4.3. There is some evidence that students with higher English levels will perform better on probability. In addition, it is also clear that students who have taken Math 102 Survey of Math will perform better on probability since the topic of probability is already covered in Math 102. With our current SONIS system, it is difficult to determine what classes our students took prior to taking Math 160. With our previous SIS (i-Navagitor), instructors were able to look up previous math and English courses. In addition, we could also look at students initial placements in math and English. This information is quite helpful when teaching a course such as Math	Yes. The SLO statement needs revision.	Well developed.	Approved
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Program (EDU) - Elementary Education AS	EDU 250	SLO 3_Problem- Solving Skills	Skill Performance	Students were given 4 word problem assignments to demonstrate their problem solving skills. The problem solving rubric was used to score the skill performance of the students. The rubric has 4 categories namely, understanding the problem, devising a plan, carrying out the plan, and looking back. each category is scored from 1 (lowest) - 4 (highest). the data for this SLO will be based on the sum of the scores earned in the four categories. The scores on the four assignments will be averaged and will become the final score of the students. (PR)	Benchmark Met	The EDU 250 class for Fall 2023 semester has 19 officially registered students. Two of these students were pre-entry who took EDU 150 in the first 8 weeks. 15 out of 19 students (79%) who are still currently enrolled in EDU 250 took the assessment. 4 out of 19 students (21%) who are still currently enrolled in EDU 250 did not take the assessment. 11 out of 15 students (73%) scored 70% or higher. 4 out of 15 students (27%) scored below 70%. Therefore, benchmark was met. Gender of Students Who Took Quiz: 1.) 9 out of the 15 students (60%) who took the assessment were females; 2.) 6 out of the 15 students (40%) who took the assessment were males. Passing rate based on the gender of the students: 1) 7 out of the 9 students (78%) who took the assessment scored 70% or more, while 2 out of 9 students (22%) scored below 70% for who are females; 2) 4 out of the 6 students (66%) who took the assessment scored 70% or more, while 2 out of the 6 students (33%) scored below 70% for who are males. Level of Students Who Took Quiz: 1.) 11 out of the 15 students (73%) who took the assessment were Sophomore; 2.) 2 out of the 15 students (13%) who took the assessment were Freshmen; 3.) 2 out of the 15 students (13%) who took the quiz were Pre-Entry. Passing rate based on the major of the students: 1.) 9 out of 11 student (82%) who took the assessment scored 70% or more, while 2 out of 11 students (18%) scored below 70% for who are Sophomore; 2.) 1 out of the 2 students (50%) who took the assessment scored 70% or more, while 1 out of 2 students (50%) scored below 70% who are Freshmen; 3.) 2 out of the 2 students (100%) who took the quiz scored 70% or more, while 0 out of the 2 students (0%) scored below 70% who are Pre-Entry. Comments:	No. The SLO statement doesn't need revision.	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 data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (EDU) - Elementary Education BA	EDU 250	SLO 3_Problem- Solving Skills	Skill Performance	Students were given 4 word problem assignments to demonstrate their problem solving skills. The problem solving rubric was used to score the skill performance of the students. The rubric has 4 categories namely, understanding the problem, devising a plan, carrying out the plan, and looking back. each category is scored from 1 (lowest) - 4 (highest). the data for this SLO will be based on the sum of the scores earned in the four categories. The scores on the four assignments will be averaged and will become the final score of the students. (PR)	Benchmark Met	The EDU 250 class for Fall 2023 semester has 19 officially registered students. Two of these students were pre-entry who took EDU 150 in the first 8 weeks. 15 out of 19 students (79%) who are still currently enrolled in EDU 250 took the assessment. 4 out of 19 students (21%) who are still currently enrolled in EDU 250 did not take the assessment. 11 out of 15 students (73%) scored 70% or higher. 4 out of 15 students (27%) scored below 70%. Therefore, benchmark was met. Gender of Students Who Took Quiz: 1.) 9 out of the 15 students (60%) who took the assessment were females; 2.) 6 out of the 15 students (40%) who took the assessment were males. Passing rate based on the gender of the students: 1) 7 out of the 9 students (78%) who took the assessment scored 70% or more, while 2 out of 9 students (22%) scored below 70% for who are females; 2) 4 out of the 6 students (66%) who took the assessment scored 70% or more, while 2 out of the 6 students (33%) scored below 70% for who are males. Level of Students Who Took Quiz: 1.) 11 out of the 15 students (73%) who took the assessment were Sophomore; 2.) 2 out of the 15 students (13%) who took the assessment were Freshmen; 3.) 2 out of the 15 students (13%) who took the quiz were Pre-Entry. Passing rate based on the major of the students: 1.) 9 out of 11 student (82%) who took the assessment scored 70% or more, while 2 out of 11 students (18%) scored below 70% for who are Sophomore; 2.) 1 out of the 2 students (50%) who took the assessment scored 70% or more, while 1 out of 2 students (50%) scored below 70% who are Freshmen; 3.) 2 out of the 2 students (100%) who took the quiz scored 70% or more, while 0 out of the 2 students (0%) scored below 70% who are Pre-Entry. Comments:	No. The SLO statement doesn't need revision.	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 data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and mechanics.	Approved
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Program (ABE) - Adult Basic Education	WRI 010	SLO 3_Pronouns	Objective Type Exam/Quiz - In Course	A test on the pronouns will be given to the students to measure their how well they learned throughout the learning period. This is in line with Writing 1 SLO 3. Mothy J. Andrew	Benchmark Met	The total students of sections 1 and 2 were 25. All of these 25 students took the Pronoun Test, and only 22 passed with 88% which was above the projected goal of 70%. Three students failed with percentages below 70% passing goal. My plan to assist those students who failed will include the following: one-on-one couching, assignments, attendance, and encouraging parents to contribute in any way that can bring up their learning levels. Total student taking the test receiving the passing percentage scores of 70 and up, producing a 100% performance and passing grade. Mothy J. Andrew	No. The SLO statement doesn't need revision.	Approved
Program (ABE) - Adult Basic Education	WRI 010	SLO 3_Pronouns	Objective Type Exam/Quiz - In Course	A test on the pronouns will be given to the students to measure their how well they learned throughout the learning period. This is in line with Writing 1 SLO 3. Mothy J. Andrew	Benchmark Met	Total students taking the pronouns test were 22, and out of these 22, 18 of them passed with 70% and up. Only 4 received scores below 70%.	No. The SLO statement doesn't need revision.	Approved
Program (AHS) - Adult High School	MAR 050	SLO 3_Proper Use of Vocabulary	Objective Type Exam/Quiz - In Course	A vocabulary quiz will be used to assess the students in the Marshallese Language Art in both sections. The students need to define each word and use the proper spelling of the words. (TH)	Benchmark Met	The 2 section of the MLA course has 39 students. Only 28 took the vocabulary quiz. The results show that 20 students reached the passing score of 70% or higher. 8 of the students didnt pass. The percentage of students passed is 71%.	No. The SLO statement doesn't need revision.	Approved
Program (AHS) - Adult High School	MAR 050	SLO 3_Proper Use of Vocabulary	Objective Type Exam/Quiz - In Course	A vocabulary quiz will be used to assess the students in the Marshallese Language Art in both sections. The students need to define each word and use the proper spelling of the words. (TH)	Benchmark Met	The assessment results which was given to both sections of the MLA course is stated as follows. There were only 23 students sit the test. Only 19 students passed with 70 and higher. This result showed that 82% of the students passed the exam.	No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education AS	MAR 130	SLO 3_Research	Research Report	Students willl do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.		Mylast E Billimon		
Program (EDU) - Elementary Education AS	MAR 130	SLO 3_Research	Research Report	Students willl do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.		Risi Karben Matthew		

Program (GE) - General Education	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Mylast E Bilimon
Program (GE) - General Education	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Risi Karben Matthew
Program (LA) - Liberal Arts AA	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Mylast E Bilimon
Program (LA) - Liberal Arts AA	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Risi Karben Matthew
Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Mylast E Bilimon
Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Risi Karben Matthew
Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Mylast E Bilimon
Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 3_Research	Research Report	Students will do individual research reports on different aspects of the Marshallese culture. A rubric will be used to assess their reports.	Risi Karben Matthew

Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Project - Group	Students will create a portfolio of 20 QPFs (Quality Pedagogy Framework) for the subject areas of ELA, Math, Social Studies , Science and Health . In pairs , students will teach one of the Learning plans in an elementary classroom for a week , and identify the scaffolding of learning that is taking place through video recordings in the classroom .Students will be assessed on their written learning plans and the teaching of one of the learning plan in an elementary classroom . The rubric used will be out of 100.	Benchmark Met	A minimal of 75% of the students or more will receive 75% (15/20) or better for this group project. The benchmark was MET,as it was 89% successful.	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements- " Clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. " Clearly reflects the SLO assessment plan. Analysis of data results shows BOTH of the following elements- " Clearly explains why a certain percentage of students met the benchmark. " Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. Action shows ALL of the following elements- " Clearly tied to the analysis of data results. " Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement. Assessment data results, analysis, and action are well-written with clear, concise language, and appropriate grammar and	Approved
Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Project - Group	Students will create a portfolio of 20 QPFs (Quality Pedagogy Framework) for the subject areas of ELA, Math, Social Studies , Science and Health . In pairs , students will teach one of the Learning plans in an elementary classroom for a week , and identify the scaffolding of learning that is taking place through video recordings in the classroom .Students will be assessed on their written learning plans and the teaching of one of the learning plan in an elementary classroom . The rubric used will be out of 100.	Benchmark Not Met	Assessment Data and Analysis (EDU 416) The assessment was 65.5% successful only as five(5) of the eight (8)students gained 75% (15/20) or better in their individual project. While 3 scored less than 75% of the benchmark Therefore, the benchmark was NOT MET this Fall 2023 . A breakdown of 8 students who met and exceeded the benchmark is as follows, 1 out of 8(12.5%)-earned an A, 90-100% 2 out of 8(25%) -earned a B+,85-89% 2 out of 8(25%) - earned a B (scored 16/20)), 80-84% No student earned a C+ (scored 15/20) 75 - 79% 3 out of 8(37.5%)-earned a C (scored 14/20) 70-74%	No. The SLO statement doesn't need revision.		Approved

Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Project - Group	Students will create a portfolio of 20 QPFs (Quality Pedagogy Framework) for the subject areas of ELA, Math, Social Studies , Science and Health . In pairs , students will teach one of the Learning plans in an elementary classroom for a week , and identify the scaffolding of learning that is taking place through video recordings in the classroom .Students will be assessed on their written learning plans and the teaching of one of the learning plan in an elementary classroom . The rubric used will be out of 100.	Benchmark Not Met	The assessment was 65.5% successful only as five(5) of the eight (8)students gained 75% (15/20) or better in their individual project. While 3 scored less than 75% of the benchmark Therefore, the benchmark was NOT MET this Fall 2023 . A breakdown of 8 students who met and exceeded the benchmark is as follows, 1 out of 8(12.5%)-earned an A, 90-100% 2 out of 8(25%) -earned a B+,85-89% 2 out of 8(25%) - earned a B (scored 16/20)), 80-84% No student earned a C+ (scored 15/20) 75 - 79% 3 out of 8(37.5%)-earned a C (scored 14/20) 70-74% Benchmark was NOT MET 65.5% only of the 8 students scored in the 15/20 or better 35.5%- did not meet the benchmark	No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Skill Performance	Students will create a portfolio of 20 QPFs (Quality Pedagogy Framework) for the subject areas of ELA, Math, Social Studies , Science and Health . In pairs , students will teach one of the Learning plans in an elementary classroom for a week , and identify the scaffolding of learning that is taking place through video recordings in the classroom .Students will be assessed on their written learning plans and the teaching of one of the learning plan in an elementary classroom . The rubric used will be out of 100.				

Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Project - Individual	To create and teach a portfolio of 5 Learning Plans (QPFs) and identify 4 areas where you have scaffold learning in one of the QPFs. Write a 250 words essay by: 1. Evaluating the impact of each scaffold on students learning 2. Give examples and evidence of the four scaffolds identified 3. Share your takeaway as a teacher from scaffolding 4. Include four citations and in-text citations of educationists who supported the idea of scaffolding related to your presentations
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Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Project - Group	To create and teach a portfolio of 5 Learning Plans (QPFs) and identify 4 areas where you have scaffold learning in one of the QPFs. Write a 250 words essay by: 1. Discussing what scaffolding is in teaching 2. Evaluating the impact of each scaffold on students learning 3. Give examples and evidence of the four scaffolds identified in one of your teaching 4. Share your takeaway as a teacher from scaffolding 5. Include four citations and in-text citations of educationists who supported the idea of scaffolding in Learning Plans for Teaching in Elementary schools.
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Program (EDU) - Elementary Education BA	EDU 416	SLO 3_Scaffolding of Learning	Project - Individual	To create and teach a portfolio of 5 Learning Plans (QPFs) and identify 4 areas where you have scaffold learning in one of the QPFs. Write a 250 words essay by: 1. Discussing what scaffolding is in teaching 2. Evaluating the impact of each scaffold on students learning 3. Give examples and evidence of the four scaffolds identified in one of your teaching 4. Share your takeaway as a teacher from scaffolding 5. Include four citations and in-text citations of educationists who supported the idea of scaffolding in Learning Plans for Teaching in Elementary schools.					
Program (GE) - General Education	SOC 130	SLO 3_Social Study Methods	Written Assignment or Essay	Assignment: Identify your research area: Proposal 1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and / or better or they think it 's important to share it with the world. The Students have to describe the topic as precisely as they can and highlight what they find special about it . This first step will developed during the semester to a research proposal. 2. the research proposal must include the following features: a. Hypothesis; b. Research methodology and design c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics. The students will present their papers and another student will do a review and present their feedback . Presentations and final documents will be graded . (VUriona)	Benchmark Met	75 % of the Students in this class met this goal and scored a C grade or better, 25% not	Yes. The SLO statement needs revision.	Well done.	Approved

Program (LA) - Liberal Arts AA	SOC 130	SLO 3_Social Study Methods	Written Assignment or Essay	Assignment: Identify your research area: Proposal 1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and / or better or they think it ' s important to share it with the world. The Students have to describe the topic as precisely as they can and highlight what they find special about it . This first step will developed during the semester to a research proposal. 2. the research proposal must include the following features: a. Hypothesis; b. Research methodology and design c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics. The students will present their papers and another student will do a review and present their feedback . Presentations and final documents will be graded . (VUriona)	Benchmark Met	75 % of the Students in this class met this goal and scored a C grade or better, 25% not	Yes. The SLO statement needs revision.	Well done.	Approved
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Program (NURS) - Nursing AS	SOC 130	SLO 3_Social Study Methods	Written Assignment or Essay	Assignment: Identify your research area: Proposal 1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and / or better or they think it ' s important to share it with the world. The Students have to describe the topic as precisely as they can and highlight what they find special about it . This first step will developed during the semester to a research proposal. 2. the research proposal must include the following features: a. Hypothesis; b. Research methodology and design c. Literature review; and d. Awareness of the American Sociological Association's Code of Ethics. The students will present their papers and another student will do a review and present their feedback . Presentations and final documents will be graded . (VUriona)	Benchmark Met	75 % of the Students in this class met this goal and scored a C grade or better, 25% not	Yes. The SLO statement needs revision.	Well done.	Approved
Program (LA) - Liberal Arts AA	NURS 256	SLO 3_Therapeutic Communication Techniques	Skill Performance	After students are taught in class, they will be given scenario to apply therapeutic communication skills technique, this they will role play to apply the therapeutic technique appropriate to the scenario given.A check list will be used to assess the performance.	Benchmark Met	Students participated on each scenario assigned to, to deliver effective Therapeutic Communication Skills in role play.	No. The SLO statement doesn't need revision.		Approved
Program (NURS) - Nursing AS	NURS 256	SLO 3_Therapeutic Communication Techniques	Skill Performance	After students are taught in class, they will be given scenario to apply therapeutic communication skills technique, this they will role play to apply the therapeutic technique appropriate to the scenario given.A check list will be used to assess the performance.	Benchmark Met	Students participated on each scenario assigned to, to deliver effective Therapeutic Communication Skills in role play.	No. The SLO statement doesn't need revision.		Approved
Program (GE) - General Education	MAR 101	SLO 3_Translation	Objective Type Exam/Quiz - In Course	Test					

Program (LA) - Liberal Arts AA	MAR 101	SLO 3_Translation	Objective Type Exam/Quiz - In Course	Test						
Program (MAR) - Marshallese Language Arts CCT	MAR 101	SLO 3_Translation	Objective Type Exam/Quiz - In Course	Test						
Program (MAR) - Marshallese Social Studies CCT	MAR 101	SLO 3_Translation	Objective Type Exam/Quiz - In Course	Test						
Program (BUS) - Accounting Clerkship CC	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Compare and Contrast Paper	Benchmark Met	SLO Analysis Assessment Data and Analysis 1) ~~D~~ata Results A) ~~8~~9 total participants. The average of participants was 73% which exceeds the benchmark. B) ~~5~~3 participants (76%) achieved the required benchmark. 15 participants (24%) were below the required benchmark. 2) ~~A~~nalysis A) ~~S~~tudents who were able to meet the benchmark took advantage or peer review and made required changes to the assignment. Students who did not meet the benchmark often did not participate in peer review or did not make changes to the final draft. B) ~~S~~tudents reported they were able to connect with the topics of the assignment and move from personal opinions to researched ideas. 3) ~~A~~ction A) ~~S~~tudents should be reminded of the need for participation in peer reviews. As the benchmarks were made, no formal action is needed for this assignment.	Va Savu	No. The SLO statement doesn't need revision.	I recommend using graphs to better visualize results and also to disaggregate data by gender and location to increase quality of data. It seems basic and it is very succinct but unlike the ENG105 assessment that Kirk did, this is not as descriptive but nevertheless provides the essential elements (e.g. Qualitative and Quantitative data).	Approved

Program (BUS) - Accounting Clerkship CC	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Compare and Contrast Paper	Benchmark Met	The benchmark was met with a 71%. The total number of participants was 43. It must be noted that there were sections where the benchmark was not met. The essay in questions was the culmination of several assignments. Students with poor attendance were not able to follow the process even though all parts of the assignments had drafts, revisions, and final versions. It is interesting that the AP section had the highest success rate.	Va Savu	No. The SLO statement doesn't need revision.	Approved
				For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.					
				Style "The essay should have a clear introduction, body, and conclusion "The essay should have a thesis statement in the introduction "The essay should have at least 4 paragraphs of the body "The essay should include at least two direct quotes from your sources and two indirect quotes. "The essay should include a correct Works Cited page		Grade A Gender M Location Uliga			
				Mechanics "Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper "The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) "The essay should be titled (something other than Compare and Contrast is necessary) "Write in paragraph form "Be sure to use a spelling and grammar check "Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch		Football vs. America Football It isn't the mountains ahead to climb that wear you out, it's the pebble in your shoe said by Muhamad Ali. Sports has become an impact around the world. They are the reason most countries unify together to enjoy family, friends time and watch a good equal game, other than going to wars. Sports speaks a language where youths would understand. Even though people may have many disagreements, sports will bring the joy and fun out of everyone playing and watching. Soccer, being called by the Americans, Canadians, and a few other countries, is the most loved sports around the world ranking as number one. American football, on the other hand, is the most popular sport in America and other countries as well. Both sports bring peace to youths as well as to many countries. Soccer and American football share a handful of similarities but have numerous differences. The way both sports are played and the rules they have to the amount of players and roles of each player. One of the differences between the two sports is the way the game is being played. According to an article by BYJU, they stated that In American Football, the objective is score points. However, in Soccer, the objective is to score a goal. Each player has a role to attack and/or defend. The goalkeeper is the only person on the field that stands by the goal trying to prevent the opposing team from scoring a goal. In American football, teams take turns to attack			

Program (GE) - General Education	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Compare and Contrast Paper	Benchmark Met	SLO Analysis Assessment Data and Analysis	Va Savu	No. The SLO statement doesn't need revision.	I recommend using graphs to better visualize results and also to disaggregate data by gender and location to increase quality of data. It seems basic and it is very succinct but unlike the ENG105 assessment that Kirk did, this is not as descriptive but nevertheless provides the essential elements (e.g. Qualitative and Quantitative data).	Approved
				For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.		1) ~~D~~ ata Results A) ~~6~~ 9 total participants. The average of participants was 73% which exceeds the benchmark. B) ~~5~~ 3 participants (76%) achieved the required benchmark. 15 participants (24%) were below the required benchmark. 2) ~~A~~ nalysis A) ~~S~~ tudents who were able to meet the benchmark took advantage or peer review and made required changes to the assignment. Students who did not meet the benchmark often did not participate in peer review or did not make changes to the final draft. B) ~~S~~ tudents reported they were able to connect with the topics of the assignment and move from personal opinions to researched ideas. 3) ~~A~~ ction A) ~~S~~ tudents should be reminded of the need for participation in peer reviews. As the benchmarks were made, no formal action is needed for this assignment.				
				Style "The essay should have a clear introduction, body, and conclusion "The essay should have a thesis statement in the introduction "The essay should have at least 4 paragraphs of the body "The essay should include at least two direct quotes from your sources and two indirect quotes. "The essay should include a correct Works Cited page						
				Mechanics "Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper "The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) "The essay should be titled (something other than Compare and Contrast is necessary) "Write in paragraph form "Be sure to use a spelling and grammar check "Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch						

Program (GE) - General Education	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Compare and Contrast Paper	Benchmark Met	The benchmark was met with a 71%. The total number of participants was 43. It must be noted that there were sections where the benchmark was not met. The essay in questions was the culmination of several assignments. Students with poor attendance were not able to follow the process even though all parts of the assignments had drafts, revisions, and final versions. It is interesting that the AP section had the highest success rate.	Va Savu	No. The SLO statement doesn't need revision.	Approved
				For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.					
				Style "The essay should have a clear introduction, body, and conclusion "The essay should have a thesis statement in the introduction "The essay should have at least 4 paragraphs of the body "The essay should include at least two direct quotes from your sources and two indirect quotes. "The essay should include a correct Works Cited page	Grade A Gender M Location Uliga				
				Mechanics "Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper "The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) "The essay should be titled (something other than Compare and Contrast is necessary) "Write in paragraph form "Be sure to use a spelling and grammar check "Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch	Football vs. America Football It isn't the mountains ahead to climb that wear you out, it's the pebble in your shoe said by Muhamad Ali. Sports has become an impact around the world. They are the reason most countries unify together to enjoy family, friends time and watch a good equal game, other than going to wars. Sports speaks a language where youths would understand. Even though people may have many disagreements, sports will bring the joy and fun out of everyone playing and watching. Soccer, being called by the Americans, Canadians, and a few other countries, is the most loved sports around the world ranking as number one. American football, on the other hand, is the most popular sport in America and other countries as well. Both sports bring peace to youths as well as to many countries. Soccer and American football share a handful of similarities but have numerous differences. The way both sports are played and the rules they have to the amount of players and roles of each player. One of the differences between the two sports is the way the game is being played. According to an article by BYJU, they stated that In American Football, the objective is score points. However, in Soccer, the objective is to score a goal. Each player has a role to attack and/or defend. The goalkeeper is the only person on the field that stands by the goal trying to prevent the opposing team from scoring a goal. In American football, teams take turns to attack				

Program (LA) - Liberal Arts AA	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Compare and Contrast Paper	Benchmark Met	SLO Analysis Assessment Data and Analysis	Va Savu	No. The SLO statement doesn't need revision.	I recommend using graphs to better visualize results and also to disaggregate data by gender and location to increase quality of data. It seems basic and it is very succinct but unlike the ENG105 assessment that Kirk did, this is not as descriptive but nevertheless provides the essential elements (e.g. Qualitative and Quantitative data).	Approved
				For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.		1) ~~D~~ ata Results A) ~~6~~ 9 total participants. The average of participants was 73% which exceeds the benchmark. B) ~~5~~ 3 participants (76%) achieved the required benchmark. 15 participants (24%) were below the required benchmark. 2) ~~A~~ nalysis A) ~~S~~ tudents who were able to meet the benchmark took advantage or peer review and made required changes to the assignment. Students who did not meet the benchmark often did not participate in peer review or did not make changes to the final draft. B) ~~S~~ tudents reported they were able to connect with the topics of the assignment and move from personal opinions to researched ideas. 3) ~~A~~ ction A) ~~S~~ tudents should be reminded of the need for participation in peer reviews. As the benchmarks were made, no formal action is needed for this assignment.				
				Style "The essay should have a clear introduction, body, and conclusion "The essay should have a thesis statement in the introduction "The essay should have at least 4 paragraphs of the body "The essay should include at least two direct quotes from your sources and two indirect quotes. "The essay should include a correct Works Cited page						
				Mechanics "Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper "The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) "The essay should be titled (something other than Compare and Contrast is necessary) "Write in paragraph form "Be sure to use a spelling and grammar check "Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch						

