

						Assessment					Based on your assessment results &	Supervisor's Feedback Using	Department Chair
Course	Course ID	SLO Name	Assessment Type	Assessment Tool	Benchmark	Tool Assigned To	Assessment Data & Analysis	Benchmark Met	Actions		analysis, does the SLO statement needs revision?	The High Quality SLO Assessment Rubric	Approval Status
Program (EDU) - Elementary Education AS	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Ana Bulavakarua							
Program (EDU) - Elementary Education AS	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Rosie Koroi							
Program (EDU) - Elementary Education CCT in Teaching	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Ana Bulavakarua							
Program (EDU) - Elementary Education CCT in Teaching	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Rosie Koroi							
Program (GE) - General Education	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Ana Bulavakarua							
Program (GE) - General Education	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Rosie Koroi							
Program (LA) - Liberal Arts AA	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Ana Bulavakarua							
Program (LA) - Liberal Arts AA	ENG 211	Methods	Presentation	Assignment 2 Presentation	70%	Rosie Koroi							
Program (RFPERW) - Rating Forming Part of an Engine Room Watch CC	MART 131	SLO 1_ Safe Working Practices	Written Assignment or Essay	Explain the safety precaution, Importance of safety, Hazards and How to apply safe working practices onboard ship?	70% of the students will get a grade of 70 or higher.								

Program (RFPERW) - Rating				After instructions and demonstrations, the class will undergo a written test and every individual student will perform a simulation in radio communication between ER and Bridge. (Ben Vroom)	70% of the students that undergo assessment will get a score of 70 or higher	Bernardus Vroom	100% of the students reached a score of 70% or higher. The pass rate of 100% does not fall short of the required 70% passing benchmark. assessment.	Benchmark Met	SLO 3 (Marine Boilers) needs to be removed and discussed with the Department Chair	No. The SLO statement doesn't need revision.
Forming Part of an Engine Room Watch CC	MART 130	SLO 1_ Watchkeeping Routines	Simulations							
Department (STEM) - STEM	ANAT 110	SLO 1_Accurate Descriptive and Terminology	Objective Type Exam/Quiz - In Course	SLO1,had been taught in class and also in lab. participation. Students are been engaged in practical quizzes and post human body system quizzes, these tools gives students knowledge and skills in accurate descriptions of human body, landmarks, nursing care procedures and medical conditions.	students can achieve 70% and above to achieve target.	Edward Alfonso	Students only 80% of students were able to thoroughly attend to their activities carried out for this SLO well. In the 3- different activities assigned in engagement of the Human Body system, the table below demonstrated the # of student's engagement into each activities.	Benchmark Met	This SLO has been accessed for over several years. I strongly recommend that we access another SLO in the next cycle.	No. The SLO statement doesn't need revision.
The situation is still in the process of developing, as the analysis of the data results indicates that there are various factors at play which somewhat explain why 80% of the students successfully met the established benchmark. In light of this, the department has decided to require that all relevant parties submit an assessment report. This report should be thoroughly detailed and then uploaded to the designated repository for future reference and review. This step is essential for maintaining a clear record and facilitating ongoing evaluation and improvement efforts.										
Approved										

Department (STEM) - STEM	ANAT 110	SLO 1_Accurate Descriptive and Terminology	Objective Type Exam/Quiz - In Course	SLO1,had been taught in class and also in lab. participation. Students are been engaged in practical quizzes and post human body system quizzes, these tools gives students knowledge and skills in accurate descriptions of human body,	students can achieve 70% and above to achieve target.	Marica Rainibogi	Students only 80% of students were able to thoroughly attend to their activities carried out for this SLO well. In the 3- different activities assigned in engagement of the Human Body system, the table below demonstrated the # of student's engagement into each activities.	Benchmark Met	This SLO has been accessed for over several years. I strongly recommend that we access another SLO in the next cycle.	No. The SLO statement doesn't need revision.	The situation is still in the process of developing, as the analysis of the data results indicates that there are various factors at play which somewhat explain why 80% of the students successfully met the established benchmark. In light of this, the department has decided to require that all relevant parties submit an assessment report. This report should be thoroughly detailed and then uploaded to the designated repository for future reference and review. This step is essential for maintaining a clear record and facilitating ongoing evaluation and improvement efforts.	Approved
				and medical conditions.								

Program (LA) - Liberal Arts AA ANAT 110	SLO 1_Accurate Descriptive and Terminology	Objective Type Exam/Quiz - In Course	SLO1,had been taught in class and also in lab. participation. Students are been engaged in practical quizzes and post human body system quizzes, these tools gives students knowledge and skills in accurate descriptions of human body,	students can achieve 70% and above to achieve target.	Edward Alfonso	Students only 80% of students were able to thoroughly attend to their activities carried out for this SLO well. In the 3- different activities assigned in engagement of the Human Body system, the table below demonstrated the # of student's engagement into each activities.	Benchmark Met	This SLO has been accessed for over several years. I strongly recommend that we access another SLO in the next cycle.	No. The SLO statement doesn't need revision.	The situation is still in the process of developing, as the analysis of the data results indicates that there are various factors at play which somewhat explain why 80% of the students successfully met the established benchmark. In light of this, the department has decided to require that all relevant parties submit an assessment report. This report should be thoroughly detailed and then uploaded to the designated repository for future reference and review. This step is essential for maintaining a clear record and facilitating ongoing evaluation and improvement efforts.	Approved
			and medical conditions.								

Program (LA) - Liberal Arts AA ANAT 110	SLO 1_Accurate Descriptive and Terminology	Objective Type Exam/Quiz - In Course	SLO1,had been taught in class and also in lab. participation. Students are been engaged in practical quizzes and post human body system quizzes, these tools gives students knowledge and skills in accurate descriptions of human body,	students can achieve 70% and above to achieve target.	Marica Rainibogi	Students only 80% of students were able to thoroughly attend to their activities carried out for this SLO well. In the 3- different activities assigned in engagement of the Human Body system, the table below demonstrated the # of student's engagement into each activities.	Benchmark Met	This SLO has been accessed for over several years. I strongly recommend that we access another SLO in the next cycle.	No. The SLO statement doesn't need revision.	The situation is still in the process of developing, as the analysis of the data results indicates that there are various factors at play which somewhat explain why 80% of the students successfully met the established benchmark. In light of this, the department has decided to require that all relevant parties submit an assessment report. This report should be thoroughly detailed and then uploaded to the designated repository for future reference and review. This step is essential for maintaining a clear record and facilitating ongoing evaluation and improvement efforts.	Approved
			and medical conditions.								

Program (NURS) - Nursing AS	ANAT 110	SLO 1_Accurate Descriptive and Terminology	Objective Type Exam/Quiz - In Course	SLO1,had been taught in class and also in lab. participation. Students are been engaged in practical quizzes and post human body system quizzes, these tools gives students knowledge and skills in accurate descriptions of human body, landmarks, nursing care procedures and medical conditions.	students can achieve 70% and above to achieve target.	Edward Alfonso	Students only 80% of students were able to thoroughly attend to their activities carried out for this SLO well. In the 3- different activities assigned in engagement of the Human Body system, the table below demonstrated the # of student's engagement into each activities.	Benchmark Met	This SLO has been accessed for over several years. I strongly recommend that we access another SLO in the next cycle.	No. The SLO statement doesn't need revision.	The situation is still in the process of developing, as the analysis of the data results indicates that there are various factors at play which somewhat explain why 80% of the students successfully met the established benchmark. In light of this, the department has decided to require that all relevant parties submit an assessment report. This report should be thoroughly detailed and then uploaded to the designated repository for future reference and review. This step is essential for maintaining a clear record and facilitating ongoing evaluation and improvement efforts.	Approved
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Program (NURS) - Nursing AS	ANAT 110	SLO 1_Accurate Descriptive and Terminology	Objective Type Exam/Quiz - In Course	SLO1,had been taught in class and also in lab. participation. Students are been engaged in practical quizzes and post human body system quizzes, these tools gives students knowledge and skills in accurate descriptions of human body, landmarks, nursing care procedures and medical conditions.	students can achieve 70% and above to achieve target.	Marica Rainibogi	Students only 80% of students were able to thoroughly attend to their activities carried out for this SLO well. In the 3- different activities assigned in engagement of the Human Body system, the table below demonstrated the # of student's engagement into each activities.	Benchmark Met	This SLO has been accessed for over several years. I strongly recommend that we access another SLO in the next cycle.	No. The SLO statement doesn't need revision.	The situation is still in the process of developing, as the analysis of the data results indicates that there are various factors at play which somewhat explain why 80% of the students successfully met the established benchmark. In light of this, the department has decided to require that all relevant parties submit an assessment report. This report should be thoroughly detailed and then uploaded to the designated repository for future reference and review. This step is essential for maintaining a clear record and facilitating ongoing evaluation and improvement efforts.	Approved
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	After learning the basic maths calculations, the students will be given a 14- item test on section 01, Basic mathematical operations and solving fractions.(JSV)	70% of the students who will take the test will archive a grade of 70% or higher.	John Still Villi						

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	The students were taking a quiz regarding these subject: Add, subtract, divide and multiply. (Hugo)	70% of the students will have the score of 70% or more.	The courses benchmark required that 70% or more of the participants achieve a passing grade. With 78.6% of the cohort reaching this level, the benchmark has been successfully met. Focused Instruction and Clarity of Course Material: The majority pass rate suggests that the course materials and instructional methods effectively prepared students for the assessment. Steady Female Success: Both female participants passed, indicating the materials accessibility across gender.	Benchmark Met	Focused Instruction and Clarity of Course Material: The majority pass rate suggests that the course materials and instructional methods effectively prepared students for the assessment. More over the students are given formulars and explained, homework's, classwork's, show audio in related to math calculations, and quizzes. Also do review prepared for the midterm test. Next time I will engage students in fun games on the Moodle to make it more Interested and Motivated.	No. The SLO statement doesn't need revision.	The instructor through quizzes, formulas given and explained with reinforcement of homework, classwork, audio related to the math calculations and other ideas to prepare the students work. The students were engaged in fun games on moodle. I believe this is a good way to show how to go about analyzing and coming up with the right answers.	Approved
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				Results				
				Only 13 out of the 23 active participants (56%) were tested for SLO 1				
				1) 7 out of 13 student participants (54%) reached 70% or above which is passing. 2) 6 out of 13 (46%) participants scored below 70%, resulting in not passing.				
				This shows that the student participants did not meet the benchmark for WRI 020.				
				Passing Rate in regards to Participants Gender Participating in Identifying.				
				1) 6 out of 9 female participants (67%) scored 70% or above indicated as passing. 2) 3 out of 9 female participants (33%) scored below 70% indicated as not passing.				
Program (ABE) - Adult Basic Education	WRI 020	SLO 1_ Adjectives & Adverbs	Skill Performance	Using short stories, students can identify functions of adjectives/adverbs in sentences by highlighting or underlining with different colors.	Indication of 70% of students grasping 70% or higher score on identifying and usage of adjectives and adverbs.			
						3) 25% of the male participants (1 out of 4) considered passing for scoring 70% or above.	Benchmark	No. The SLO statement doesn't need revision.
						4) 75% of the male	Not Met	
						Modify the assessment tool		Approved