Program (LA) - Liberal Arts AA	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Compare and Contrast Paper	Benchmark Met	The benchmark was met with a 71%. The total number of participants was 43. It must be noted that there were sections where the benchmark was not met. The essay in questions was the culmination of several assignments. Students with poor attendance were not able to follow the process even though all parts of the assignments had drafts, revisions, and final versions. It is interesting that the AP section had the highest success rate.	Va Savu	No. The SLO statement doesn't need revision.	Approved
				For this assignment, students will have three to four pages (3-4) to write a compare and contrast essay, ensuring that they are clearly comparing and contrasting (writing clear similarities and differences), rather than simply describing the two subjects.					
				Style "The essay should have a clear introduction, body, and conclusion "The essay should have a thesis statement in the introduction "The essay should have at least 4 paragraphs of the body "The essay should include at least two direct quotes from your sources and two indirect quotes. "The essay should include a correct Works Cited page	Grade A Gender M Location Uliga				
				Mechanics "Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) and double space your paper "The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) "The essay should be titled (something other than Compare and Contrast is necessary) "Write in paragraph form "Be sure to use a spelling and grammar check "Check for other mechanical/technical, spelling, grammar, and punctuation mistakes the spelling and grammar check did not catch	Football vs. America Football It isn't the mountains ahead to climb that wear you out, it's the pebble in your shoe said by Muhamad Ali. Sports has become an impact around the world. They are the reason most countries unify together to enjoy family, friends time and watch a good equal game, other than going to wars. Sports speaks a language where youths would understand. Even though people may have many disagreements, sports will bring the joy and fun out of everyone playing and watching. Soccer, being called by the Americans, Canadians, and a few other countries, is the most loved sports around the world ranking as number one. American football, on the other hand, is the most popular sport in America and other countries as well. Both sports bring peace to youths as well as to many countries. Soccer and American football share a handful of similarities but have numerous differences. The way both sports are played and the rules they have to the amount of players and roles of each player. One of the differences between the two sports is the way the game is being played. According to an article by BYJU, they stated that In American Football, the objective is score points. However, in Soccer, the objective is to score a goal. Each player has a role to attack and/or defend. The goalkeeper is the only person on the field that stands by the goal trying to prevent the opposing team from scoring a goal. In American football, teams take turns to attack				

Program (MART) - Standards for Training, Certification and Watchkeeping (STCW) Certificate	MART 070	SLO 4_Being Effective and Responsible	Objective Type Exam/Quiz - Standardized	For each students to successfully pass module Assessment, each student must complete all events so each can be assessed: competent / not yet competent. The specific learning outcome was assessed through a written assessment consisting of 29 multiple questions A-D.	Benchmark Met	All 15 students(100% PASSES) in the Final Assessment test for Personal health and safety responsibilities. All students attendance in class lectures was excellent during 20 hours of class lectures and simulations. Issuing of STCW Trainees guide textbook was proved very helpful for students to do their extra studies at homes after hours. And having all STCW students accommodated at the Maritime Training center at Arak campus had helped our students much where they have a lot of space and time to concentrate on their school work and not to be bothered by other family members if they stayed at their own homes.	No. The SLO statement doesn't need revision.	All the students passed. This is due to attending classes on time, doing the assigned home work or classwork. Also, attending the class simulations to further reinforce what was taught. The course slos are still developing according to our rubrics.	Approved
Program (ABE) - Adult Basic Education	REA 010	SLO 4_Common Documents	Objective Type Exam/Quiz - In Course	Formative Assessment-By Moarieta lentaake The assessment tool will be a formative assessment tool that include an analysis of the results of the test for topic 4 - Lesson 1.4: Workplace Documents	Benchmark Met	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	No. The SLO statement doesn't need revision.		Approved

Program (ABE) - Adult REA 010 Basic Education	SLO 4_Common Documents	Objective Type Exam/Quiz - In Course	Formative Assessment-By Moarieta Ientaaake The assessment tool will be a formative assessment tool that include an analysis of the results of the test for topic 4 - Lesson 1.4: Workplace Documents	Benchmark Not Met	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% The table shown below shows some of the details of the benchmark analysis for the SLO 1.4 for each section separately. It is evident that the Benchmark for this SLO#1.4 is not met due to various complicating factors such as lack of Reading Specialist for level 1, lack of reading resources, and poor attendance. Even though we have tutorials offered after hours, the tutor himself is not a certified reading specialist and he has been concentrating mostly on writing. These issues could be subject of further analysis in the next cycle.	No. The SLO statement doesn't need revision.	Approved
Program (ABE) - Adult REA 010 Basic Education	SLO 4_Common Documents	Objective Type Exam/Quiz - In Course	The assessment tool will be a formative assessment tool that include an analysis of the results of the test for topic 4 - Lesson 1.4: Workplace Documents (Neine Rear)				

Program (MSCI) - Marine Science CCT	MSC 113	SLO 4_Diving Equipment Problems	Observation	Assessment Type: Skill performance Assessment tool (Plan) Students were asked to assemble and dissemble their scuba gear. Students were visually assed based on their ability to assemble the entire set of gear. A rubric was used to record the completion of the task.	Benchmark Met	Assessment Data and Analysis 1. Data results There were 8 students registered for MSC-113 on the fall of 2023. There were 7 participants in the SLO activity for MSC-113 in the Fall of 2023. All seven student passed the SLO with 100%. The benchmark for the course was met with 100% pass rate. The only student that did not meet the benchmark did not attempt the activity and was not present in any classes following first two classes. 2. Analysis All the students met the benchmark because the SLO is an essential act in becoming a qualified Scuba Diver. Thus, it was taught in lecture as well as in hands on class and lab sessions. The only student that did not reach the benchmark was not present and did not attempt the SLO, thus is not included in the overall benchmark percentage. Student really enjoyed this SLO because it gives them hand on experience in practice working with scuba gear. Additionally, students mentioned they enjoyed the SLO and course because it is a practical skill that they will keep with themselves the rest of their lives. Additionally, this course allows student to connect and interact with the underwater world which is essential for marine science students.	Kendal Romany	No. The SLO statement doesn't need revision.	Well-develop, in terms of analysis of assessment tool, whereas its appears to be very appropriate for the SLO Assessment.	Approved
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Program (GE) - General Education	PI 122	SLO 4_Economic Development vs Political Independence	Written Assignment or Essay	Examine and evaluate good governance by evaluating political statuses that have evolved over the century to lead up to the present situation. a. Comparing the political development and the concept of nation as it relates to the Pacific region b. Comparing the relationship between economic development and independence. Approved by CAC on October 14, 2009 Students will write a short essay describing the political status of a Pacific Island nation (e.g. RMI/COFA, Hawaii/State, Guam/Territory, Independent/Fiji), or the Pacific at large to assess whether they view it as sustainable considering the fact that food independence is political independence. Students will be measured via a holistic rubric. Basically, students will Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates	Benchmark Met	Out of 37 PI122 students, 19 chose to participate in the short essay assessment exercise. However, 100% of students passed with a 70 percent or higher by responding and communicating their viewpoints using the materials learnt in class. 33.33% (2) of PI122-1 participants were female and 66.67% (6) were male. In a striking contrast, 4 (36.37%) of PI122-2 students were male and 7 (63.63%) were girls. In total 9 out 19 of the participants were female showcasing female representation at 47.63% through 9 girls and 11 boys. The data is reflected in a much fuller narrative through the graphs below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Essay was an easy passable item because it was supplemented by lectures, video content, and reading assignments that supplemented student understanding.	No. The SLO statement doesn't need revision. Has qualitative and quantitative data. Approved
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Program (LA) - Liberal Arts AA	PI 122	SLO 4_Economic Development vs Political Independence	Written Assignment or Essay	Examine and evaluate good governance by evaluating political statuses that have evolved over the century to lead up to the present situation. a. Comparing the political development and the concept of nation as it relates to the Pacific region b. Comparing the relationship between economic development and independence. Approved by CAC on October 14, 2009 Students will write a short essay describing the political status of a Pacific Island nation (e.g. RMI/COFA, Hawaii/State, Guam/Territory, Independent/Fiji), or the Pacific at large to assess whether they view it as sustainable considering the fact that food independence is political independence. Students will be measured via a holistic rubric. Basically, students will Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates	Benchmark Met	Out of 37 PI122 students, 19 chose to participate in the short essay assessment exercise. However, 100% of students passed with a 70 percent or higher by responding and communicating their viewpoints using the materials learnt in class. 33.33% (2) of PI122-1 participants were female and 66.67% (6) were male. In a striking contrast, 4 (36.37%) of PI122-2 students were male and 7 (63.63%) were girls. In total 9 out of 19 of the participants were female showcasing female representation at 47.63% through 9 girls and 11 boys. The data is reflected in a much fuller narrative through the graphs below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Essay was an easy passable item because it was supplemented by lectures, video content, and reading assignments that supplemented student understanding.	No. The SLO statement doesn't need revision.	Has qualitative and quantitative data.	Approved
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Program (MAR) - Marshallese Social Studies CCT	PI 122	SLO 4_Economic Development vs Political Independence	Written Assignment or Essay	Examine and evaluate good governance by evaluating political statuses that have evolved over the century to lead up to the present situation. a. Comparing the political development and the concept of nation as it relates to the Pacific region b. Comparing the relationship between economic development and independence. Approved by CAC on October 14, 2009 Students will write a short essay describing the political status of a Pacific Island nation (e.g. RMI/COFA, Hawaii/State, Guam/Territory, Independent/Fiji), or the Pacific at large to assess whether they view it as sustainable considering the fact that food independence is political independence. Students will be measured via a holistic rubric. Basically, students will Compare the relationship between economic development and political independence to understand how economic self-sufficiency operates	Benchmark Met	Out of 37 PI122 students, 19 chose to participate in the short essay assessment exercise. However, 100% of students passed with a 70 percent or higher by responding and communicating their viewpoints using the materials learnt in class. 33.33% (2) of PI122-1 participants were female and 66.67% (6) were male. In a striking contrast, 4 (36.37%) of PI122-2 students were male and 7 (63.63%) were girls. In total 9 out 19 of the participants were female showcasing female representation at 47.63% through 9 girls and 11 boys. The data is reflected in a much fuller narrative through the graphs below. There was a high degree of absenteeism after midterm coupled with losing momentum after spring break and COVID-19 and flu breakout with my students. Essay was an easy passable item because it was supplemented by lectures, video content, and reading assignments that supplemented student understanding.	No. The SLO statement doesn't need revision.	Has qualitative and quantitative data. Approved
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Program (BUS) - Accounting Clerkship CC	ETH 101	SLO 4_Ethical Decision Making	Written Assignment or Essay	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 be able to formulate their own approach in ethical decision making.	Benchmark Met	96% (24 out of 25 students) earned 70% or higher. 12 students did not do the paper. 100% (13 out of 14) of females earned more than 70%; 100% (11 out of 11) of males earned more than 70%. Students did an excellent job, and this was, once again, the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.	No. The SLO statement doesn't need revision.	Good job.	Approved
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Program (BUS) - Accounting Clerkship CC	ETH 101	SLO 4_Ethical Decision Making	Written Assignment or Essay	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 be able to formulate their own approach in ethical decision making.	Benchmark Met	100% (24 out of 24 students) earned 70% or higher. 14 students did not do the paper. 100% (15 out of 15) of females earned more than 70%; 100% (9 out of 9) of males earned more than 70%. Students did an excellent job, and this was the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.	No. The SLO statement doesn't need revision.	The quantitative data doesn't read well. It should say out of the students that participated, 100 percent passed with a 70 percent or higher to showcae the 14 students who didn't do the paper. It's too brief and vague. Its vital to put the supporting documents of the 6 questions posed also and the rubric. However, the essentials are there.	Approved
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Program (GE) - General Education	ETH 101	SLO 4_Ethical Decision Making	Written Assignment or Essay	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 be able to formulate their own approach in ethical decision making.	Benchmark Met	96% (24 out of 25 students) earned 70% or higher. 12 students did not do the paper. 100% (13 out of 14) of females earned more than 70%; 100% (11 out of 11) of males earned more than 70%. Students did an excellent job, and this was, once again, the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.	No. The SLO statement doesn't need revision.	Good job.	Approved
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Program (GE) - General Education	ETH 101	SLO 4_Ethical Decision Making	Written Assignment or Essay	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 be able to formulate their own approach in ethical decision making.	Benchmark Met	100% (24 out of 24 students) earned 70% or higher. 14 students did not do the paper. 100% (15 out of 15) of females earned more than 70%; 100% (9 out of 9) of males earned more than 70%. Students did an excellent job, and this was the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.	No. The SLO statement doesn't need revision.	The quantitative data doesn't read well. It should say out of the students that participated, 100 percent passed with a 70 percent or higher to showcae the 14 students who didn't do the paper. It's too brief and vague. Its vital to put the supporting documents of the 6 questions posed also and the rubric. However, the essentials are there.	Approved
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Program (LA) - Liberal Arts AA	ETH 101	SLO 4_Ethical Decision Making	Written Assignment or Essay	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 be able to formulate their own approach in ethical decision making.	Benchmark Met	96% (24 out of 25 students) earned 70% or higher. 12 students did not do the paper. 100% (13 out of 14) of females earned more than 70%; 100% (11 out of 11) of males earned more than 70%. Students did an excellent job, and this was, once again, the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.	No. The SLO statement doesn't need revision.	Good job.	Approved
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Program (LA) - Liberal Arts AA	ETH 101	SLO 4_Ethical Decision Making	Written Assignment or Essay	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 be able to formulate their own approach in ethical decision making.	Benchmark Met	100% (24 out of 24 students) earned 70% or higher. 14 students did not do the paper. 100% (15 out of 15) of females earned more than 70%; 100% (9 out of 9) of males earned more than 70%. Students did an excellent job, and this was the most successful SLO to date. Students had to write a class reflection paper at the end of the semester that answered various questions about their ethical views at the end of the class, and all of the students wrote at least a paragraph addressing each of the six questions that were given on the rubric. So long that the responses were thoughtful and answered all the questions as given on the rubric, the student would pass with at least a 75%. I will redo this SLO again in the future.	No. The SLO statement doesn't need revision.	The quantitative data doesn't read well. It should say out of the students that participated, 100 percent passed with a 70 percent or higher to showcae the 14 students who didn't do the paper. It's too brief and vague. Its vital to put the supporting documents of the 6 questions posed also and the rubric. However, the essentials are there.	Approved
Program (ABE) - Adult Basic Education	SCI 030	SLO 4_Foundation s of Life	Project - Group	Students will be grouped in threes and will work on models and presentations using the tool of their choice (either poster or power point) to organize their ideas and to identify the plant and animal cells, simple organisms, invertebrates and vertebrates with a rubric to guide them (TK).					
Program (EDU) - Elementary Education AS	MAR 140	SLO 4_Logistics	Written Assignment or Essay	Propose for a Bill	Benchmark Not Met	80% of students participated achieved a 70%	Yes. The SLO statement needs revision.		Approved
Program (GE) - General Education	MAR 140	SLO 4_Logistics	Written Assignment or Essay	Propose for a Bill	Benchmark Not Met	80% of students participated achieved a 70%	Yes. The SLO statement needs revision.		Approved

Program (LA) - Liberal Arts AA	MAR 140	SLO 4_Logistics	Written Assignment or Essay	Propose for a Bill	Benchmark Not Met	80% of students participated achieved a 70%		Yes. The SLO statement needs revision.	Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 140	SLO 4_Logistics	Written Assignment or Essay	Propose for a Bill	Benchmark Not Met	80% of students participated achieved a 70%		Yes. The SLO statement needs revision.	Approved
Program (MART) - SPC Basic Fisheries Observer (OBS) Certificate	MART 090	SLO 4_Management Systems	Objective Type Exam/Quiz - Standardized	Assessment is carried out in classroom environment and duration of 90 minutes is maximum time allowed to completed the Scenario test. Student were given a scenario of an observer trip on a purse seine vessel, and instructed to extract the informations in the scenario and fill up the Purse seine PS 1 form. The details required to be captured in the PS-1 form are Vessel Characteristics, vessel particulars, vessel electronics , main Fishing gears, Crews list and others data fields that are required on the PS-1 form. (John Still Villi)	Benchmark Met	There were 13 students who took the exams, 12 participants out of 13 or 92% passed the test while only one or 8% failed. Therefore. the benchmark was exceeded. Majority of the students passed the test because they were attending all lectures classes in time and also they have the average reading skills that enable them to understand the lessons The only student that failed the test was the one that was constantly absent and somehow disconnected in terms of the lessons taught.		No. The SLO statement doesn't need revision. The students who showed up, attended the lectures and completed assignments scored passing grades. The SLOs are developing according to our set rubrics.	Approved
Program (ABE) - Adult Basic Education	SCI 040	SLO 4_Newton's Laws	Objective Type Exam - Final	After having learned Newton's laws of motion, forces and simple machines, students will take an exam where they will identify Newton's laws of motion as well as forces and machines. The exam will consist of no more than 15 questions. (PO)	Benchmark Met	Out of 41 students, 29 students attempted the quiz. Of the 38 students, 19 students received a A grade, 7 students received a B grade, 1 student received a C grade, 1 student received a D grade, and 1 student received an F grade. Of the 29 students that attempted the quiz, 27 passed totaling 93% of the participants. Therefore, the benchmark was met.	Patricia Owens-Livai	No. The SLO statement doesn't need revision. The assessment results are very well detailed.	Approved
Program (NURS) - Nursing AS	NURS 260	SLO 4_Nursing Management	Case Study	The students were assigned to present a topic selected on case management and how to manage the case study based on the nursing process. They were assigned to this homework individually Before giving out the assignment, lectures are discuss in the classroom on nursing process and nursing management care.	Benchmark Met	18 students or 70% of the students or class received 90% or better grades.			

Program (BUS) - Business AA	ENG 220	SLO 4_Present Research Results	Written Assignment or Essay 70%	Benchmark Met	The benchmark was met with an average of 85%. The total number of participants was 43. The photo essay is highly effective. The photos result in a large file, so examples have photos made smaller or missing to allow the file to be posted. Grade C Gender F Location Uliga Environmental Something that I came up with is about how to improve our society to become healthy in nature. In Marshall Island, there are many kinds of waste that people throw wherever they are and cause damage to the environment. It is important to take care of the environment to protect the plants and animals both land and ocean. People cannot live in the environment if its not wealthy and clean. People in Marshall Island are trying their best to upgrade their skills and knowledge to keep the environment clean and safe. Fig. 1. Kajidrik. Marshall Island Environment. 2023 People want the island to be like this. In figure 1, it shows how clean the Islands would become in the next generation. This place was cleaned by one of the celebrities in Marshall who owns his own business and has a lot of places to live. This man also owns plenty of apartments here in Majuro. He seems to care about Marshall Island because he helps a lot of people with their needs and also helps clean the community since he has machines such as dump trucks, loaders etc&this is one of the photos I took at maan airport (aside of airport). Fig. 2. Kajidrik. Waste. 2023. Something I wanna change in my future generation is to keep the water safe from what humans do to make something like this. In this figure up here, its shown how people throw trash everywhere around Marshall Islands. Another reason why people dont care is because they aren't responsible for cleaning the whole land. However, one of the biggest issues that	No. The SLO statement doesn't need revision.	Approved
Program (BUS) - Business AA	ENG 220	SLO 4_Present Research Results	Written Assignment or Essay 70%				

Program (BUS) - Business AA	ENG 220	SLO 4_Present Research Results	Written Assignment or Essay	ENG220 Photo Essay or Documentary Assignment	Benchmark Met	SLO Analysis Assessment Data and Results 1) ~~D~~ata Results A) ~~80~~ total participants. The average of participants was 80% which exceeds the benchmark. B) ~~77~~ participants (96%) achieved the required benchmark. 3 participants (4%) were below the required benchmark. 2) ~~A~~nalysis A) ~~S~~tudents were able to meet the benchmark, in part, as the assignment required use of simple technology: a cell phone with a camera. Students who were unsure how to put photos in a Word document found advice readily available at CMI. B) ~~S~~tudents, although uncertain at first, were able to make a connection between a current form of expression and traditional Marshallese culture. C) ~~S~~tudents who did not meet the benchmark missed class lectures and failed to follow written directions and examples on Moodle. 3) ~~A~~ction The success of the assignment points to the words in the course title “Writing Research Papers” to have wider meanings. Both “writing” and “research” can be taught and demonstrated in assignments in non-traditional ways. Further discussions on methodologies used will take place between instructors prior to next semester. Please refer to Google Drive folder in the link below for samples. https://drive.google.com/drive/folders/1VLauIjAvUoo65E57kOCb2vQQEW1o7AW0?usp=drive_link	No. The SLO statement doesn't need revision.	It seems very well put and I do agree with follow up actions on data disaggregation and use visuals aids via graphs .	Approved
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Program (LA) - Liberal Arts AA	ENG 220	SLO 4_Present Research Results	Written Assignment or Essay	70%	Benchmark Met	The benchmark was met with an average of 85%. The total number of participants was 43. The photo essay is highly effective. The photos result in a large file, so examples have photos made smaller or missing to allow the file to be posted. Grade C Gender F Location Uliga Environmental Something that I came up with is about how to improve our society to become healthy in nature. In Marshall Island, there are many kinds of waste that people throw wherever they are and cause damage to the environment. It is important to take care of the environment to protect the plants and animals both land and ocean. People cannot live in the environment if its not wealthy and clean. People in Marshall Island are trying their best to upgrade their skills and knowledge to keep the environment clean and safe. Fig. 1. Kajidrik. Marshall Island Environment. 2023 People want the island to be like this. In figure 1, it shows how clean the Islands would become in the next generation. This place was cleaned by one of the celebrities in Marshall who owns his own business and has a lot of places to live. This man also owns plenty of apartments here in Majuro. He seems to care about Marshall Island because he helps a lot of people with their needs and also helps clean the community since he has machines such as dump trucks, loaders etc&this is one of the photos I took at maan airport (aside of airport). Fig. 2. Kajidrik. Waste. 2023. Something I wanna change in my future generation is to keep the water safe from what humans do to make something like this. In this figure up here, its shown how people throw trash everywhere around Marshall Islands. Another reason why people dont care is because they aren't responsible for cleaning the whole land. However, one of the biggest issues that	No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA	ENG 220	SLO 4_Present Research Results	Written Assignment or Essay	70%				

Program (LA) - Liberal Arts AA	ENG 220	SLO 4_Present Research Results	Written Assignment or Essay	ENG220 Photo Essay or Documentary Assignment	Benchmark Met	SLO Analysis Assessment Data and Results 1) ~~D~~ ata Results A) ~~80~~ total participants. The average of participants was 80% which exceeds the benchmark. B) ~~77~~ participants (96%) achieved the required benchmark. 3 participants (4%) were below the required benchmark. 2) ~~A~~ nalysis A) ~~S~~ tudents were able to meet the benchmark, in part, as the assignment required use of simple technology: a cell phone with a camera. Students who were unsure how to put photos in a Word document found advice readily available at CMI. B) ~~S~~ tudents, although uncertain at first, were able to make a connection between a current form of expression and traditional Marshallese culture. C) ~~S~~ tudents who did not meet the benchmark missed class lectures and failed to follow written directions and examples on Moodle. 3) ~~A~~ ction The success of the assignment points to the words in the course title “Writing Research Papers” to have wider meanings. Both “writing” and “research” can be taught and demonstrated in assignments in non-traditional ways. Further discussions on methodologies used will take place between instructors prior to next semester. Please refer to Google Drive folder in the link below for samples. https://drive.google.com/drive/folders/1VLauljAvUoo65E57kOCb2vQQEW1o7AW0?usp=drive_link	No. The SLO statement doesn't need revision.	It seems very well put and I do agree with follow up actions on data disaggregation and use visuals aids via graphs .	Approved
				For this assignment Students will create an essay using no less than six photos that students will take yourself. Please follow the following guidelines. "The essay will be on the topic Students have chosen for the term. "The photos will work together to tell a story that viewers can follow. "You can decide if students want to tell a large story or a smaller section of a larger story. "Students will begin with a thesis statement. "Students will then have at least six photos. The photos can be of various sizes as, like written paragraphs, they can vary in importance and content. "After the photos, students will have a short paragraph telling your intention of the photos followed by a concluding statement. "Students are also required to have correct MLA citation and a Works Cited for the photos. "During the week when submission is due, students will be required to post two photos on a Discussion Forum on Moodle before the end of Tuesday. From Wednesday to Friday, students will comment on other students photos. This way, we can see if the messages in the photos are being understood without explanation.					