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 203	SLO 1_Agroforest-Based Products	Written Assignment or Essay	Students apply their knowledge and understanding for processing of minor forest based products like copra production systems or coconut oil production systems on industrial scale by giving a detailed write up in the form of assignment on the Moodle	75% of the students will be able to achieve grade C or better grade
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Program (BUS) - Accounting Clerkship CC	ACC 133	SLO 1_Apply Basic Accounting Skills	Objective Type Exam/Quiz - In Course	Students will be provided with a list of transactions where they would be required to classify nature of general ledger accounts and be able to classify and record transactions into financial statements. namely the Income Statement, the Owners Equity and the Balance Sheet. The criteria will be a revision quiz for mid term exam and 20% Mid Term Test assessment.	70% of the students who are attending the class, participating in class and doing the assessment will be able to pass this course.	SLO 1(d)_Basic Skills - Prepare bank reconciliation: 15/19 of those that sit the assessment (Bank reconciliation) or 78.9% managed to pass the test (see document depository for details). Further disaggregation is provided below for further details: 1. 83.3% of the females who attempted the assessment passed; 2. 71% of the males who attempted the assessment passed.	Benchmark Met	Provide the specific accounting skills used for the assessment so assessor can focus on getting the right data needed for the assessment.	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/Quiz - In Course	Students will be provided with a list of transactions where they would be required to classify nature of general ledger accounts and be able to classify and record transactions into financial statements.		SLO 1(d)_BAsic Skills - Prepare bank reconciliation: 15/19 of those that sit the assessment (Bank reconciliation) or 78.9% managed to pass the test (see document depository for details). Further disaggregation is provided below for further details: 1. 83.3% of the females who attempted the assessment passed; 2. 71% of the males who attempted the assessment passed.	Benchmark Met	Provide the specific accounting skills used for the assessment so assessor can focus on getting the right data needed for the assessment.	Yes. The SLO statement needs revision.
				70% of the students who are attending the class, participating in class and doing the assessment will be able to pass this course.					

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 210	SLO 1_Basic Agroforestry Economics	Written Assignment or Essay	Students will be given written assignment to assess their understanding of basic forest resources and concepts related forest economics or management of forestry based products	75% of the students participating in the assessment test will achieve grade C or better grade

[illegible]

Program (NURS) - Nursing AS	NURS 245	SLO 1_Basic Principles	Written Assignment or Essay	Each student shall be able to submit a written essay in describing three basic principles of nursing care to mothers and newborns. The essay shall incorporate the attributes of a healthy mothers and newborns and ill mothers and newborns. The age groups must be specified. A scoring instrument is used to measure the contents and validity of the information given. (MSumaoang)	70% of the students shall be able to achieve a grade of 70% or better.
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Program (NURS) - Public Health CCT	NURS 245	SLO 1_Basic Principles	Written Assignment or Essay	Each student shall be able to submit a written essay in describing three basic principles of nursing care to mothers and newborns. The essay shall incorporate the attributes of a healthy mothers and newborns and ill mothers and newborns. The age groups must be specified. A scoring instrument is used to measure the contents and validity of the information given. (MSumaoang)	70% of the students shall be able to achieve a grade of 70% or better.
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Quiz Results for each item;
 1. 8 out of 26 students enrolled did not sit the quiz.
 2. 18 students sat the quiz and 12 passed with the passing score of 70% and above.
 3. 6 out of 18 students did not meeting the passing score.

Therefore, benchmark was not met for OTE 050 Section 1 class.

Analysis:

Those who failed the quiz have poor attendance 5 out 8 students who didnt sit the quiz have never shown up to class.

Benchmark Not Met

Will use same assessment to compare current student results to next semester's student.

No. The SLO statement doesn't need revision.

Approved

Program (AHS) - Adult High School	OTE 050	SLO 1_Basic Skills in Secretarial Applications	Objective Type Exam/Quiz - In Course	Students will be using taking a quiz on keyboard functions and their shortcut. LP	50% of student must pass C/70% and above
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Program (AHS) - Adult High School	AUTO 050	SLO 1_Basic Understanding of Automobiles	Objective Type Exam/Quiz - In Course	After a series of lectures and discussions in class, students will be given a quiz where they identify the major components of the vehicle, explain the operating principles of engine design, powertrain and electrical system and label car body parts. The assessment will		All 4 participants or 100% passed the quiz, therefore the benchmark was met. The students passed the test. They have studied the most likely expected the type questions and the answerer to those questions.	Benchmark Met	1) Continue to enrich discussion with lectures, videos and exercises. 2)Vary the test items items higher order thinking skill	No. The SLO statement doesn't need revision.	Approved
				demonstrate the students' basic understanding of automobiles. A rubric will be used to score students' responses. (YN)	70% of the students who participated in the assessment will get a grade of 70 or higher.					

				Students in this course are expected to apply the theories and practices learned in their coursework (EDU 241, EDU 210, EDU 211, ENG 211,Psy 101 +201) into their teaching in the class they are assigned to for 12 weeks. Students teach from week 2 through week 12, except for week 1, whereby they observe the class and homeroom teacher on the management strategies and class procedures. Students are observed once a week and are rated using the Instructional Observation Form developed by the Education department that reflects 3 categories, namely, PERSONALITY, INSTRUCTION, and MANAGEMENT. Data for this SLO will be the scores attained in the MANAGEMENT section that includes 7 items covering these areas: maintaining positive learning environment (5 elements); regular project.	A minimal of 75% of the students or more will receive 75% or better for this individual project.	Analysis Of the 10 students who took the assessment, 9 of them passed. 9 of them getting a grade 75% and higher while one (1) student scored below the 75% benchmark. One student (10%) failed the assessment. The benchmark was met. The9 students who passed the assessment was very observant in their classrooms and worked well with their cooperating teachers in classroom management. The 9 students were able to utilize knowledge learnt in the ASEE EDU classes and put them into practice. They were also able to create a positive classroom environment using classroom management strategies applicable to their students behavior. The 9 students met the requirements for the assessment which was , classroom management strategies, a)	Benchmark Met	Actions to address the gaps of learning that surfaced in the assessment. 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 1. 2. Sharing a written feedback on a one to one basis of the first assessment with the students so that improvements can be made before the final assessment.	No. The SLO statement doesn't need revision.	The data results clearly reflect the SLO assessment plan.The analysis clearly explains why a certain percentage of students met the benchmark.	Approved
Program (EDU) - Elementary Education AS	EDU 296	SLO 1_Classroom Management	Project - Individual								

Program (EDU) - Elementary Education CCT in Teaching	EDU 296	SLO 1_Classroom Management	Project - Individual	Students in this course are expected to apply the theories and practices learned in their coursework (EDU 241, EDU 210, EDU 211, ENG 211, Psy 101 +201) into their teaching in the class they are assigned to for 12 weeks. Students teach from week 2 through week 12, except for week 1, whereby they observe the class and homeroom teacher on the management strategies and class procedures. Students are observed once a week and are rated using the Instructional Observation Form developed by the Education department that reflects 3 categories, namely, PERSONALITY, INSTRUCTION, and MANAGEMENT. Data for this SLO will be the scores attained in the MANAGEMENT section that includes 7 items covering these areas: maintaining positive learning environment (5 elements); regular	A minimal of 75% of the students or more will receive 75% or better for this individual project.	Analysis Of the 10 students who took the assessment, 9 of them passed. 9 of them getting a grade 75% and higher while one (1) student scored below the 75% benchmark. One student (10%) failed the assessment. The benchmark was met.				
						The 9 students who passed the assessment was very observant in their classrooms and worked well with their cooperating teachers in classroom management. The 9 students were able to utilize knowledge learnt in the ASEE EDU classes and put them into practice. They were also able to create a positive classroom environment using classroom management strategies applicable to their students behavior. The 9 students met the requirements for the assessment which was , classroom management strategies, a)	Benchmark Met	Actions to address the gaps of learning that surfaced in the assessment. 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 1. 2. Sharing a written feedback on a one to one basis of the first assessment with the students so that improvements can be made before the final assessment.	No. The SLO statement doesn't need revision.	The data results clearly reflect the SLO assessment plan. The analysis clearly explains why a certain percentage of students met the benchmark.
Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 205	SLO 1_Climate Studies	Objective Type Exam/Quiz - In Course	Students will be given Multiple choice and objective quiz based questions to assess their understanding of various climate related terms	75% of the students participating in the assessment test will achieve grade C or better grade					

Program (GE) - General Education	PI 122	SLO 1_Colonial Dominance in the Pacific	Critique of Performance	Student will be watching various examples of Colonial Dominance in the Pacific through the Post-Colonial lens. They will do a group reading pertaining to this reality and will measured as such.	70 percent of students that participated will pass with a 70 percent or higher.
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Program (LA) - Liberal Arts AA	PI 122	SLO 1_Colonial Dominance in the Pacific	Critique of Performance	Student will be watching various examples of Colonial Dominance in the Pacific through the Post-Colonial lens. They will do a group reading pertaining to this reality and will measured as such.	70 percent of students that participated will pass with a 70 percent or higher.
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Program (MAR) - Marshallese Social Studies CCT	PI 122	SLO 1_Colonial Dominance in the Pacific	Critique of Performance	Student will be watching various examples of Colonial Dominance in the Pacific through the Post-Colonial lens. They will do a group reading pertaining to this reality and will measured as such.	70 percent of students that participated will pass with a 70 percent or higher.
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Program (MAR) - Marshallese Social Studies CCT	MAR 150	SLO 1_Compositio n	Written Assignment or Essay	The students will assesses on how they write in Marshallese composition.	80% of the students should be able to achieve a70% score or higher.	Pruter Karben	Out of the 7 students enrolled in the course, 5 (71%) scored 70% or higher, while 2 (29%) scored 69% or lower. It's possible that 71% of the students met the benchmark because they consistently submitted their work on time. On the other hand, the remaining students may not have met the benchmark because they frequently missed classes.	Benchmark Met	I plan to implement individualized strategies to ensure that my students arrive to class punctually and adequately prepared.	No. The SLO statement doesn't need revision.	Approved
Program (BUS) - Business AA	BUS 251	SLO 1_Contributio ns of Small Businesses	Objective Type Exam/Quiz - Standardized	Quiz in Moodle covering economic contributions of small businesses.	70% of students in score 70% or better in quiz.						