Program (NURS) - Nursing AS	NURS 120	SLO 4_Principles of Pathophysiolo gy	Written Assignment or Essay	Before the end of this semester (Spring 23), the students will be able to received 70%-100% on the written assignment; The objective of the assignment is for the students to selected a medical condition out of those studied in class to write up a paper that will explain the cause, the description of the condition, and the signs and symptoms of the condition. The paper will be prorated base the grading created by instructor; see attachment
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Program (NURS) - Public Health CCT	NURS 120	SLO 4_Principles of Pathophysiolo gy	Written Assignment or Essay	Before the end of this semester (Spring 23), the students will be able to received 70%-100% on the written assignment; The objective of the assignment is for the students to selected a medical condition out of those studied in class to write up a paper that will explain the cause, the description of the condition, and the signs and symptoms of the condition. The paper will be prorated base the grading created by instructor; see attachment
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Program (EDU) - Elementary Education AS	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students' prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 15 students enrolled in the EDU 211 DE Spring 2023 Class There were 3 males and 12 females. 4 students attended the class on Zoom. 3 students (2 males and 1 female) were from Wotje and 1 female student from Ebeye. 11 students attended face to face class in Uliga Campus. The benchmark for SLO#4 is that 75% (11 students) of the students will complete the required assignment for SLO#4. 13 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. One student went off island and did not return. The other student did not submit the assignment. Analysis was also carried out on the students knowledge on activating prior knowledge strategies which is an important component in lesson planning. The students were classified into three categories- Basic, Developing and Proficient	Rosie Koroi	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education AS	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 13students enrolled in the EDU 211 DE Spring 2023 Class There were 2 males and 8 females. The 8 students attended classes through the face to face mode. The benchmark for SLO#4 is that 75% (10 students) of the students will complete the required assignment for SLO#4. 11 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. The two students were older students and found challenges in the assignment. The other student did not submit the assignment. Analysis was also carried out on the student's knowledge on activating prior knowledge strategies which is an important component in lesson planning. The 11 students who completed the assignment were also taking education courses that taught activities based on prior knowledge experience, which gave them more understanding on the importance of prior knowledge experiences in learning. The two older students found the course challenging as it was the first time I taught the course as an 8 weeks class.	No. The SLO statement doesn't need revision.	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
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Program (EDU) - Elementary Education BA	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students' prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 15 students enrolled in the EDU 211 DE Spring 2023 Class There were 3 males and 12 females. 4 students attended the class on Zoom. 3 students (2 males and 1 female) were from Wotje and 1 female student from Ebeye. 11 students attended face to face class in Uliga Campus. The benchmark for SLO#4 is that 75% (11 students) of the students will complete the required assignment for SLO#4. 13 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. One student went off island and did not return. The other student did not submit the assignment. Analysis was also carried out on the students knowledge on activating prior knowledge strategies which is an important component in lesson planning. The students were classified into three categories- Basic, Developing and Proficient	Rosie Koroi	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education BA	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 13students enrolled in the EDU 211 DE Spring 2023 Class There were 2 males and 8 females. The 8 students attended classes through the face to face mode. The benchmark for SLO#4 is that 75% (10 students) of the students will complete the required assignment for SLO#4. 11 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. The two students were older students and found challenges in the assignment. The other student did not submit the assignment. Analysis was also carried out on the student's knowledge on activating prior knowledge strategies which is an important component in lesson planning. The 11 students who completed the assignment were also taking education courses that taught activities based on prior knowledge experience, which gave them more understanding on the importance of prior knowledge experiences in learning. The two older students found the course challenging as it was the first time I taught the course as an 8 weeks class.	No. The SLO statement doesn't need revision.	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
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Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students' prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 15 students enrolled in the EDU 211 DE Spring 2023 Class There were 3 males and 12 females. 4 students attended the class on Zoom. 3 students (2 males and 1 female) were from Wotje and 1 female student from Ebeye. 11 students attended face to face class in Uliga Campus. The benchmark for SLO#4 is that 75% (11 students) of the students will complete the required assignment for SLO#4. 13 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. One student went off island and did not return. The other student did not submit the assignment. Analysis was also carried out on the students knowledge on activating prior knowledge strategies which is an important component in lesson planning. The students were classified into three categories- Basic, Developing and Proficient	Rosie Koroi	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 13students enrolled in the EDU 211 DE Spring 2023 Class There were 2 males and 8 females. The 8 students attended classes through the face to face mode. The benchmark for SLO#4 is that 75% (10 students) of the students will complete the required assignment for SLO#4. 11 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. The two students were older students and found challenges in the assignment. The other student did not submit the assignment. Analysis was also carried out on the student's knowledge on activating prior knowledge strategies which is an important component in lesson planning. The 11 students who completed the assignment were also taking education courses that taught activities based on prior knowledge experience, which gave them more understanding on the importance of prior knowledge experiences in learning. The two older students found the course challenging as it was the first time I taught the course as an 8 weeks class.	No. The SLO statement doesn't need revision.	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
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Program (MAR) - Marshallese Language Arts CCT	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students' prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 15 students enrolled in the EDU 211 DE Spring 2023 Class There were 3 males and 12 females. 4 students attended the class on Zoom. 3 students (2 males and 1 female) were from Wotje and 1 female student from Ebeye. 11 students attended face to face class in Uliga Campus. The benchmark for SLO#4 is that 75% (11 students) of the students will complete the required assignment for SLO#4. 13 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. One student went off island and did not return. The other student did not submit the assignment. Analysis was also carried out on the students knowledge on activating prior knowledge strategies which is an important component in lesson planning. The students were classified into three categories- Basic, Developing and Proficient	Rosie Koroi	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Language Arts CCT	EDU 211	SLO 4_Prior Knowledge	Presentation	SLO #4 Analyze students prior knowledge and the skills required to reach desired student outcomes. Students will create prior knowledge strategies on the skills that elementary students in in selected Math, English, Health, Science and Social Studies topics. . Students will be assessed on their ability to know that different prior knowledge activation strategies will work better in some subjects than others, so it is important for them to know their goals and outcomes in order to choose an appropriate strategy. Students will be assessed on a rubric	Benchmark Met	Analysis of SLO# 4 13students enrolled in the EDU 211 DE Spring 2023 Class There were 2 males and 8 females. The 8 students attended classes through the face to face mode. The benchmark for SLO#4 is that 75% (10 students) of the students will complete the required assignment for SLO#4. 11 students completed the assignment. Therefore, the benchmark was met. 2 students. did not complete the SLO assignment. The two students were older students and found challenges in the assignment. The other student did not submit the assignment. Analysis was also carried out on the student's knowledge on activating prior knowledge strategies which is an important component in lesson planning. The 11 students who completed the assignment were also taking education courses that taught activities based on prior knowledge experience, which gave them more understanding on the importance of prior knowledge experiences in learning. The two older students found the course challenging as it was the first time I taught the course as an 8 weeks class.	No. The SLO statement doesn't need revision.	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
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Program (EDU) - Elementary Education AS	EDU 150	SLO 4_RMI Mathematics Curricula	Skill Performance	Students will implement a math lesson plan that is aligned to RMI math curriculum. 70% of students will be able to implement quality math lesson plan. Students will be assessed during their implementation based on a rubric of 5 elements namely; 1) Organization and Preparation, 2) clarity, 3) creativity and student participation, 4) use of materials and manipulatives, and 5) mastery of content. The scale of the rubric is 1-4 (1 the lowest and 4 the highest) with the total of 20 marks. (Peter Robert)	Peter Robert
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Program (EDU) - Elementary Education BA	EDU 150	SLO 4_RMI Mathematics Curricula	Skill Performance	Students will implement a math lesson plan that is aligned to RMI math curriculum. 70% of students will be able to implement quality math lesson plan. Students will be assessed during their implementation based on a rubric of 5 elements namely; 1) Organization and Preparation, 2) clarity, 3) creativity and student participation, 4) use of materials and manipulatives, and 5) mastery of content. The scale of the rubric is 1-4 (1 the lowest and 4 the highest) with the total of 20 marks. (Peter Robert)	Peter Robert
Program (GE) - General Education	EDU 150	SLO 4_RMI Mathematics Curricula	Skill Performance	Students will implement a math lesson plan that is aligned to RMI math curriculum. 70% of students will be able to implement quality math lesson plan. Students will be assessed during their implementation based on a rubric of 5 elements namely; 1) Organization and Preparation, 2) clarity, 3) creativity and student participation, 4) use of materials and manipulatives, and 5) mastery of content. The scale of the rubric is 1-4 (1 the lowest and 4 the highest) with the total of 20 marks. (Peter Robert)	Peter Robert

Program (EDU) - Elementary Education AS	EDU 285	SLO 4_RWLS Processes	Presentation	Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson.	Benchmark Not Met	The Benchmark Score is 85%, excluding students who didn't turn in the assignment, which is a good result considering the complexity of the Assessment Tool. Overall, the Assessment Tool was too ambitious by a first year instructor. It has been realized that students need more mastery learning in creating the lesson plans, to reinforce how the plan works to drive the learning. The future plan will be to redesign the class to spend more time focusing on Reading and Writing strategies and lesson activities to support the learning and only requiring 2 plans during the semester.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student earning and achievement of outcomes." Clearly reflects SLO assessment plan. Analysis of data results shows BOTH of the following elements-Clearly explains why a certain percentage of students met the benchmark. Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Action shows ALL of the following elements-• Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement(i.e., action closes the loop).	Approved
Program (EDU) - Elementary Education AS	EDU 285	SLO 4_RWLS Processes	Presentation	Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson. Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson.			Kelly Lorraine Sinkey			

Program (EDU) - Elementary Education BA	EDU 285	SLO 4_RWLS Processes	Presentation	Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson.	Benchmark Not Met	The Benchmark Score is 85%, excluding students who didn't turn in the assignment, which is a good result considering the complexity of the Assessment Tool. Overall, the Assessment Tool was too ambitious by a first year instructor. It has been realized that students need more mastery learning in creating the lesson plans, to reinforce how the plan works to drive the learning. The future plan will be to redesign the class to spend more time focusing on Reading and Writing strategies and lesson activities to support the learning and only requiring 2 plans during the semester.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student earning and achievement of outcomes." Clearly reflects SLO assessment plan. Analysis of data results shows BOTH of the following elements-Clearly explains why a certain percentage of students met the benchmark. Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Action shows ALL of the following elements-• Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement(i.e., action closes the loop).	Approved
Program (EDU) - Elementary Education BA	EDU 285	SLO 4_RWLS Processes	Presentation	Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson. Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson.			Kelly Lorraine Sinkey			

Program (MAR) - Marshallese Language Arts CCT	EDU 285	SLO 4_RWLS Processes	Presentation	Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson.	Benchmark Not Met	The Benchmark Score is 85%, excluding students who didn't turn in the assignment, which is a good result considering the complexity of the Assessment Tool. Overall, the Assessment Tool was too ambitious by a first year instructor. It has been realized that students need more mastery learning in creating the lesson plans, to reinforce how the plan works to drive the learning. The future plan will be to redesign the class to spend more time focusing on Reading and Writing strategies and lesson activities to support the learning and only requiring 2 plans during the semester.	Kelly Lorraine Sinkey	No. The SLO statement doesn't need revision.	Assessment data results shows BOTH of the following elements-" Clearly provides both qualitative and quantitative evidence of student earning and achievement of outcomes." Clearly reflects SLO assessment plan. Analysis of data results shows BOTH of the following elements-Clearly explains why a certain percentage of students met the benchmark. Clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Action shows ALL of the following elements-• Clearly tied to the analysis of data results. Clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement(i.e., action closes the loop).	Approved
Program (MAR) - Marshallese Language Arts CCT	EDU 285	SLO 4_RWLS Processes	Presentation	Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson. Students will plan 4 lessons focusing on each domain, e.g. Reading, Writing, Listening Speaking, then execute one domain activity in the class. Following, the student will resubmit the lesson with a self-reflection allowing for success or changes to the lesson.			Kelly Lorraine Sinkey			

Department (STEM) - ICS 104 STEM	SLO 4_Skills Application	Project - Group	TITLE: Buy, Sell and Trade - Success in Business Starts at Home (RMI) PROJECT START: Second week of the semester///// PROJECT DUE: Last week of the semester. FINAL PROJECT OUTCOMES: "Understand the process of developing a worksheet. "Use multi-modal methods in gathering data relevant to chosen project. "Use Virtual MarketPlace, Alibaba, Aliexpress, Amazon, Autowini, Ebay, and relevant LOCAL suppliers in data gathering. "Use critical thinking to synthesize gathered raw data relevant to chosen topic. "Logically Organize data in an Excel worksheet "Apply the following functions and features of Excel to business operations and entrepreneurship characteristics of the project which are but not limited to Vlookup, Pivot Chart and Pivot Table, Financial Functions and linking multi-sheet or multi-workbook 3-D cross referencing. "Defend the project during the process of project development "Defend the final output of the chosen topic project in an agreed session before the final exam day in ICS104. DETAILS: SEE ATTACHED STUDENT WORKSHEET-updated spring 2023 RUBRIC: SEE ATTACHED FILE-updated Spring 2023 UPDATED TOPICS each learners' group may choose from. 1Miss Marshall Islands 2024 Budget 2Mobile Food Cart Business 3Pet Shop & Shelter 4Pawn Shop 5Private Day Care Center 6Local Green Animal Poultry	Benchmark Met "Overall, 86% or 6 out of 7 groups met benchmark OR 73% or 16 out of 22 individual participants met benchmark. Background The groupings and assessment plan were presented to learners starting from the second week of the semester. Groupings composition was decided at random by the instructor. Three scheduled project checkpoints were attended by learners in each group. Each checkpoint is an opportunity for each group to demonstrate their individual level of progress in terms of logic, critical thinking and what not and most especially hands-on excel formula typing. At the final defense period, each learner was given an opportunity to demonstrate their level of reasoning, logic, critical thinking and what not by answering summative questions that required formula typing and explanation or formula arguments in the context of the project topic parameters. As expected, and gradually, active participants from various groups decrease as the requirements related to the project continuously progress to higher level of critical analysis, logic and reasoning. N=7 Groups composed of 22 learners oPart 1-Project Defense (Partial-Controlled) "Checkpoint-1 March 2-3) oActive Male=5 oActive Female=17 Active Group 8 "Checkpoint-2 April 14) oActive Male=3 oActive Female=11 Active Group 7 "Checkpoint-3 May 4-5) oActive Male=3 oActive Female=13 Active Group 7 oPart 2-Final Defense (May 19) "Performance by Individual Learner	No. The SLO statement doesn't need revision. Well developed.	Approved
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Department (STEM) - ICS 104 STEM	SLO 4_Skills Application	Project - Group	TITLE: Buy, Sell and Trade - Success in Business Starts at Home (RMI) PROJECT START: Second week of the semester///// PROJECT DUE: Last week of the semester. FINAL PROJECT OUTCOMES: "Understand the process of developing a worksheet. "Use multi-modal methods in gathering data relevant to chosen project. "Use Virtual MarketPlace, Alibaba, Aliexpress, Amazon, Autowini, Ebay, and relevant LOCAL suppliers in data gathering. "Use critical thinking to synthesize gathered raw data relevant to chosen topic. "Logically Organize data in an Excel worksheet "Apply the following functions and features of Excel to business operations and entrepreneurship characteristics of the project which are but not limited to Vlookup, Pivot Chart and Pivot Table, Financial Functions and linking multi-sheet or multi-workbook 3-D cross referencing. "Defend the project during the process of project development "Defend the final output of the chosen topic project in an agreed session before the final exam day in ICS104. DETAILS: SEE ATTACHED STUDENT WORKSHEET-updated spring 2023 RUBRIC: SEE ATTACHED FILE-updated Spring 2023 UPDATED TOPICS each learners' group may choose from. 1Miss Marshall Islands 2024 Budget 2Mobile Food Cart Business 3Pet Shop & Shelter 4Pawn Shop 5Private Day Care Center 6Local Green Animal Poultry	Benchmark Met ICS104 – SLO Assessment Results Narrative Fall Semester 2023- Prepared by Curtis Vila Overall, 88% or 7 out of 8 groups met benchmark OR 89% and 72% or 13 out of 18 individual participants met benchmark. Background Context The groupings and planning document file for the ICS104 Final Project was presented to learners starting from the second week of the semester. Groupings composition was decided at random by the instructor. About five weeks before the end of the semester, learners and instructor decided to meet during 4 checkpoints schedules which should be attended by learners in each group. Each checkpoint is an opportunity for each group to demonstrate their individual level of progress in terms of logic, critical thinking and what not and most especially hands-on excel formula typing. At the final defense period, each learner was given an opportunity to demonstrate their level of reasoning, logic, critical thinking and what not by answering summative questions that required formula typing and explanation or formula arguments in the context of the project topic parameters. As expected, and gradually, active participants from various groups decrease as the requirements related to the project continuously progress to higher level of critical analysis, logic and reasoning. Final Project PART 1 (Individual and Group Progress Status)	No. The SLO statement doesn't need revision. Well-Develop, the analysis of data results shows clearly explains why a certain percentage of students met the benchmark. Action shows that clearly tied to the analysis of data results, and clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 104	SLO 4_Skills Application	Project - Group	TITLE: Buy, Sell and Trade - Success Benchmark Met in Business Starts at Home (RMI) PROJECT START: Second week of the semester///// PROJECT DUE: Last week of the semester. FINAL PROJECT OUTCOMES: "Understand the process of developing a worksheet. "Use multi-modal methods in gathering data relevant to chosen project. "Use Virtual MarketPlace, Alibaba, Aliexpress, Amazon, Autowini, Ebay, and relevant LOCAL suppliers in data gathering. "Use critical thinking to synthesize gathered raw data relevant to chosen topic. "Logically Organize data in an Excel worksheet "Apply the following functions and features of Excel to business operations and entrepreneurship characteristics of the project which are but not limited to Vlookup, Pivot Chart and Pivot Table, Financial Functions and linking multi-sheet or multi-workbook 3-D cross referencing. "Defend the project during the process of project development "Defend the final output of the chosen topic project in an agreed session before the final exam day in ICS104. DETAILS: SEE ATTACHED STUDENT WORKSHEET-updated spring 2023 RUBRIC: SEE ATTACHED FILE-updated Spring 2023 UPDATED TOPICS each learners' group may choose from. 1Miss Marshall Islands 2024 Budget 2Mobile Food Cart Business 3Pet Shop & Shelter 4Pawn Shop 5Private Day Care Center 6Local Green Animal Poultry	"Overall, 86% or 6 out of 7 groups met benchmark OR 73% or 16 out of 22 individual participants met benchmark. Background The groupings and assessment plan were presented to learners starting from the second week of the semester. Groupings composition was decided at random by the instructor. Three scheduled project checkpoints were attended by learners in each group. Each checkpoint is an opportunity for each group to demonstrate their individual level of progress in terms of logic, critical thinking and what not and most especially hands-on excel formula typing. At the final defense period, each learner was given an opportunity to demonstrate their level of reasoning, logic, critical thinking and what not by answering summative questions that required formula typing and explanation or formula arguments in the context of the project topic parameters. As expected, and gradually, active participants from various groups decrease as the requirements related to the project continuously progress to higher level of critical analysis, logic and reasoning. N=7 Groups composed of 22 learners oPart 1-Project Defense (Partial-Controlled) "Checkpoint-1 March 2-3) oActive Male=5 oActive Female=17 Active Group 8 "Checkpoint-2 April 14) oActive Male=3 oActive Female=11 Active Group 7 "Checkpoint-3 May 4-5) oActive Male=3 oActive Female=13 Active Group 7 oPart 2-Final Defense (May 19) "Performance by Individual Learner	No. The SLO statement doesn't need revision. Well developed.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 104	SLO 4_Skills Application	Project - Group	TITLE: Buy, Sell and Trade - Success Benchmark Met in Business Starts at Home (RMI) PROJECT START: Second week of the semester///// PROJECT DUE: Last week of the semester. FINAL PROJECT OUTCOMES: "Understand the process of developing a worksheet. "Use multi-modal methods in gathering data relevant to chosen project. "Use Virtual MarketPlace, Alibaba, Aliexpress, Amazon, Autowini, Ebay, and relevant LOCAL suppliers in data gathering. "Use critical thinking to synthesize gathered raw data relevant to chosen topic. "Logically Organize data in an Excel worksheet "Apply the following functions and features of Excel to business operations and entrepreneurship characteristics of the project which are but not limited to Vlookup, Pivot Chart and Pivot Table, Financial Functions and linking multi-sheet or multi-workbook 3-D cross referencing. "Defend the project during the process of project development "Defend the final output of the chosen topic project in an agreed session before the final exam day in ICS104. DETAILS: SEE ATTACHED STUDENT WORKSHEET-updated spring 2023 RUBRIC: SEE ATTACHED FILE-updated Spring 2023 UPDATED TOPICS each learners' group may choose from. 1Miss Marshall Islands 2024 Budget 2Mobile Food Cart Business 3Pet Shop & Shelter 4Pawn Shop 5Private Day Care Center 6Local Green Animal Poultry	Benchmark Met ICS104 – SLO Assessment Results Narrative Fall Semester 2023- Prepared by Curtis Vila Overall, 88% or 7 out of 8 groups met benchmark OR 89% and 72% or 13 out of 18 individual participants met benchmark. Background Context The groupings and planning document file for the ICS104 Final Project was presented to learners starting from the second week of the semester. Groupings composition was decided at random by the instructor. About five weeks before the end of the semester, learners and instructor decided to meet during 4 checkpoints schedules which should be attended by learners in each group. Each checkpoint is an opportunity for each group to demonstrate their individual level of progress in terms of logic, critical thinking and what not and most especially hands-on excel formula typing. At the final defense period, each learner was given an opportunity to demonstrate their level of reasoning, logic, critical thinking and what not by answering summative questions that required formula typing and explanation or formula arguments in the context of the project topic parameters. As expected, and gradually, active participants from various groups decrease as the requirements related to the project continuously progress to higher level of critical analysis, logic and reasoning. Final Project PART 1 (Individual and Group Progress Status)	No. The SLO statement doesn't need revision. Well-Develop, the analysis of data results shows clearly explains why a certain percentage of students met the benchmark. Action shows that clearly tied to the analysis of data results, and clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement.	Approved
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Program (BUS) - Business AA	ICS 104	SLO 4_Skills Application	Project - Group	TITLE: Buy, Sell and Trade - Success Benchmark Met in Business Starts at Home (RMI) PROJECT START: Second week of the semester///// PROJECT DUE: Last week of the semester. FINAL PROJECT OUTCOMES: "Understand the process of developing a worksheet. "Use multi-modal methods in gathering data relevant to chosen project. "Use Virtual MarketPlace, Alibaba, Aliexpress, Amazon, Autowini, Ebay, and relevant LOCAL suppliers in data gathering. "Use critical thinking to synthesize gathered raw data relevant to chosen topic. "Logically Organize data in an Excel worksheet "Apply the following functions and features of Excel to business operations and entrepreneurship characteristics of the project which are but not limited to Vlookup, Pivot Chart and Pivot Table, Financial Functions and linking multi-sheet or multi-workbook 3-D cross referencing. "Defend the project during the process of project development "Defend the final output of the chosen topic project in an agreed session before the final exam day in ICS104. DETAILS: SEE ATTACHED STUDENT WORKSHEET-updated spring 2023 RUBRIC: SEE ATTACHED FILE-updated Spring 2023 UPDATED TOPICS each learners' group may choose from. 1Miss Marshall Islands 2024 Budget 2Mobile Food Cart Business 3Pet Shop & Shelter 4Pawn Shop 5Private Day Care Center 6Local Green Animal Poultry	"Overall, 86% or 6 out of 7 groups met benchmark OR 73% or 16 out of 22 individual participants met benchmark. Background The groupings and assessment plan were presented to learners starting from the second week of the semester. Groupings composition was decided at random by the instructor. Three scheduled project checkpoints were attended by learners in each group. Each checkpoint is an opportunity for each group to demonstrate their individual level of progress in terms of logic, critical thinking and what not and most especially hands-on excel formula typing. At the final defense period, each learner was given an opportunity to demonstrate their level of reasoning, logic, critical thinking and what not by answering summative questions that required formula typing and explanation or formula arguments in the context of the project topic parameters. As expected, and gradually, active participants from various groups decrease as the requirements related to the project continuously progress to higher level of critical analysis, logic and reasoning. N=7 Groups composed of 22 learners oPart 1-Project Defense (Partial-Controlled) "Checkpoint-1 March 2-3) oActive Male=5 oActive Female=17 Active Group 8 "Checkpoint-2 April 14) oActive Male=3 oActive Female=11 Active Group 7 "Checkpoint-3 May 4-5) oActive Male=3 oActive Female=13 Active Group 7 oPart 2-Final Defense (May 19) "Performance by Individual Learner	No. The SLO statement doesn't need revision. Well developed.	Approved
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Program (BUS) - Business AA	ICS 104	SLO 4_Skills Application	Project - Group	TITLE: Buy, Sell and Trade - Success in Business Starts at Home (RMI) PROJECT START: Second week of the semester///// PROJECT DUE: Last week of the semester. FINAL PROJECT OUTCOMES: "Understand the process of developing a worksheet. "Use multi-modal methods in gathering data relevant to chosen project. "Use Virtual MarketPlace, Alibaba, Aliexpress, Amazon, Autowini, Ebay, and relevant LOCAL suppliers in data gathering. "Use critical thinking to synthesize gathered raw data relevant to chosen topic. "Logically Organize data in an Excel worksheet "Apply the following functions and features of Excel to business operations and entrepreneurship characteristics of the project which are but not limited to Vlookup, Pivot Chart and Pivot Table, Financial Functions and linking multi-sheet or multi-workbook 3-D cross referencing. "Defend the project during the process of project development "Defend the final output of the chosen topic project in an agreed session before the final exam day in ICS104. DETAILS: SEE ATTACHED STUDENT WORKSHEET-updated spring 2023 RUBRIC: SEE ATTACHED FILE-updated Spring 2023 UPDATED TOPICS each learners' group may choose from. 1Miss Marshall Islands 2024 Budget 2Mobile Food Cart Business 3Pet Shop & Shelter 4Pawn Shop 5Private Day Care Center 6Local Green Animal Poultry	Benchmark Met ICS104 – SLO Assessment Results Narrative Fall Semester 2023- Prepared by Curtis Vila Overall, 88% or 7 out of 8 groups met benchmark OR 89% and 72% or 13 out of 18 individual participants met benchmark. Background Context The groupings and planning document file for the ICS104 Final Project was presented to learners starting from the second week of the semester. Groupings composition was decided at random by the instructor. About five weeks before the end of the semester, learners and instructor decided to meet during 4 checkpoints schedules which should be attended by learners in each group. Each checkpoint is an opportunity for each group to demonstrate their individual level of progress in terms of logic, critical thinking and what not and most especially hands-on excel formula typing. At the final defense period, each learner was given an opportunity to demonstrate their level of reasoning, logic, critical thinking and what not by answering summative questions that required formula typing and explanation or formula arguments in the context of the project topic parameters. As expected, and gradually, active participants from various groups decrease as the requirements related to the project continuously progress to higher level of critical analysis, logic and reasoning. Final Project PART 1 (Individual and Group Progress Status)	No. The SLO statement doesn't need revision. Well-Develop, the analysis of data results shows clearly explains why a certain percentage of students met the benchmark. Action shows that clearly tied to the analysis of data results, and clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement.	Approved
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Program (GE) - General Education	ENG 112	SLO 4_ Writing Texts	Written Assignment or Essay	Cause and Effect Paper	Benchmark Met	Sample 1 Grade: C Female Jaluit Centre The effects of COVID-19 on a nation According to WHO (World Health Organization) COVID-19 is an infectious disease caused by the SARS-CoV-2 virus. COVID-19 is the worst disease in this world because it is the disease that leads to the closing down of borders and it killed about 6.5 million people globally. When COVID-19 happened and people were dying, countries closed their border. Industries began to run too slow and are starting to close down. In RMI, the disease came but we were fortunate as only a few died from this disease. Moreover, citizens took the COVID-19 vaccination and booster shots and also we were prepared before this disease reached the nation. There are some effects of COVID-19 on nations. COVID-19 can affect a nation's economy, society and government. Therefore, COVID-19 had numerous impacts and this essay will discuss the key impacts on the economy, social life and the closing of borders. First, the COVID-19 affects a nations economy. The COVID-19 pandemic has caused direct impacts on income due to premature deaths, workplace absenteeism and reduction in productivity. It also affects a nations economy by lack of tourists coming into an island for visits due to closing down of the borders. This leads to low economic growth in a nation. COVID-19 affects the economy of a nation too much. For example, Marshall Islands has a low rate in the tourism industry and the fishing company too. For instance, for the tourism industry, there are less tourists coming to our island due to COVID-19. In addition, less tourists coming to our islands spellsless wages for the workers and the resorts will start to go down. It has created serious disruptions for the global economy. According to the World Bank the pandemic generated the largest economic shock that the world has experienced in decades. Secondly, COVID-19 also had social effects on a nation. COVID-19 outbreak affects all segments of the population and is particularly detrimental	No. The SLO statement doesn't need revision.	Just forgot to disaggregate data in analysis but it's quite descriptive. It is recommended that pictures of essay instead of text is put here like the last SLOs Kirk did. I also would reccommend taking off the names of the students per FERPA concerns.	Approved
				Students will have three to four (3-4) pages to write a cause and/or effect essay based on one of the topics given in class. In this essay, they will answer the question provided about the causes of something and/ or the effects of something. (Style) The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four sources both in the text and in a works cited page (works cited page is not part of the page count) (Mechanics) Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size, double spaced) The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The essay should be titled (something other than Cause and Effect Essay) Write in paragraph form Be sure to use a spelling and grammar check					