Program (AHS) - Adult High School	ENG 055	SLO 1_Conversations Presentation	Using a Power Point Presentation as a visual, students will be able to demonstrate effective communication skills when giving a speech and answering questions from the audience. A rubric will be used to determine the level of effective communication skills that each student possesses, such as eye contact, tone, body language, clarity, use of language, etc. Seventy percent of the students will satisfactorily perform the skills mentioned in the Rubric. TK	70% or more of the students will perform satisfactorily with a grade of 70% or higher.	Out of the 9 students who participated in the assessment, 6 of them passed and 3 of them failed. There were 6 females and 3 males. Four females passed and 2 males. This means that 67 % of the students passed and 33% failed. Therefore, the benchmark was not met.	Four of the students who participated in the assessment gave a Fair performance. Two of the students gave a good performance. Whereas, three students gave a poor performance.	The students who failed fell under the poor performance category due to incomplete or insufficient content and were and confident to share their speech.	Benchmark Not Met	Provide students more frequent activities and discuss feedback with students to ensure better understanding and performance.	No. The SLO statement doesn't need revision.

Program (AHS) - Adult High School	CLT 050	SLO 1_Demonstrate the Importance of Clothing	Presentation	Students will do 2-3 minutes presentation on why clothing is important in their everyday lives by researching and also include their own opinions on why they think clothes are important. After multiple discussions with students on the construction of clothes and how or why we use clothes, students will create posters for their presentation. Each student must be able to show and demonstrate the importance of clothing in their daily lives based on what they have put in their posters and give examples.	Of all the three student participants, only 1 student passed the assessment. All student participants are female.	Benchmark Not Met	Use another assessment approach or tool	No. The SLO statement doesn't need revision.	Approved
				70% of students participants will get a grade of C or higher	Only one-third of the class pass equivalent to 33% therefore benchmark was not met.				
					Student participants created their posters and needed to present in order to get a grade of C or higher in the presentation. However, only one student showed up and did her presentation demonstrating the five key points discussed in class of why clothes are important.				
					Possible reason why the one student pass, she followed instruction and did her work.				
					Possible reason why the others students did not pass are that they have very low confidence to speak or present up front or just refuse to even after given sufficient time to prepare.				

Program (AHS) - Adult High School	SOC 053	SLO 1_ Demonstrate Understanding of the Physical Geographical Processes	Objective Type Exam/Quiz - In Course	I will create a quiz on Moodle base on the notes and lectures that was given in class on Physical Geography (true/false; 50% of the students multiple choice and matching items), and Moodle will do the gradings.	50% of the students sitting the final exam will pass with 70% and above.	13 students took the midterm exam (6 girls and 7 boys). Only 7 students passed with 70% and above (4 boys and 3 girls).	Benchmark Met	I will make extra time for students too study for the test, and give them time to ask questions before the test.	No. The SLO statement doesn't need revision.	Approved
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										Total participants for this assessment was 14, 12 from section 1 and 2 from section 2. As a peer assessment, students exchange their papers and graded each other based on a rubric. As a result, only 1 of 2 student from section 2 passed the assessment. On the other hand, 9 out of 12 passed the assessment from section 1.		
										Total number of student participants who passed the assessment was 10 while 4 others failed the assessment. 10/14 is 71% of the student participants reaching the benchmark. The other 29% did not pass. Therefore, the benchmark was met.		
										The possible reasons why students were passing the assessment is them understanding the objective and asking questions or clarification when needed. Students who passed the assessment are most often the ones who ask questions		
Program (AHS) - Adult High School	ENG 053	SLO 1_Determine Text Logically	Written Assignment or Essay	Students will exchange their written assignments and will be assessed through peer assessment. (EH)	70% of each class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Benchmark		Met	Modify the peer assessment rubric		No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA	MAR 240	SLO 1_Develop Materials	Written Assignment or Essay	Students will prove to develop readable, meaningful, and original Children's book.PK	70% of the students will demonstrate the ability to write and develop children's book.PK			Pruter Karben				

Program (MAR) - Marshalllese Language Arts CCT	MAR 240	SLO 1_Develop Materials	Written Assignment or Essay	Students will prove to develop readable, meaningful, and original Children's book.PK	70% of the students will demonstrate the ability to write and develop children's book.PK	Pruter Karben	The Fall 2024 result from the three sections is provided: Math 111-01, 18 out of 18 students (100%) scored 70% or better. Math 111-02, 9 out of 10 students (90%) scored 70% or better. Math 111-04, 18 out of 18 students (100%) scored 70% or better. The overall result shows that 45 students out of 46 (97.8%) scored above 70% which indicates that the benchmark was met. In section 1, there are 5 males and 13 females with a 100% passing rate in both genders, section 2 has 5 males and 5 females with 80% passing rate for males and 100% for females, and section 4 has 7 males and 11 females with a 100% passing rate in both genders as shown in figure 1. The overall performance by genders shows a 100% passing rate for females while the males passing rate is 94.1%.	1.The prerequisite for Math 111 College Algebra should only be Math 098 Intermediate Algebra and not Math 099 Fundamentals of Mathematics. Some students were able to enrolled in the math 111 class without taking Math 098, which means that the students lack the fundamental algebraic skills from intermediate algebra. An update in the course outline for Math 111 should reflect the Math 098 prerequisite so that students who took Math 099 will be restricted from enroll in Math 111. All pre-requisite should be clearly expressed in the course outlines. 2.Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. 3.Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue. 4.To effectively mitigate minor errors that may occur in final answers, the instructor emphasizes the critical importance of presenting final answers in both interval notation and set builder notation forms. This practice is not merely a suggestion but is crucial, as it will be imperative for the upcoming topics that students will engage with in their studies. By reinforcing this dual notation approach, students will gain a deeper understanding of mathematical concepts and enhance their problem-solving skills. 5.Additionally, the instructor recognizes the necessity to revisit Student Learning Outcome (SLO) 01 to identify potential areas for further improvement. The goal is to elevate the complexity of this learning outcome and revision.	The data results clearly present quantitative and qualitative evidence of student learning and achievement of outcomes. This analysis highlights overall student performance and explains why a percentage met the evaluation benchmark. The assessment tool is appropriate for measuring Student Learning Outcomes (SLO), demonstrating effectiveness in achieving educational goals. Proposed actions are well-linked to the data analysis, providing insights for future decisions to enhance student learning experiences. These decisions will address the identified SLO and foster improved achievements. The document is well-written, with clear phrasing and proper grammar, contributing to its professionalism and readability.	
Department (STEM) - STEM	MATH 111	SLO 1_Equations & Inequalities	Objective Type Exam/Quiz - In Course	A quiz of four problems will be used to assess students learning outcome with a focus on absolute value equations and inequalities.	At least 70% of students who took the quiz score 70% or better.	Christopher Barenz	Benchmark Met	No. The SLO statement doesn't need revision.	Well-develop.	Approved

Department (STEM)	SLO	Objective Type	Value	Assessment	Analysis	Proposed Actions
MATH 111	1_Equations & Inequalities Course	Exam/Quiz - In Course	Edward Alfonso	The Fall 2024 result from the three sections is provided: Math 111-01, 18 out of 18 students (100%) scored 70% or better. Math 111-02, 9 out of 10 students (90%) scored 70% or better. Math 111-04, 18 out of 18 students (100%) scored 70% or better. The overall result shows that 45 students out of 46 (97.8%) scored above 70% which indicates that the benchmark was met. In section 1, there are 5 males and 13 females with a 100% passing rate in both genders, section 2 has 5 males and 5 females with 80% passing rate for males and 100% for females, and section 4 has 7 males and 11 females with a 100% passing rate in both genders as shown in figure 1. The overall performance by genders shows a 100% passing rate for females while the males passing rate is 94.1%.	1.The prerequisite for Math 111 College Algebra should only be Math 098 Intermediate Algebra and not Math 099 Fundamentals of Mathematics. Some students were able to enroll in the math 111 class without taking Math 098, which means that the students lack the fundamental algebraic skills from intermediate algebra. An update in the course outline for Math 111 should reflect the Math 098 prerequisite so that students who took Math 099 will restricted from enroll in Math 111. All pre-requisite should be clearly expressed in the course outlines. 2.Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. 3.Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue. 4.To effectively mitigate minor errors that may occur in final answers, the instructor emphasizes the critical importance of presenting final answers in both interval notation and set builder notation forms. This practice is not merely a suggestion but is crucial, as it will be imperative for the upcoming topics that students will engage with in their studies. By reinforcing this dual notation approach, students will gain a deeper understanding of mathematical concepts and enhance their problem-solving skills. 5.Additionally, the instructor recognizes the necessity to revisit Student Learning Outcome (SLO) 01 to identify potential areas for further improvement. The goal is to elevate the complexity of this learning outcome and	The data results clearly present quantitative and qualitative evidence of student learning and achievement of outcomes. This analysis highlights overall student performance and explains why a percentage met the evaluation benchmark. The assessment tool is appropriate for measuring Student Learning Outcomes (SLO), demonstrating effectiveness in achieving educational goals. Proposed actions are well-linked to the data analysis, providing insights for future decisions to enhance student learning experiences. These decisions will address the identified SLO and foster improved achievements. The document is well-written, with clear phrasing and proper grammar, contributing to its professionalism and readability.