Program (GE) - General Education	ENG 112	SLO 4_ Writing Texts	Written Assignment or Essay	Cause and Effect Paper	Benchmark Met	The overall average for all sections 75%. Total number of participants was 62. All sections were successful with participants doing the work as needed. Grade C Gender F Location Uliga Increase the Reading Level in CMI It is always a concern to all CMI's teachers to increase reading level for the students in College of the Marshall Island. Its very important for each student to know how to read, because reading can take someone or anyone everywhere around the globe. As they said, reading can take you anywhere. When you read you could use a lot of imagination, creativity, and much more thinking. If the College of the Marshall Islands increases their level of reading, it will literally take them to a higher level of acknowledgement and it will become a huge help to the teachers and their students too. CMI helps in any way that they can help teachers and students to level up their reading, it will have a great effect on younger generations. Its also a student's responsibility to read in their free time instead of staring at their phone all day, because it will be a great source for them when they go to attend school outside of their own countries. There are many ways that can help students to level up their reading strategies, such as letting a student read everyday in class, because that way they can also learn more new words and bigger words to pronounce. Providing free reading can also lead students to summarize their book after reading it and it can improve their reading in the way they learn how to pronounce new words in their readings. For instance, there are many ways that teachers can encourage students to read everyday in class and also if theyre shy to read in front of the class help instead of saying, they shouldve known to read because theyre in College. In addition, not everyone can read, some people find it difficult to pronounce words that are big and new to them. There are some	No. The SLO statement doesn't need revision.	Approved
				Students will have three to four (3-4) pages to write a cause and/or effect essay based on one of the topics given in class. In this essay, they will answer the question provided about the causes of something and/ or the effects of something. (Style) The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four sources both in the text and in a works cited page (works cited page is not part of the page count) (Mechanics) Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size, double spaced) The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The essay should be titled (something other than Cause and Effect Essay) Write in paragraph form Be sure to use a spelling and grammar check				

Program (LA) - Liberal Arts AA	ENG 112	SLO 4_ Writing Texts	Written Assignment or Essay	Cause and Effect Paper	Benchmark Met	Sample 1 Grade: C Female Jaluit Centre The effects of COVID-19 on a nation According to WHO (World Health Organization) COVID-19 is an infectious disease caused by the SARS-CoV-2 virus. COVID-19 is the worst disease in this world because it is the disease that leads to the closing down of borders and it killed about 6.5 million people globally. When COVID-19 happened and people were dying, countries closed their border. Industries began to run too slow and are starting to close down. In RMI, the disease came but we were fortunate as only a few died from this disease. Moreover, citizens took the COVID-19 vaccination and booster shots and also we were prepared before this disease reached the nation. There are some effects of COVID-19 on nations. COVID-19 can affect a nation's economy, society and government. Therefore, COVID-19 had numerous impacts and this essay will discuss the key impacts on the economy, social life and the closing of borders. First, the COVID-19 affects a nations economy. The COVID-19 pandemic has caused direct impacts on income due to premature deaths, workplace absenteeism and reduction in productivity. It also affects a nations economy by lack of tourists coming into an island for visits due to closing down of the borders. This leads to low economic growth in a nation. COVID-19 affects the economy of a nation too much. For example, Marshall Islands has a low rate in the tourism industry and the fishing company too. For instance, for the tourism industry, there are less tourists coming to our island due to COVID-19. In addition, less tourists coming to our islands spells less wages for the workers and the resorts will start to go down. It has created serious disruptions for the global economy. According to the World Bank the pandemic generated the largest economic shock that the world has experienced in decades. Secondly, COVID-19 also had social effects on a nation. COVID-19 outbreak affects all segments of the population and is particularly detrimental	No. The SLO statement doesn't need revision.	Just forgot to disaggregate data in analysis but it's quite descriptive. It is recommended that pictures of essay instead of text is put here like the last SLOs Kirk did. I also would recommend taking off the names of the students per FERPA concerns.	Approved
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Program (LA) - Liberal Arts AA	ENG 112	SLO 4_Writing Texts	Written Assignment Cause and Effect Paper or Essay	Benchmark Met	The overall average for all sections 75%. Total number of participants was 62. All sections were successful with participants doing the work as needed. Grade C Gender F Location Uliga Increase the Reading Level in CMI It is always a concern to all CMI's teachers to increase reading level for the students in College of the Marshall Island. Its very important for each student to know how to read, because reading can take someone or anyone everywhere around the globe. As they said, reading can take you anywhere. When you read you could use a lot of imagination, creativity, and much more thinking. If the College of the Marshall Islands increases their level of reading, it will literally take them to a higher level of acknowledgement and it will become a huge help to the teachers and their students too. CMI helps in any way that they can help teachers and students to level up their reading, it will have a great effect on younger generations. Its also a student's responsibility to read in their free time instead of staring at their phone all day, because it will be a great source for them when they go to attend school outside of their own countries. There are many ways that can help students to level up their reading strategies, such as letting a student read everyday in class, because that way they can also learn more new words and bigger words to pronounce. Providing free reading can also lead students to summarize their book after reading it and it can improve their reading in the way they learn how to pronounce new words in their readings. For instance, there are many ways that teachers can encourage students to read everyday in class and also if they're shy to read in front of the class help instead of saying, they shouldve known to read because they're in College. In addition, not everyone can read, some people find it difficult to pronounce words that are big and new to them. There are some	No. The SLO statement doesn't need revision.	Approved
			Students will have three to four (3-4) pages to write a cause and/or effect essay based on one of the topics given in class. In this essay, they will answer the question provided about the causes of something and/ or the effects of something. (Style) The essay should have an introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four sources both in the text and in a works cited page (works cited page is not part of the page count) (Mechanics) Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size, double spaced) The identification and pagination of the essay should be correct (i.e. no extra spaces, correct information at the top, last name and page number included) The essay should be titled (something other than Cause and Effect Essay) Write in paragraph form Be sure to use a spelling and grammar check				

Program (AHS) - Adult High School	ENG 055	SLO 5_Clear and Coherent Writing	Written Assignment or Essay	After careful revision of grammar and the writing process, students learned about clear and coherent writing including development, organization, and styles appropriate to task, purpose, and audience. To assess what students have learned, students were assigned a 2-page personal narrative essay. A rubric was used to assess their writing. (powens- livai)	Benchmark Met	Both sections of the class consists of 35 students altogether. Out of 35 students, only 20 students attempted the essay. Out of the 20 students, 19 students received an "A" and one student received an "F" grade totaling 95% on the benchmark score met.	No. The SLO statement doesn't need revision.	Approved
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 a test where passages from articles will be attached and students will identify the stated main idea. The test will consist of no more than 15 passages. (TK)	Benchmark Met	Benchmark: 70% of the students should be able to score 70% and above. Combination of all students in the ABE Reading 020 both sections were 35 student who took the assessment test. There were 28 of them meet the benchmark and 7 of them were not able to meet the benchmark because they were in a rush through the test. There were 80% of them pass the assessment. Note: The basis of my interest is to access how students can learn and understand procedures, ideas, and concepts described in a Technical Text. Even though 80% of students met the benchmark, I would recommend this subject to have further analysis in the next cycle.	No. The SLO statement doesn't need revision.	Approved

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 a test where passages from articles will be attached and students will identify the stated main idea. The test will consist of no more than 15 passages. (TK)	Benchmark Not Met	There are 14 students in total who completed the assessment. Fifty-four percent of the students passed the test. Three of the students received a B: 1 female and 2 males. Four students received a C: 2 females and 2 males. Two students received a D: 1 female and 1 male. The remaining 4 students received an F: 3 males and 1 female. Forty-six percent of the students failed the test, therefore, the benchmark was not met. One reason why the students did not meet the benchmark was because 4 (3 males and 1 female) of the students are struggled readers and could not fully comprehend some of the passages. The second reason why the students did not meet the benchmark was because some students claimed to have rushed through the test. The assessment tool that was used for this assessment was a written test where students had 1 week of lectures, pair/group works, and individual assignments as preparation.	No. The SLO statement doesn't need revision.	Approved
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 a test where passages from articles will be attached and students will identify the stated main idea. The test will consist of no more than 15 passages. (Neine Rear)				