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Department (STEM) - STEM MATH 111	SLO 1_Equations & Inequalities	Objective Type Exam/Quiz - In Course	A quiz of four problems will be used to assess students learning outcome with a focus on absolute value equations and inequalities.	At least 70% of students who took the quiz score 70% or better.	Waisiki Baleikorocau	The Fall 2024 result from the three sections is provided: Math 111-01, 18 out of 18 students (100%) scored 70% or better. Math 111-02, 9 out of 10 students (90%) scored 70% or better. Math 111-04, 18 out of 18 students (100%) scored 70% or better. The overall result shows that 45 students out of 46 (97.8%) scored above 70% which indicates that the benchmark was met. In section 1, there are 5 males and 13 females with a 100% passing rate in both genders, section 2 has 5 males and 5 females with 80% passing rate for males and 100% for females, and section 4 has 7 males and 11 females with a 100% passing rate in both genders as shown in figure 1. The overall performance by genders shows a 100% passing rate for females while the males passing rate is 94.1%.	Benchmark Met	1.The prerequisite for Math 111 College Algebra should only be Math 098 Intermediate Algebra and not Math 099 Fundamentals of Mathematics. Some students were able to enrolled in the math 111 class without taking Math 098, which means that the students lack the fundamental algebraic skills from intermediate algebra. An update in the course outline for Math 111 should reflect the Math 098 prerequisite so that students who took Math 099 will restricted from enroll in Math 111. All pre-requisite should be clearly expressed in the course outlines. 2.Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. 3.Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue. 4.To effectively mitigate minor errors that may occur in final answers, the instructor emphasizes the critical importance of presenting final answers in both interval notation and set builder notation forms. This practice is not merely a suggestion but is crucial, as it will be imperative for the upcoming topics that students will engage with in their studies. By reinforcing this dual notation approach, students will gain a deeper understanding of mathematical concepts and enhance their problem-solving skills. 5.Additionally, the instructor recognizes the necessity to revisit Student Learning Outcome (SLO) 01 to identify potential areas for further improvement. The goal is to elevate the complexity of this learning outcome and	No. The SLO statement doesn't need revision.	The data results clearly present quantitative and qualitative evidence of student learning and achievement of outcomes. This analysis highlights overall student performance and explains why a percentage met the evaluation benchmark. The assessment tool is appropriate for measuring Student Learning Outcomes (SLO), demonstrating effectiveness in achieving educational goals. Proposed actions are well-linked to the data analysis, providing insights for future decisions to enhance student learning experiences. These decisions will address the identified SLO and foster improved achievements. The document is well-written, with clear phrasing and proper grammar, contributing to its professionalism and readability.	Well-develop.	Approved
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Program (LA) - Liberal Arts AA MATH 111	SLO 1_Equations & Inequalities	Objective Type Exam/Quiz - In Course	A quiz of four problems will be used to assess students learning outcome with a focus on absolute value equations and inequalities.	At least 70% of students who took the quiz score 70% or better.	Waisiki Baleikorocau	The Fall 2024 result from the three sections is provided: Math 111-01, 18 out of 18 students (100%) scored 70% or better. Math 111-02, 9 out of 10 students (90%) scored 70% or better. Math 111-04, 18 out of 18 students (100%) scored 70% or better. The overall result shows that 45 students out of 46 (97.8%) scored above 70% which indicates that the benchmark was met. In section 1, there are 5 males and 13 females with a 100% passing rate in both genders, section 2 has 5 males and 5 females with 80% passing rate for males and 100% for females, and section 4 has 7 males and 11 females with a 100% passing rate in both genders as shown in figure 1. The overall performance by genders shows a 100% passing rate for females while the males passing rate is 94.1%.	Benchmark Met	1.The prerequisite for Math 111 College Algebra should only be Math 098 Intermediate Algebra and not Math 099 Fundamentals of Mathematics. Some students were able to enrolled in the math 111 class without taking Math 098, which means that the students lack the fundamental algebraic skills from intermediate algebra. An update in the course outline for Math 111 should reflect the Math 098 prerequisite so that students who took Math 099 will restricted from enroll in Math 111. All pre-requisite should be clearly expressed in the course outlines.	2.Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. 3.Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue. 4.To effectively mitigate minor errors that may occur in final answers, the instructor emphasizes the critical importance of presenting final answers in both interval notation and set builder notation forms. This practice is not merely a suggestion but is crucial, as it will be imperative for the upcoming topics that students will engage with in their studies. By reinforcing this dual notation approach, students will gain a deeper understanding of mathematical concepts and enhance their problem-solving skills. 5.Additionally, the instructor recognizes the necessity to revisit Student Learning Outcome (SLO) 01 to identify potential areas for further improvement. The goal is to elevate the complexity of this learning outcome and	No. The SLO statement doesn't need revision.	The data results clearly present quantitative and qualitative evidence of student learning and achievement of outcomes. This analysis highlights overall student performance and explains why a percentage met the evaluation benchmark. The assessment tool is appropriate for measuring Student Learning Outcomes (SLO), demonstrating effectiveness in achieving educational goals. Proposed actions are well-linked to the data analysis, providing insights for future decisions to enhance student learning experiences. These decisions will address the identified SLO and foster improved achievements. The document is well-written, with clear phrasing and proper grammar, contributing to its professionalism and readability.	Well-develop.	Approved

				Students are assessed and evaluated using a multipoint rubric developed for writing and presenting Action Research Paper. Data for this SLO will be the overall scores attained in the rubric section that includes 8 category parts of a written action research and presentation of the project. Each part will be rated based on the quality of each category associated with three criteria (5-Distinguished; 4-Proficient; and 3-Basic). When an item is not included, it is marked 0 (zero).Data will be also disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery	
Program (EDU)				On a scale of 1 to 4, 70% of the students should attain an average score of 30 points of 40.	
- Elementary Education BA	EDU 497	SLO 1_Ethical Issues	Project - Individual		

				Students will work in collaborative groups to develop their assessment plan for teaching on selected topics and grade levels in the RMI Curriculum. They will evaluate possible biases in their educational assessment plans. A rubric will be used to judge the quality of work and presentation of plan developed by the groups.Data will be	
				On a scale of 1 to 20 points, 75% of the students will achieve an average score of 15 points or more.	
Program (EDU) - Elementary Education BA	EDU 444	SLO	Collaborative Group	Activity	introduction/practice/mastery
		1_Evaluation & Assessment Changes			

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.	70% of the students taking the test will be mastering the SLO topic with 70% and above.	Quiz Results				Approved
						1. Only 30 out of the 43 student participants (70%) took the quiz for SLO 1				
						2. 14 out of 30 participants (47%) scored 70% and above which concludes as Passing				
						3. 16 out of 30 participants (53%) scored below the threshold benchmark (70%) which concludes as Not Passing				
						The results came out as not meeting the benchmark for Math 050 Sections 1-2				
						Passing Rate in terms of Participants' Gender Who Took Quiz				
						1. 53% of the female participants (9 out of 17) scored 70% or higher (P)				
						2. 47% of the female participants (8 out of 17) scored below 70% (NP)				
						3. 38% of the male	Benchmark Not Met	Since the benchmark was not met, the plan is to give more additional practices in terms of times tables and classifying shapes. Modify the assessment tool.	No. The SLO statement doesn't need revision.	

Department (STEM) - STEM SCI 135	In this practical, each student conducted a research on climate change impacts on organisms and the places that they live and suggested five practical and resilient strategies or possible climate change solutions to lessen the impacts of climate change. At the end of the research, each student presented their findings in Tables 1 and 2 in the worksheet provided (see sample Worksheet uploaded). Students were graded according to the points allocated per Table and additional questions given in the worksheet. This lab activity was very important because it gave the students the opportunity to be aware of the global consequences of climate change and possible ways or strategies to reduce the impacts. For instance, changes in temperature, in particular extreme heat waves, would produce negative		70% of the students will attain a C grade or better.
	SLO 1_Explore the use of the Scientific Method	Experiment or Other Laboratory Experience	

				In this practical, each student conducted a research on climate change impacts on organisms and the places that they live and suggested five practical and resilient strategies or possible climate change solutions to lessen the impacts of climate change. At the end of the research, each student presented their findings in Tables 1 and 2 in the worksheet provided (see sample Worksheet uploaded). Students were graded according to the points allocated per Table and additional questions given in the worksheet. This lab activity was very important because it gave the students the opportunity to be aware of the global consequences of climate change and possible ways or strategies to reduce the impacts. For instance, changes in temperature, in particular extreme heat waves, would produce negative	
Program (GE) - General Education	SCI 135	SLO 1_Explore the use of the Scientific Method	Experiment or Other Laboratory Experience	70% of the students will attain a C grade or better.	

Program (LA) - Liberal Arts AA SCI 135	In this practical, each student conducted a research on climate change impacts on organisms and the places that they live and suggested five practical and resilient strategies or possible climate change solutions to lessen the impacts of climate change. At the end of the research, each student presented their findings in Tables 1 and 2 in the worksheet provided (see sample Worksheet uploaded). Students were graded according to the points allocated per Table and additional questions given in the worksheet. This lab activity was very important because it gave the students the opportunity to be aware of the global consequences of climate change and possible ways or strategies to reduce the impacts. For instance, changes in temperature, in particular extreme heat waves, would produce negative		70% of the students will attain a C grade or better.
	SLO 1_Explore the use of the Scientific Method	Experiment or Other Laboratory Experience	

Department (STEM) - STEM ICS 104	SLO 1_Function Keys	Objective Type Exam/Quiz - In Course	A 3-part quiz to assess student's cognition, use, and mastery.	
			The tool aims to determine at what level students can use the IF function or to inform the instructor about the causes of errors or difficulty areas. The first three questions will ask students to identify errors or missing elements. The second set of questions will ask students to supply the missing elements as a practice, leading to students creating the IF functions themselves.	
			Before the assessment day, the instructor will demonstrate the IF function extensively in class, guiding students to understand, use, and master it.	
			At least 70% of the students will accurately use the IF function, that is 70% up to the 2nd part of the quiz, which is the use of the IF function in alignment with the SLO.	Cheryl Vila
			Results will be disaggregated by gender, center of campus (if available), and student's English and Math levels.	

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Program (BUS)	SLO	Objective Type		
- Accounting	1_Function	Exam/Quiz - In		
Clerkship CC	ICS 104	Keys Course	Cheryl Vila	

			A 3-part quiz to assess student's cognition, use, and mastery.	
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			Results will be disaggregated by gender, center of campus (if available), and student's English and Math levels.	
Program (BUS)	SLO	Objective Type		
- Accounting	1_Function	Exam/Quiz - In		
Clerkship CC	ICS 104	Keys	Course	Edward Alfonso

Program (BUS) - Business AA ICS 104			A 3-part quiz to assess student's cognition, use, and mastery.	
			The tool aims to determine at what level students can use the IF function or to inform the instructor about the causes of errors or difficulty areas. The first three questions will ask students to identify errors or missing elements. The second set of questions will ask students to supply the missing elements as a practice, leading to students creating the IF functions themselves.	
			Before the assessment day, the instructor will demonstrate the IF function extensively in class, guiding students to understand, use, and master it.	At least 70% of the students will accurately use the IF function, that is 70% up to the 2nd part of the quiz, which is the use of the IF function in alignment with the SLO.
			Results will be disaggregated by gender, center of campus (if available), and student's English and Math levels.	
	SLO 1_Function Keys	Objective Type Exam/Quiz - In Course		Cheryl Vila

			A 3-part quiz to assess student's cognition, use, and mastery.	
			The tool aims to determine at what level students can use the IF function or to inform the instructor about the causes of errors or difficulty areas. The first three questions will ask students to identify errors or missing elements. The second set of questions will ask students to supply the missing elements as a practice, leading to students creating the IF functions themselves.	
			Before the assessment day, the instructor will demonstrate the IF function extensively in class, guiding students to understand, use, and master it.	At least 70% of the students will accurately use the IF function, that is 70% up to the 2nd part of the quiz, which is the use of the IF function in alignment with the SLO.
			Results will be disaggregated by gender, center of campus (if available), and student's English and Math levels.	
Program (BUS)	SLO	Objective Type		
- Business AA	1_Function	Exam/Quiz - In		
ICS 104	Keys	Course		Edward Alfonso

				SUMMARY OF THE RESULT EVALUATION OF A CASE STUDY				
				SUMMARY OF THE RESULT EVALUATION OF A CASE STUDY				
				Student Content Style Length Research Argument Total				
				1 10				
				10 9				
				9 9				
				47				
				2 10				
				8 9				
				8 9				
				44				
				3 9				
				7 9				
				9 8				
				42				
				4 9				
				8 8				
				7 7				
				39				
				5 10				
				7 9				
				8 8				
				42				
				6 9				
				9 8				
				8 7				
				41				
				7 8				
				7 9				
				8 7				
				39				
				8 9				
				8 7				
				7 6				
				37				
				9 9				
Program (NURS) - Public Health CCT	AH 103	SLO 1_Health Indicators	Case Study	This is an individual case study. Each student is given a pressing RMI health problem to work on in their case study. Each case study will address to the pressing health problem.	75% of the students shall be able to present a case study that 75% of the case studies are relevant to the countrys health issues.	Moses Sumaoang	Benchmark Met The actions to be taken for the next cycle are: 1. The same SLO 2 shall be assessed so that there can be comparison between two evaluating periods. 2. The students shall be taught on how to properly project themselves in front of an audience. Most of the students are still shy in facing an audience. 3. I will request the Information Technology instructors to teach students on how to properly make Power Point presentations. 4. The next cycle, students will present these theories in the community so that there will be public awareness.	No. The SLO statement doesn't need revision.

				Pruter Karben:						
				There were 20 students registered for this course. 11(55%) out of 20 students achieved 70% score or higher. 9(45%) out of 20 student achieved 69% or lower. One reason why 55% of the students met the benchmark because they submitted their work on time. One reason why the rest achieved of the students did not meet the benchmark because they didn't submit their works in time.						
				Mylast E. Bilimon: In MAR 130 sections 3 & 4, students were given a test on Marshallese culture and heritage.						
				IN MAR 130-3, there is a total of 19 students. Only 18 took the test out of 19. 1 student was absent, so she was unable to take the test. Breakdown of the scores: Grade was out of 100						
Program (EDU)			Objective Type	Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics.	70% of the students who will take the quiz will get a score of 70 or higher.	50%-59% - 4 students	Benchmark	I plan to implement individualized strategies to ensure that my students arrive to class punctually and adequately prepared.	No. The SLO statement doesn't need revision.	Approved
- Elementary Education AS	MAR 130	SLO 1_Heritage	Exam/Quiz - In Course	Mylast Billimon, Jora Jora and Rolson Jakbot)		60-69% - 5 students	Not Met			

				Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)	70% of the students who will take the quiz will get a score of 70 or higher.	Total of 25 students enrolled, and only 17 took the test and passed 8 not passed Students learned various areas that related to the course contents of Marshallese historical culture and heritage, and to understand the roles of Women and and how they are very respect in the cultures. One of the assessment tool used in the course is a test of 14-20 words of "The Roles Women's Roles in the Community"			
Program (EDU) - Elementary Education AS	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course			68 Benchmark not met due to absenteeism	Benchmark Not Met	Meeting with Department Chair and others who are teaching the subject for feedback etc.	No. The SLO statement doesn't need revision.

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Breakdown of the scores: Grade was out of 100
50%-59% - 4 students
60-69% - 5 students

Benchmark
Not Met

I plan to implement individualized strategies to ensure that my students arrive to class punctually and adequately prepared.

No. The SLO statement doesn't need revision.

Approved

Program (GE) -
General
Education

MAR 130

SLO
1_Heritage

Objective Type
Exam/Quiz - In
Course

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				Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)	70% of the students who will take the quiz will get a score of 70 or higher.	Total of 25 students enrolled, and only 17 took the test and passed 8 not passed Students learned various areas that related to the course contents of Marshallese historical culture and heritage, and to understand the roles of Women and and how they are very respect in the cultures. One of the assessment tool used in the course is a test of 14-20 words of "The Roles Women's Roles in the Community"			
Program (GE) - General Education	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course			68 Benchmark not met due to absenteeism	Benchmark Not Met	Meeting with Department Chair and others who are teaching the subject for feedback etc.	No. The SLO statement doesn't need revision.

Program (LA) - Liberal Arts AA MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Jora Jora and Rolson Jakbot)	Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot) will take the quiz will get a score of 70 or higher.	70% of the students who will take the score of 70 or higher.	Pruter Karben:	I plan to implement individualized strategies to ensure that my students arrive to class punctually and adequately prepared.	No. The SLO statement doesn't need revision.	Approved
						There were 20 students registered for this course. 11(55%) out of 20 students achieved 70% score or higher. 9(45%) out of 20 student achieved 69% or lower. One reason why 55% of the students met the benchmark because they submitted their work on time. One reason why the rest achieved of the students did not meet the benchmark because they didn't submit their works in time.			
						Mylast E. Bilimon: In MAR 130 sections 3 & 4, students were given a test on Marshallese culture and heritage.			
						IN MAR 130-3, there is a total of 19 students. Only 18 took the test out of 19. 1 student was absent, so she was unable to take the test. Breakdown of the scores: Grade was out of 100 50%-59% - 4 students 60-69% - 5 students	Benchmark Not Met		

Program (LA) - Liberal Arts AA MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)	70% of the students who will take the quiz will get a score of 70 or higher.	Total of 25 students enrolled, and only 17 took the test and passed 8 not passed Students learned various areas that related to the course contents of Marshallese historical culture and heritage, and to understand the roles of Women and and how they are very respect in the cultures. One of the assessment tool used in the course is a test of 14-20 words of "The Roles Women's Roles in the Community"
					68 Benchmark not met due to absenteeism

				Pruter Karben:							
				There were 20 students registered for this course. 11(55%) out of 20 students achieved 70% score or higher. 9(45%) out of 20 student achieved 69% or lower. One reason why 55% of the students met the benchmark because they submitted their work on time. One reason why the rest achieved of the students did not meet the benchmark because they didn't submit their works in time.							
				Mylast E. Bilimon: In MAR 130 sections 3 & 4, students were given a test on Marshallese culture and heritage.							
				IN MAR 130-3, there is a total of 19 students. Only 18 took the test out of 19. 1 student was absent, so she was unable to take the test. Breakdown of the scores: Grade was out of 100 50%-59% - 4 students							
Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)		70% of the students who will take the quiz will get a score of 70 or higher.	Benchmark Not Met	I plan to implement individualized strategies to ensure that my students arrive to class punctually and adequately prepared.			
								No. The SLO statement doesn't need revision.			
								Approved			

Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)	70% of the students who will take the quiz will get a score of 70 or higher.	Total of 25 students enrolled, and only 17 took the test and passed 8 not passed Students learned various areas that related to the course contents of Marshallese historical culture and heritage, and to understand the roles of Women and and how they are very respect in the cultures. One of the assessment tool used in the course is a test of 14-20 words of "The Roles Women's Roles in the Community"	68 Benchmark not met due to absenteeism	Benchmark Not Met	Meeting with Department Chair and others who are teaching the subject for feedback etc.	No. The SLO statement doesn't need revision.
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				Pruter Karben:						
				There were 20 students registered for this course. 11(55%) out of 20 students achieved 70% score or higher. 9(45%) out of 20 student achieved 69% or lower. One reason why 55% of the students met the benchmark because they submitted their work on time. One reason why the rest achieved of the students did not meet the benchmark because they didn't submit their works in time.						
				Mylast E. Bilimon: In MAR 130 sections 3 & 4, students were given a test on Marshallese culture and heritage.						
				Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)	70% of the students who will take the quiz will get a score of 70 or higher.					
Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	IN MAR 130-3, there is a total of 19 students. Only 18 took the test out of 19. 1 student was absent, so she was unable to take the test. Breakdown of the scores: Grade was out of 100 50%-59% - 4 students 60-69% - 5 students						
				Benchmark	Not Met	I plan to implement individualized strategies to ensure that my students arrive to class punctually and adequately prepared.		No. The SLO statement doesn't need revision.		Approved

Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 1_Heritage	Objective Type Exam/Quiz - In Course	Students will be given a 20- item quiz on Marshallese historical culture & heritage to check their knowledge and understanding of these topics. (Risi Matthew, Mylast Billimon, Jora Jora and Rolson Jakbot)	70% of the students who will take the quiz will get a score of 70 or higher.	Total of 25 students enrolled, and only 17 took the test and passed 8 not passed Students learned various areas that related to the course contents of Marshallese historical culture and heritage, and to understand the roles of Women and and how they are very respect in the cultures. One of the assessment tool used in the course is a test of 14-20 words of "The Roles Women's Roles in the Community"	68 Benchmark not met due to absenteeism	Benchmark Not Met	Meeting with Department Chair and others who are teaching the subject for feedback etc.	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA GEO 121	SLO 1_Historic Context	Collaborative Group Activity	Students will read their book and do a worksheet assignment pertaining to the Historic Context of the Pacific Region, Its ocean geography, pre-settlement, theories or origins and settlement patterns. This worksheet assignment includes essay questions pertaining to the SLO. https://www.google.com/books/edition/Pacific_Nations_and_Territories/c2i5PwAACAAJ?hl=en https://www.google.com/books/edition/_/XwGizgEACA AJ?hl=en&sa=X&ved=2ahUKEwiTsNSr1_GEAxV6q1YBHdW2AfYQ7_IDegQIDhAD https://www.google.com/books/edition/_/114Z8CWtFlwC?hl=en&sa=X&ved=2ahUKEwiTsNSr1_GEAxV6q1YBHdW2AfYQre8FegQIDhAI 70 percent of participants pass with a 70 percent or higher.	There were 7 females and 3 males that participated.	Out of 10 students that participated in the assignment, 7 of them being 70 percent of students scored a 70 percent or higher. All of them were from Uliga.	Benchmark Met	Rework assignment.	No. The SLO statement doesn't need revision.	It's a very basic reasonable assignment to reflect the very detailed measurement. I had to reupload this since it was lost.	Approved
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Program (EDU) - Elementary Education AS	PSY 101	SLO 1_Historical Trends	Written Assignment or Essay	Students will be given an assignment on the "Evolution of modern-day Psychology" in order to know how much they have learnt in regards to the evolution of Psychology and also the contributions of different Schools of thoughts in the origin of Psychology.	75% of students who will do the assignment will score 75% and above.
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Program (GE) - General Education	PSY 101	SLO 1_Historical Trends	Written Assignment or Essay	Students will be given an assignment on the "Evolution of modern-day Psychology" in order to know how much they have learnt in regards to the evolution of Psychology and also the contributions of different Schools of thoughts in the origin of Psychology.	75% of students who will do the assignment will score 75% and above.
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Program (LA) - Liberal Arts AA	PSY 101	SLO 1_Historical Trends	Written Assignment or Essay	Students will be given an assignment on the "Evolution of modern-day Psychology" in order to know how much they have learnt in regards to the evolution of Psychology and also the contributions of different Schools of thoughts in the origin of Psychology.	75% of students who will do the assignment will score 75% and above.
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Program (NURS) - Nursing AS	PSY 101	SLO 1_Historical Trends	Written Assignment or Essay	Students will be given an assignment on the "Evolution of modern-day Psychology" in order to know how much they have learnt in regards to the evolution of Psychology and also the contributions of different Schools of thoughts in the origin of Psychology.	75% of students who will do the assignment will score 75% and above.
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				1.Exams and Quizzes 2. Observation 3. Simulation 4. Skill performance
				Homework: The class will do homework and other assignments, I expect everyone to complete your work and hand it in on time. Missing work will result in in-complete and therefore; receive an unsatisfactory score. Please, do your own work. That is how you will learn and pass the class. Dont copy other students' work or plagiarize. This is a big no no and this might also get you expelled.
				Assessments: Midterm exam and quizzes are scheduled throughout the semester. In addition, one exit (final) exam is scheduled at the end of semester. We will also be doing weekly quizzes just to make sure we are learning the content and this will keep you up to date on the material. If you have questions,
Program (RFPNW) - Rating				70% of students participate in the assessment is expected to pass 70% pass mark
Forming Part of a Navigational Watch CC	MART 121	SLO 1_Identify Duties & Responsibilities	Written Assignment or Essay	

				Teachers develop a Science QPF lesson plan and connected formative assessment that they present to students in a classroom. Rubrics for the various components will be provided.The rubric will show students knowledge in alignment of the 6 QPF components and formative assessment strategies..Data will be	70% of students will achieve a score of 75% or higher on the lesson observation rubric		
Program (EDU) - Elementary Education BA	EDU 323	SLO 1_Instruction & Assessment	Presentation				
				In this assessment the students in groups of 3s will present the best outdoor finishing for a residential building here in the Marshall, sighting the Make, advantages and the hardware store that sells with the cost per gallon.	This assessment is 100% and 70% of the students are expected to score 70% or more to pass.	Of the 3 groups assessed Group 1= 70% Group 2 =75% and group 3= 80%. The assessment brought about average understanding of the Topic.	Benchmark Met
Program (VCARP) - Carpentry Certificate	VCARP 105	SLO 1_Interior Finishing	Project - Group			This assessment was a challenge for the students whereby 1. finishing that is available on the island is limited to the suggested option in the research, 2.More emphasis will be around ornamental and durability appeal where what is available on Island and widely used will be options to choose from.	Yes. The SLO statement needs revision.

Program (AHS) - Adult High School	MATH 051	SLO 1_Interpret Expressions	Objective Type Exam/Quiz - In Course	I will create the quiz on Moodle base on the topics that was discussed in class (Adding/subtractin g and Multiplying/dividin g Real Numbers), and Moodle will do the gradings. Dde	More than half of the students will pass the course with 70% and above.	For section 1, 17 students (6 girls & 11 boys) took the test. Only 9 students (5 girls and 4 boys) passed the test with 70% and above. The group average score is 73%.	Benchmark Met	For the students that did not passed the test, those are the ones that are still struggling and trying to memorize the multiplication table. I will need to do more reinforcement on the multiplication table in class.	No. The SLO statement doesn't need revision.	Approved
Program (AHS) - Adult High School	MATH 051	SLO 1_Interpret Expressions	Objective Type Exam/Quiz - In Course	I will create the quiz on Moodle base on the topics that was discussed in class (Adding/subtractin g and Multiplying/dividin g Real Numbers), and Moodle will do the gradings. Dde	More than half of the students will pass the course with 70% and above.	For section 2, only 10 students (5 boys and 5 girls), and only 3 students (2 girls and 1 boy) passed the test with 70% and above. The group average grade is 60%.	Benchmark Not Met	For this group of individuals, most of them are still struggling with the multiplication table. I will have to do more multiplication activities for them to practice.	Yes. The SLO statement needs revision.	Approved

Program (VCARP) - Carpentry Certificate	VCARP 050	SLO 1_Listening	Objective Type Exam/Quiz - In Course	After some practice in class, a test will be conducted to assess students on basic communication skills that includes listening, reading, and speaking skills. The test will consist of WH-questions, yes/no questions, and short passages on emergency announcements. (TK)	70% or higher	Out of the 6 males students who participated in the assessment, 5 of them passed and 1 failed. Four of the students performed fairly and 2 fell under the good category based on the results. As a result, 83% passed and 17% failed. Therefore, the benchmark was met. The students who passed were able to read and understand well. As observed, their communication skills can be rated from fair to good. The one student who failed the test was observed to perform well via image and hands-on.	Benchmark Met	1. Provide feedback on student performance. 2. Provide more practice on basic communication materials, visual aids, and more hands-on activities.	No. The SLO statement doesn't need revision.
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Program (AHS) - Adult High School	SOC 052	SLO 1_Make Logical Inferences	Presentation	PowerPoint presentations will be used. Students will compare Traditional vs Modern ways of governing Pacific Government Systems by listing at least 3 similiarties and differences.	70 percent of the students will meet the threshold by scoring 70% or higher.	Quiz Results:	Benchmark Met	Modify the assessment tool	No. The SLO statement doesn't need revision.	Approved
						1. Only 4 out of 24 activie participants (16%) did presentations on time or SLO 1 2. All 4 participants (100%) scored above average (70%plus) which confirms as passing. This can conclude that participants met the benchmark for SOC 052 Sections 1-2. Passing Rate in terms of Participants' Gender Who Did the Presentations: 1. There was only 1 male participant that scored above average (70%+). (P) 2. 75% of the participants (3 out of 4) were female scoring above the threshold benchmark (70%). (P)				

Program (MAR) - Marshallese Language Arts CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Written Assignment or Essay	Students were demonstrate ability to apply standardized Marshallese spelling in their written essay.PK	80% of the students will standardized 70% of the students score higher.PK	Pruter Karben	There were 16 students officially enrolled in this course. There were 11(69%) out of 16 students achieved 70% score or higher, and 5(31%) out of pupils received a score of 69% or lower. There were 11 students passed because they presented their works and came to class on time but 5 of them didn't pass because they always missed class and didn't turn in their works on time.	Benchmark Not Met	Implement a effective schedule for the pupils to meet with the dean of students to address attendance and assignment submission issues. Yes. The SLO statement needs revision.	Approved
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Program (MAR) - Marshallese Social Studies CCT	MAR 230	SLO 1_Marshallese Sentence Grammar	Written Assignment or Essay	Students were demonstrate ability to apply standardized Marshallese spelling in their written essay.PK	80% of the students will standardized their spelling 70% of the students score higher.PK	Pruter Karben	There were 16 students officially enrolled in this course. There were 11(69%) out of 16 students achieved 70% score or higher, and 5(31%) out of pupils received a score of 69% or lower. There were 11 students passed because they presented their works and came to class on time but 5 of them didn't pass because they always missed class and didn't turn in their works on time.	Benchmark Not Met	Implement a effective schedule for the pupils to meet with the dean of students to address attendance and assignment submission issues. Yes. The SLO statement needs revision.	Approved
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Program (VCARP) - Carpentry Certificate	VCARP 101	SLO 1_Materials	Project - Group	After some lectures, discussions and actual demonstration, students will be given a paper test to identify part of the cross section of a tree where milled lumpers are cut from.	70% of the student takes will get a grade of 70% or higher.	8 out of 8 students assessed scored 75% or more on this assessment. Prior to the test students were shown videos and actually visited a felled tree in the campus clearly showing the cross- section. Since all students passed the test, the next assessments will be identifying milled lumber available in hardware store through end grains., this will help them Identify the best wood to purchase.	Benchmark Met	Since all passed, the next assessment will be	No. The SLO statement doesn't need revision.
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		Fiction Assignment 1															
		Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing.				Assessment Tool Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing. Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.											
		(Mechanics) •Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size) •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 •Be sure to use a spelling and grammar check •Check for other mechanical/technic al, spelling, grammar, and punctuation		70% of the students should be able to get 70% (C grade) or better		Kirk Layton		VU		Benchmark Met		VU		No. The SLO statement doesn't need revision.			
Program (GE) - General Education		ENG 201		SLO 1_Original Work or Essay		Written Assignment											

Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing.

- Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size)
- 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
- Be sure to use a spelling and

70% of the students should be able to get 70% (C grade) or better

Assessment Tool
Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing. Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.

Assessment Data and Analysis
The students who attended the class and participated in the peer review critiques advanced their skills remarkably. Writing fiction was brand new to all of them. They weren't even really that familiar with reading fiction.

" Having this course run as a regular 16-week course is better there is a lot of content material to cover and 8 weeks is too short; especially for this Fall it was not 8 weeks due to the number of public holidays and college retreats plus the short Fall break.

The department would like to do a comparative study with data next semester 2025. This is due to the low number of students enrolled this Fall 2024.

Approved

Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing.

- Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size)
- 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
- Be sure to use a spelling and

70% of the students should be able to get 70% (C grade) or better

Assessment Tool
Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing. Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.

Assessment Data and Analysis
The students who attended the class and participated in the peer review critiques advanced their skills remarkably. Writing fiction was brand new to all of them. They weren't even really that familiar with reading fiction. So, I thought the fact that 75% graded above the threshold was quite something.