Department (STEM) - AGR 101 STEM	SLO 5_Manage Garden	Project - Group	Students were assigned in eight (8) groups of five (5) and two (2) groups of one (1) and they were introduced to basic gardening. Only a lone student was not able to do his project. This semester, the students' participated in two compulsory gardening projects. The first one was group work where by group members participated in nursery making, soil preparation, transplanting, mounding, mulching, fertilizing, pest control (covering their cabbage with fishing net), weeding, harvesting, composting and making bio fertilizers. For this project, all the groups planted only chinese cabbage. Each group was given between 70-90 seedlings of cabbage. The second one was individual work where an individual student selected and planted one or several plants of choice and was solely responsible for their care. The seedlings, seeds or cuttings of these plants (okra, string beans, cucumber, hot pepper, kangkong, squash, chives, amaranth, green onion, lemon grass, sweet potato, land taro, and Brazilian spinach) were made available to them. The students' group project was assessed at the end of week 7 and individual student's project was observed and assessed at the end of week 14.	Benchmark Met	Forty three (43) students enrolled in this course this semester of which twenty one (21) were males and twenty two (22) were females. Out of 21 males, 19 of them (90.5%) scored 75% or better and out of 22 females, 21 of them (95.5%) scored 75% or higher. Overall, 41 out of 43 students or 95.3% of the students scored 75% or better. Therefore, the Benchmark was achieved. The students generally enjoyed the course and especially gardening. This was reflected in their excellent attendance in their gardening projects and enthusiasm in the management of their plant(s).	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - AGR 101 STEM	SLO 5_ Manage Garden	Project - Group	Students were assigned in eight (8) groups of five (5) and two (2) groups of one (1) and they were introduced to basic gardening. Only a lone student was not able to do his project. This semester, the students' participated in two compulsory gardening projects. The first one was group work where by group members participated in nursery making, soil preparation, transplanting, mounding, mulching, fertilizing, pest control (covering their cabbage with fishing net), weeding, harvesting, composting and making bio fertilizers. For this project, all the groups planted only chinese cabbage. Each group was given between 70-90 seedlings of cabbage. The second one was individual work where an individual student selected and planted one or several plants of choice and was solely responsible for their care. The seedlings, seeds or cuttings of these plants (okra, string beans, cucumber, hot pepper, kangkong, squash, chives, amaranth, green onion, lemon grass, sweet potato, land taro, and Brazilian spinach) were made available to them. The students' group project was assessed at the end of week 7 and individual student's project was observed and assessed at the end of week 14.	Benchmark Met	Out of 50 students enrolled in the course, 46 of them (92%), obtained a grade of 70% and above, which is considered as passed (P), and 4 out of 50 students (8%) achieved a grade below 70% which is considered as not passed (NP). With regards to gender, both male and female students met the benchmark target of 70% and above grade. However, the female passing rate of 95.6% was much higher than the male passing rate of 88.9%. With respect to age, 92% of students between the age of 18-26 years met the benchmark above 70%. With reference to the majors, Liberal Arts, Business, Education and Agroforestry students scored 70% and above marks on their project with scores ranging from 71% to 100%. Therefore, the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like explaining why a certain percentage of students met the benchmark. Also, if you have some table and graph please attach in this site together with your related documents in the repository.	Approved
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Program (GE) - General Education	AGR 101	SLO 5_Manage Garden	Project - Group	Students were assigned in eight (8) groups of five (5) and two (2) groups of one (1) and they were introduced to basic gardening. Only a lone student was not able to do his project. This semester, the students' participated in two compulsory gardening projects. The first one was group work where by group members participated in nursery making, soil preparation, transplanting, mounding, mulching, fertilizing, pest control (covering their cabbage with fishing net), weeding, harvesting, composting and making bio fertilizers. For this project, all the groups planted only chinese cabbage. Each group was given between 70-90 seedlings of cabbage. The second one was individual work where an individual student selected and planted one or several plants of choice and was solely responsible for their care. The seedlings, seeds or cuttings of these plants (okra, string beans, cucumber, hot pepper, kangkong, squash, chives, amaranth, green onion, lemon grass, sweet potato, land taro, and Brazilian spinach) were made available to them. The students' group project was assessed at the end of week 7 and individual student's project was observed and assessed at the end of week 14.	Benchmark Met	Forty three (43) students enrolled in this course this semester of which twenty one (21) were males and twenty two (22) were females. Out of 21 males, 19 of them (90.5%) scored 75% or better and out of 22 females, 21 of them (95.5%) scored 75% or higher. Overall, 41 out of 43 students or 95.3% of the students scored 75% or better. Therefore, the Benchmark was achieved. The students generally enjoyed the course and especially gardening. This was reflected in their excellent attendance in their gardening projects and enthusiasm in the management of their plant(s).	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 eight (8) groups of five (5) and two (2) groups of one (1) and they were introduced to basic gardening. Only a lone student was not able to do his project. This semester, the students' participated in two compulsory gardening projects. The first one was group work where by group members participated in nursery making, soil preparation, transplanting, mounding, mulching, fertilizing, pest control (covering their cabbage with fishing net), weeding, harvesting, composting and making bio fertilizers. For this project, all the groups planted only chinese cabbage. Each group was given between 70-90 seedlings of cabbage. The second one was individual work where an individual student selected and planted one or several plants of choice and was solely responsible for their care. The seedlings, seeds or cuttings of these plants (okra, string beans, cucumber, hot pepper, kangkong, squash, chives, amaranth, green onion, lemon grass, sweet potato, land taro, and Brazilian spinach) were made available to them. The students' group project was assessed at the end of week 7 and individual student's project was observed and assessed at the end of week 14.	Benchmark Met	Out of 50 students enrolled in the course, 46 of them (92%), obtained a grade of 70% and above, which is considered as passed (P), and 4 out of 50 students (8%) achieved a grade below 70% which is considered as not passed (NP). With regards to gender, both male and female students met the benchmark target of 70% and above grade. However, the female passing rate of 95.6% was much higher than the male passing rate of 88.9%. With respect to age, 92% of students between the age of 18-26 years met the benchmark above 70%. With reference to the majors, Liberal Arts, Business, Education and Agroforestry students scored 70% and above marks on their project with scores ranging from 71% to 100%. Therefore, the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like explaining why a certain percentage of students met the benchmark. Also, if you have some table and graph please attach in this site together with your related documents in the repository.	Approved
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Program (LA) - Liberal Arts AA	AGR 101	SLO 5_Manage Garden	Project - Group	Students were assigned in eight (8) groups of five (5) and two (2) groups of one (1) and they were introduced to basic gardening. Only a lone student was not able to do his project. This semester, the students' participated in two compulsory gardening projects. The first one was group work where by group members participated in nursery making, soil preparation, transplanting, mounding, mulching, fertilizing, pest control (covering their cabbage with fishing net), weeding, harvesting, composting and making bio fertilizers. For this project, all the groups planted only chinese cabbage. Each group was given between 70-90 seedlings of cabbage. The second one was individual work where an individual student selected and planted one or several plants of choice and was solely responsible for their care. The seedlings, seeds or cuttings of these plants (okra, string beans, cucumber, hot pepper, kangkong, squash, chives, amaranth, green onion, lemon grass, sweet potato, land taro, and Brazilian spinach) were made available to them. The students' group project was assessed at the end of week 7 and individual student's project was observed and assessed at the end of week 14.	Benchmark Met	Forty three (43) students enrolled in this course this semester of which twenty one (21) were males and twenty two (22) were females. Out of 21 males, 19 of them (90.5%) scored 75% or better and out of 22 females, 21 of them (95.5%) scored 75% or higher. Overall, 41 out of 43 students or 95.3% of the students scored 75% or better. Therefore, the Benchmark was achieved. The students generally enjoyed the course and especially gardening. This was reflected in their excellent attendance in their gardening projects and enthusiasm in the management of their plant(s).	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Program (LA) - Liberal Arts AA	AGR 101	SLO 5_ Manage Garden	Project - Group	Students were assigned in eight (8) groups of five (5) and two (2) groups of one (1) and they were introduced to basic gardening. Only a lone student was not able to do his project. This semester, the students' participated in two compulsory gardening projects. The first one was group work where by group members participated in nursery making, soil preparation, transplanting, mounding, mulching, fertilizing, pest control (covering their cabbage with fishing net), weeding, harvesting, composting and making bio fertilizers. For this project, all the groups planted only chinese cabbage. Each group was given between 70-90 seedlings of cabbage. The second one was individual work where an individual student selected and planted one or several plants of choice and was solely responsible for their care. The seedlings, seeds or cuttings of these plants (okra, string beans, cucumber, hot pepper, kangkong, squash, chives, amaranth, green onion, lemon grass, sweet potato, land taro, and Brazilian spinach) were made available to them. The students' group project was assessed at the end of week 7 and individual student's project was observed and assessed at the end of week 14.	Benchmark Met	Out of 50 students enrolled in the course, 46 of them (92%), obtained a grade of 70% and above, which is considered as passed (P), and 4 out of 50 students (8%) achieved a grade below 70% which is considered as not passed (NP). With regards to gender, both male and female students met the benchmark target of 70% and above grade. However, the female passing rate of 95.6% was much higher than the male passing rate of 88.9%. With respect to age, 92% of students between the age of 18-26 years met the benchmark above 70%. With reference to the majors, Liberal Arts, Business, Education and Agroforestry students scored 70% and above marks on their project with scores ranging from 71% to 100%. Therefore, the Benchmark was achieved.	No. The SLO statement doesn't need revision.	Developing, analysis of data results ranges from not to somewhat on any or all of the following elements OR satisfies clearly one but not both elements like explaining why a certain percentage of students met the benchmark. Also, if you have some table and graph please attach in this site together with your related documents in the repository.	Approved
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Program (ABE) - Adult SST 050 Basic Education	SLO 5_Sustainable Development	Research Report	Students will be able to create models to help them describe methods of sustainable development. Students will present them to the whole class using posters or power point presentation(s) with a rubric to guide them followed by questions from the class and instructor to check for understanding (TK).	Benchmark Met	The 19 students were grouped into groups of 3's and 4's. Six of the students received a total grade of 93%, four females and 2 males. Six of the students received a total grade of 86%. Four of them are females and 2 of them are males. Five students received 80%, 2 of them are females and 3 of them are males. The remaining 2 are males who received 73%. One-hundred percent of the students who took part in the assessment reached and exceeded the benchmark, therefore, the benchmark was met. One of the main reasons why students met the benchmark was the thorough preparation of the class which included activating prior knowledge, group discussions and peer teaching, and a practice activity on sustainability based on a real-life situation. The students were given 2 weeks to prepare their presentations. Another reason was that the students demonstrated engagement and immersion throughout the process of their projects until the end of their presentations. Each student was graded according to the presentation rubric and questions from the teacher and the students. The activities proved to be effective since students were able to engage and deliver content effectively.	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	PI 122	SLO 6_Sources Pertaining to the Pacific	Critique of Performance	Pacific Studies Reading Group Assignment with Primary and Secondary Source Readings to encourage reading . A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both to respond when discussions take place regarding the primary and secondary readings.	Benchmark Met	There was a total of 26 PI122 students enrolled during the Fall Semester of 2023 with 22 participating in the assessment. All of the 22 that participated, scored a 70 percent or higher indicating that the benchmark was met. Out of the 22 that participated, 13 were female and 9 were male showcasing higher participation rate of females at 59% as compared to 41 percent participation rate of males. All of the students were enrolled at Uliga campus with none from the learning centers as PI122 is not offered in the centers as of yet. However, one was netting from Kwajalein (e.g. Logan Lelet) but enrolled in Uliga. As compared to the fall Semester, there were a total of 18 participants during the Summer 2023 Semester. Out of the 18 enrolled in summer , only 11 students chose to participate during the Summer. Out of the 11 students, 7 passed indicating a 63.63 passing rate where bench mark was not met. There seems to be a trend that better accommodation (e.g. laptops) as it was my SOC140 and allowing students to have more freedom in doing assignments outside of class gives them more ample time to figure themselves out to situate their priorities through deep thinking outside the mental confinements of a classroom were the space operates under controlled circumstances. However, this could be attributed to the instructor also gaining more experience as the semester progresses. In this particular section also, 1 self identified as LGBTQ2S+ being a transgender showcasing a 9.09 percent participation rate.	No. The SLO statement doesn't need revision.	Very well done but if health and time permits, add graphs like last time.	Approved
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Program (LA) - Liberal Arts AA	SLO 6_Sources Pertaining to the Pacific	Critique of Performance	Pacific Studies Reading Group Assignment with Primary and Secondary Source Readings to encourage reading . A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both to respond when discussions take place regarding the primary and secondary readings.	Benchmark Met	There was a total of 26 PI122 students enrolled during the Fall Semester of 2023 with 22 participating in the assessment. All of the 22 that participated, scored a 70 percent or higher indicating that the benchmark was met. Out of the 22 that participated, 13 were female and 9 were male showcasing higher participation rate of females at 59% as compared to 41 percent participation rate of males. All of the students were enrolled at Uliga campus with none from the learning centers as PI122 is not offered in the centers as of yet. However, one was netting from Kwajalein (e.g. Logan Lelet) but enrolled in Uliga. As compared to the fall Semester, there were a total of 18 participants during the Summer 2023 Semester. Out of the 18 enrolled in summer , only 11 students chose to participate during the Summer. Out of the 11 students, 7 passed indicating a 63.63 passing rate where benchmark was not met. There seems to be a trend that better accommodation (e.g. laptops) as it was my SOC140 and allowing students to have more freedom in doing assignments outside of class gives them more ample time to figure themselves out to situate their priorities through deep thinking outside the mental confinements of a classroom were the space operates under controlled circumstances. However, this could be attributed to the instructor also gaining more experience as the semester progresses. In this particular section also, 1 self identified as LGBTQ2S+ being a transgender showcasing a 9.09 percent participation rate.	No. The SLO statement doesn't need revision.	Very well done but if health and time permits, add graphs like last time.	Approved
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Program (MAR) - Marshallese Social Studies CCT	PI 122	SLO 6_Sources Pertaining to the Pacific	Critique of Performance	Pacific Studies Reading Group Assignment with Primary and Secondary Source Readings to encourage reading . A rubric will be used to gauge performance of students measuring higher order thinking skills using Translanguaging to accommodate EFL/ESL learners. Students will have the option of communicating in either Marshallese or English or both to respond when discussions take place regarding the primary and secondary readings.	Benchmark Met	There was a total of 26 PI122 students enrolled during the Fall Semester of 2023 with 22 participating in the assessment. All of the 22 that participated, scored a 70 percent or higher indicating that the benchmark was met. Out of the 22 that participated, 13 were female and 9 were male showcasing higher participation rate of females at 59% as compared to 41 percent participation rate of males. All of the students were enrolled at Uliga campus with none from the learning centers as PI122 is not offered in the centers as of yet. However, one was netting from Kwajalein (e.g. Logan Lelet) but enrolled in Uliga. As compared to the fall Semester, there were a total of 18 participants during the Summer 2023 Semester. Out of the 18 enrolled in summer , only 11 students chose to participate during the Summer. Out of the 11 students, 7 passed indicating a 63.63 passing rate where bench mark was not met. There seems to be a trend that better accommodation (e.g. laptops) as it was my SOC140 and allowing students to have more freedom in doing assignments outside of class gives them more ample time to figure themselves out to situate their priorities through deep thinking outside the mental confinements of a classroom where the space operates under controlled circumstances. However, this could be attributed to the instructor also gaining more experience as the semester progresses. In this particular section also, 1 self identified as LGBTQ2S+ being a transgender showcasing a 9.09 percent participation rate.	No. The SLO statement doesn't need revision.	Very well done but if health and time permits, add graphs like last time.	Approved
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Applied filters:
Assessment Cycle is
MAPS Cycle 4 Group
3 (2022 - 2023),
MAPS Cycle 4 Group
1 (FA22 - FA23), or
MAPS Cycle 4 Group
2 (SP23 - SP24)