" Having this course run as a regular 16-week course is better there is a lot of content material to cover and 8 weeks is too short; especially for this Fall it was not 8 weeks due to the number of public holidays and college retreats plus the short Fall break.

The department would like to do a comparative study with data next semester 2025. This is due to the low number of students enrolled this Fall 2024.

Approved

Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing.

- Use MLA format (Times New Roman, 12-point font is the ONLY acceptable font/size)
- 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
- Be sure to use a spelling and

70% of the students should be able to get 70% (C grade) or better

Assessment Tool
Students will be tasked with writing their original short stories. It is important to consider both the creative elements of the story and the technical aspects of writing. Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.

Assessment Data and Analysis
The students who attended the class and participated in the peer review critiques advanced their skills remarkably. Writing fiction was brand new to all of them. They weren't even really that familiar with reading fiction.

" Having this course run as a regular 16-week course is better there is a lot of content material to cover and 8 weeks is too short; especially for this Fall it was not 8 weeks due to the number of public holidays and college retreats plus the short Fall break.

The department would like to do a comparative study with data next semester 2025. This is due to the low number of students enrolled this Fall 2024.

Approved

				This an individual assignment. Students will be assessed on their knowledge of the unique principles of music, dance and drama. The students will analyze a selected piece on a music, dance, and drama performance given by the teacher. Each performance will have its own marking rubric that focuses on the unique principles, elements, properties of dance, music and drama.The benchmark is that each student will score 70 out of 100 in the rubric for each performing art.	
Program (EDU)		SLO			
- Elementary		1_Performing			
Education BA	ART 329	Arts Analysis	Project - Individual	70	Rosie Koroï

				This an individual assignment. Students will be assessed on their knowledge of the unique principles of music, dance and drama. The students will analyze a selected piece on a music, dance, and drama performance given by the teacher. Each performance will have its own marking rubric that focuses on the unique principles, elements, properties of dance, music and drama. The benchmark is that each student will score 70 out of 100 in the rubric for each performing art.	
Program (GE) - General Education	ART 329	SLO 1_Performing Arts Analysis	Project - Individual	70	Rosie Koroï

		This an individual assignment. Students will be assessed on their knowledge of the unique principles of music, dance and drama. The students will analyze a selected piece on a music, dance, and drama performance given by the teacher. Each performance will have its own marking rubric that focuses on the unique principles, elements, properties of dance, music and drama. The benchmark is that each student will score 70 out of 100 in the rubric for each performing art.		
Program (LA) - Liberal Arts AA	ART 329	SLO 1_Performing Arts Analysis	Project - Individual	70
				Rosie Koroï

Program (GE) - General Education	PHIL 101	SLO 1_Philosophical Ideas	Project - Individual	The project consists of two parts:	73% (8 out of 11 students) earned 70% or higher; 8 students did not complete the assignment.		
				1. PowerPoint presentation (3% of the grade)			
				2. written work of 2 (full) to 3 pages [Times New Roman, 12-font, double-spaced] (12% of the grade)	83% of females (5 out of 6) earned more than 70%; 60% of males (3 out of 5) earned more than 70%.		
				PowerPoint Presentation: The PowerPoint presentation will be a summary of the written work made into a minimum of a 5 to 8-minute presentation for the class.	Students who did not reach the benchmark were students who did a presentation on their chosen philosopher but did not complete the paper. Most received an 80% overall on their assignment because most students completed their paper but did not complete their presentation; these students were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Few students received a perfect score for completing both portions of their assignment.		
				Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]			
				Topic: Students will evaluate a philosophical idea of any philosopher they choose. The expectation is they will be able to successfully explain the reasoning behind the philosophical idea and give analysis as to why they believe the idea to	70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the philosophical idea of their choice.	Unfortunately, almost half, 43%, of the students did not do their	Benchmark Met
					</		

Program (LA) - Liberal Arts AA PHIL 101	SLO 1_Philosophical Ideas	Project - Individual	The project consists of two parts:	73% (8 out of 11 students) earned 70% or higher; 8 students did not complete the assignment.	Benchmark Met	I will give this SLO again in the future, however next time the assignment will either be in the form of a presentation or a paper but not both.	No. The SLO statement doesn't need revision.	Major improvement from last SLOs. Applause to Dr. Rosalie for completing training.	Approved
			1. PowerPoint presentation (3% of the grade)						
			2. Written work of 2 (full) to 3 pages [Times New Roman, 12-font, double-spaced] (12% of the grade)	83% of females (5 out of 6) earned more than 70%; 60% of males (3 out of 5) earned more than 70%.					
			PowerPoint Presentation: The PowerPoint presentation will be a summary of the written work made into a minimum of a 5 to 8-minute presentation for the class.	Students who did not reach the benchmark were students who did a presentation on their chosen philosopher but did not complete the paper. Most received an 80% overall on their assignment because most students completed their paper but did not complete their presentation; these students were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Few students received a perfect score for completing both portions of their assignment.					
			Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]	because most students completed their paper but did not complete their presentation; these students were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Few students received a perfect score for completing both portions of their assignment. Unfortunately, almost half, 43%, of the students did not do their					
			Topic: Students will evaluate a philosophical idea of any philosopher they choose. The expectation is they will be able to successfully explain the reasoning behind the philosophical idea and give analysis as to why they believe the idea to	70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the philosophical idea of their choice.					

Program (LA) - Liberal Arts AA	MAR 290	SLO 1_Project	Presentation	Present and document a project in Marshallese issues.	80% of the students should be able to achieve 70 score or higher.PK	Pruter Karben	Out of the 6 students registered for this course, all 6 (100%) achieved a score of 70% or higher. The majority of students met the benchmark because they consistently attended class and submitted their work on time.	Benchmark Met	Follow-up students who are tardy and/or absent (with and without valid reasons); and Refer students for counseling and/or academic support services.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 290	SLO 1_Project	Presentation	Present and document a project in Marshallese issues.	80% of the students should be able to achieve 70 score or higher.PK	Pruter Karben	Out of the 6 students registered for this course, all 6 (100%) achieved a score of 70% or higher. The majority of students met the benchmark because they consistently attended class and submitted their work on time.	Benchmark Met	Follow-up students who are tardy and/or absent (with and without valid reasons); and Refer students for counseling and/or academic support services.	No. The SLO statement doesn't need revision.	Approved
Program (VCARP) - Carpentry Certificate	VCARP 201	SLO 1_Roof	Project - Group	Having learned the components of the roof structure commonly used in the RMI,students after construction of a scaled model should be able construct a full scale model.(Waisake Savu)	75% of the students will score 75% or more						

Program (VCARP) - Carpentry Certificate	VCARP 210	SLO 1_Skills	Supervisor Evaluation	Students will demonstrate skills required in the workforce practicing Punctuality, proper behavior expected and work habits. This will include filling in the time sheets and tasks performed and sighted by their assigned supervisor,	This is a 100% assessment and 70% of the students are expected to score 70% or more in order to pass the program.
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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	70 percent of students who participated passed with 70 percent or higher	Out of 19 students, only 9 chose to participate in the assessment result indicating a 47.36% participation rate. However, all of the 9 students that participated scored a 70% or higher. 100 percent were female indicating a clear gender disparity with females participating more than males.	Benchmark Met	I will have to engage more with the students particularly the males to get it more gender balanced.	No. The SLO statement doesn't need revision.	Went by what was stipulated in the plan.	Approved

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_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true 70 percent of students who participated passed with 70 percent or higher	Out of 19 students, only 9 chose to participate in the assessment result indicating a 47.36% participation rate. However, all of the 9 students that participated scored a 70% or higher. 100 percent were female indicating a clear gender disparity with females participating more than males.	Benchmark Met	I will have to engage more with the students particularly the males to get it more gender balanced.	No. The SLO statement doesn't need revision.	Went by what was stipulated in the plan.	Approved
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			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	Out of 19 students, only 9 chose to participate in the assessment result indicating a 47.36% participation rate. However, all of the 9 students that participated scored a 70% or higher. 100 percent were female indicating a clear gender disparity with females participating more than males.	Benchmark Met	I will have to engage more with the students particularly the males to get it more balanced.	No. The SLO statement doesn't need revision.	Went by what was stipulated in the plan.	Approved
Program (LA) - Liberal Arts AA SOC 140	SLO 1_Social Studies Concepts	Written Assignment or Essay	70 percent of students who participated passed with higher						

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/document/d/1MjoiR0y4Fqif5n_1eu6PD9Wxlnk7A6WD/edit?usp=sharing&ouid=116058295816982232791&rtpof=true&sd=true 70 percent of students who participated passed with 70 percent or higher	Out of 19 students, only 9 chose to participate in the assessment result indicating a 47.36% participation rate. However, all of the 9 students that participated scored a 70% or higher. 100 percent were female indicating a clear gender disparity with females participating more than males. Benchmark Met	I will have to engage more with the students particularly the males to get it more gender balanced.	No. The SLO statement doesn't need revision.	Went by what was stipulated in the plan.	Approved
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ASSESSMENT DATA												
Department (STEM) - STEM	MATH 102	SLO 1_Solve Problems	Objective Type Exam/Quiz - In Course	Students will be given a quiz to demonstrate their ability to evaluate set Intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram . Evidence will be drawn from the test results.	(Adesoji Ogunmokon)	grade of C or higher.	Adesoji Ogunmokon	Benchmark Met	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years, 3 out of 48, or 6%, achieved a passing rate of 100% on the quiz. For students aged 24 to 26 years old, 2 out of 48, or 4%, also successfully passed with a perfect score (100%). In the age range of 21 to 23 years old, 16 out of 48 students, representing 33%, participated in the quiz. Among these, 13 students, or 81%, passed the quiz while approximately 3 students (19%) did not pass (NP). For students aged between 18 and 20 years old, out of 27 participants (57%), 17 students (63%) successfully passed the quiz, while about 10 students (37%) unfortunately did not pass (NP).	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly.	The instructor also needs to revisit SLO 01 to assess how it can be enhanced. The goal is to elevate its complexity and provide students with more challenging tasks that are directly related to that specific SLO, thus fostering deeper understanding and engagement.	The data results are well-developed, as they clearly align with the SLO Assessment plan. The analysis of these results effectively clarifies why a specific percentage of students achieved the benchmark. Additionally, the assessment tools used seem suitable for the SLO Assessment. The actions proposed are directly connected to the data analysis and provide a clear explanation of future teaching strategies aimed at improving this SLO and enhancing student learning and achievement.
									Passing Rate in Terms of Students' Gender Who Took the Quiz:	assessment will help gauge student progress and inform future instructional strategies.	No. The SLO statement doesn't need revision.	Therefore it is well-develop results.
Approved												

ASSESSMENT DATA												
Department (STEM) - STEM	MATH 102	SLO 1_Solve Problems	Objective Type Exam/Quiz - In Course	(Adesoji Ogunmokon)	70 percent of students who take the test will get a grade of C or higher.	Edward Alfonso	Benchmark Met	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years, 3 out of 48, or 6%, achieved a passing rate of 100% on the quiz. For students aged 24 to 26 years old, 2 out of 48, or 4%, also successfully passed with a perfect score (100%). In the age range of 21 to 23 years old, 16 out of 48 students, representing 33%, participated in the quiz. Among these, 13 students, or 81%, passed the quiz while approximately 3 students (19%) did not pass (NP). For students aged between 18 and 20 years old, out of 27 participants (57%), 17 students (63%) successfully passed the quiz, while about 10 students (37%) unfortunately did not pass (NP).	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly.	The instructor also needs to revisit SLO 01 to assess how it can be enhanced. The goal is to elevate its complexity and provide students with more challenging tasks that are directly related to that specific SLO, thus fostering deeper understanding and engagement.	The data results are well-developed, as they clearly align with the SLO Assessment plan. The analysis of these results effectively clarifies why a specific percentage of students achieved the benchmark. Additionally, the assessment tools used seem suitable for the SLO Assessment. The actions proposed are directly connected to the data analysis and provide a clear explanation of future teaching strategies aimed at improving this SLO and enhancing student learning and achievement.	Approved
								Students will be given a quiz to demonstrate their ability to evaluate set Intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram . Evidence will be drawn from the test results.				

ASSESSMENT DATA									
Program (BUS)				Assessment Data					
Course		Objective Type		Evidence		Assessment		Results	
- Accounting Clerkship CC	MATH 102	SLO 1_Solve Problems	Exam/Quiz - In Course	(Adesoji Ogunmokun)	grade of C or higher.	Adesoji Ogunmokun	Benchmark Met	assessment will help gauge student progress and inform future instructional strategies.	No. The SLO statement doesn't need revision.
Students will be given a quiz to demonstrate their ability to evaluate set Intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram . Evidence will be drawn from the test results.				70 percent of students who take the test will get a	Passing Rate in Terms of Students' Gender Who Took the Quiz:	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly.			
The data results are well-developed, as they clearly align with the SLO Assessment plan. The analysis of these results effectively clarifies why a specific percentage of students achieved the benchmark. Additionally, the assessment tools used seem suitable for the SLO Assessment. The actions proposed are directly connected to the data analysis and provide a clear explanation of future teaching strategies aimed at improving this SLO and enhancing student learning and achievement.				Therefore it is well-developed results.					
				Approved					

ASSESSMENT DATA									

Program (GE) - General Education		Course		Objective Type	Evidence will be drawn from the test results.		Assessment Data	Assessment Results		Assessment Plan	Assessment Results
MATH 102	SLO 1_Solve Problems	Exam/Quiz - In Course	Objective 1: Students will be given a quiz to demonstrate their ability to evaluate set Intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram .	70 percent of students who take the test will get a grade of C or higher.	Adesoji Ogunmokun	Adesoji Ogunmokun	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years, 3 out of 48, or 6%, achieved a passing rate of 100% on the quiz. For students aged 24 to 26 years old, 2 out of 48, or 4%, also successfully passed with a perfect score (100%). In the age range of 21 to 23 years old, 16 out of 48 students, representing 33%, participated in the quiz. Among these, 13 students, or 81%, passed the quiz while approximately 3 students (19%) did not pass (NP). For students aged between 18 and 20 years old, out of 27 participants (57%), 17 students (63%) successfully passed the quiz, while about 10 students (37%) unfortunately did not pass (NP).	Passing Rate in Terms of Students' Gender Who Took the Quiz: 70 percent of students who take the test will get a grade of C or higher.	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly. The instructor also needs to revisit SLO 01 to assess how it can be enhanced. The goal is to elevate its complexity and provide students with more challenging tasks that are directly related to that specific SLO, thus fostering deeper understanding and engagement. The instructor has proposed several improvements for the classes, such as encouraging and rewarding consistent class attendance, applying improved pedagogical strategies, reevaluating and updating SLO 1, and preparing as well as distributing the next set of SLOs in a timely manner. It is recommended that the instructor move forward with the next SLO to assess and determine whether students will successfully meet the established benchmarks. This assessment will help gauge student progress and inform future instructional strategies.	The data results are well-developed, as they clearly align with the SLO Assessment plan. The analysis of these results effectively clarifies why a specific percentage of students achieved the benchmark. Additionally, the assessment tools used seem suitable for the SLO Assessment. The actions proposed are directly connected to the data analysis and provide a clear explanation of future teaching strategies aimed at improving this SLO and enhancing student learning and achievement. Therefore it is well-developed results.	Approved

ASSESSMENT DATA									
Program (GE) - General Education	MATH 102	SLO 1_Solve Problems	Objective Type Exam/Quiz - In Course	Students will be given a quiz to demonstrate their ability to evaluate set Intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram . Evidence will be drawn from the test results. (Adesoji Ogunmokun)	70 percent of students who take the test will get a grade of C or higher.	Edward Alfonso	Benchmark Met	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years, 3 out of 48, or 6%, achieved a passing rate of 100% on the quiz. For students aged 24 to 26 years old, 2 out of 48, or 4%, also successfully passed with a perfect score (100%). In the age range of 21 to 23 years old, 16 out of 48 students, representing 33%, participated in the quiz. Among these, 13 students, or 81%, passed the quiz while approximately 3 students (19%) did not pass (NP). For students aged between 18 and 20 years old, out of 27 participants (57%), 17 students (63%) successfully passed the quiz, while about 10 students (37%) unfortunately did not pass (NP).	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly.
								Passing Rate in Terms of Students' Gender Who Took the Quiz:	The instructor also needs to revisit SLO 01 to assess how it can be enhanced. The goal is to elevate its complexity and provide students with more challenging tasks that are directly related to that specific SLO, thus fostering deeper understanding and engagement.

ASSESSMENT DATA									
Program (LA) - Liberal Arts AA MATH 102	SLO 1_Solve Problems	Objective Type Exam/Quiz - In Course	Students will be given a quiz to demonstrate their ability to evaluate set Intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram . Evidence will be drawn from the test results. (Adesoji Ogunmokon)	70 percent of students who take the test will get a grade of C or higher.	Adesoji Ogunmokun	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years, 3 out of 48, or 6%, achieved a passing rate of 100% on the quiz. For students aged 24 to 26 years old, 2 out of 48, or 4%, also successfully passed with a perfect score (100%). In the age range of 21 to 23 years old, 16 out of 48 students, representing 33%, participated in the quiz. Among these, 13 students, or 81%, passed the quiz while approximately 3 students (19%) did not pass (NP). For students aged between 18 and 20 years old, out of 27 participants (57%), 17 students (63%) successfully passed the quiz, while about 10 students (37%) unfortunately did not pass (NP).	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly.	The data results are well- developed, as they clearly align with the SLO Assessment plan. The analysis of these results effectively clarifies why a specific percentage of students achieved the benchmark. Additionally, the assessment tools used seem suitable for the SLO Assessment. The actions proposed are directly connected to the data analysis and provide a clear explanation of future teaching strategies aimed at improving this SLO and enhancing student learning and achievement. Therefore it is well-develop results.	Approved
						Passing Rate in Terms of Students' Gender Who Took the Quiz:	The instructor also needs to revisit SLO 01 to assess how it can be enhanced. The goal is to elevate its complexity and provide students with more challenging tasks that are directly related to that specific SLO, thus fostering deeper understanding and engagement. The instructor has proposed several improvements for the classes, such as encouraging and rewarding consistent class attendance, applying improved pedagogical strategies, reevaluating and updating SLO 1, and preparing as well as distributing the next set of SLOs in a timely manner. It is recommended that the instructor move forward with the next SLO to assess and determine whether students will successfully meet the established benchmarks. This assessment will help gauge student progress and inform future instructional strategies.	No. The SLO statement doesn't need revision.	

ASSESSMENT DATA									
Program (LA) - Liberal Arts AA MATH 102	SLO 1_Solve Problems	Objective Type Exam/Quiz - In Course	Students will be given a quiz to demonstrate their ability to evaluate set intersections and unions, their ability to understand set notation and apply this knowledge in the graphing of the Venn diagram . Evidence will be drawn from the test results. (Adesoji Ogunmokun)	70 percent of students who take the test will get a grade of C or higher.	Edward Alfonso	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years, 3 out of 48, or 6%, achieved a passing rate of 100% on the quiz. For students aged 24 to 26 years old, 2 out of 48, or 4%, also successfully passed with a perfect score (100%). In the age range of 21 to 23 years old, 16 out of 48 students, representing 33%, participated in the quiz. Among these, 13 students, or 81%, passed the quiz while approximately 3 students (19%) did not pass (NP). For students aged between 18 and 20 years old, out of 27 participants (57%), 17 students (63%) successfully passed the quiz, while about 10 students (37%) unfortunately did not pass (NP).	To address the errors in final answers, the instructor suggests placing greater emphasis on providing additional time for students to sketch and accurately identify the shaded regions of the two sets. This practice is essential, as it will play a critical role in their understanding of the upcoming topics that they will be studying. Additionally, there are further steps to take concerning Question 4. The instructor aims to assist students in understanding how to effectively interpret this question, ensuring that they grasp its requirements more thoroughly.	The data results are well- developed, as they clearly align with the SLO Assessment plan. The analysis of these results effectively clarifies why a specific percentage of students achieved the benchmark. Additionally, the assessment tools used seem suitable for the SLO Assessment. The actions proposed are directly connected to the data analysis and provide a clear explanation of future teaching strategies aimed at improving this SLO and enhancing student learning and achievement. Therefore it is well-develop results.	Approved
						Passing Rate in Terms of Students' Gender Who Took the Quiz:	The instructor also needs to revisit SLO 01 to assess how it can be enhanced. The goal is to elevate its complexity and provide students with more challenging tasks that are directly related to that specific SLO, thus fostering deeper understanding and engagement. The instructor has proposed several improvements for the classes, such as encouraging and rewarding consistent class attendance, applying improved pedagogical strategies, reevaluating and updating SLO 1, and preparing as well as distributing the next set of SLOs in a timely manner. It is recommended that the instructor move forward with the next SLO to assess and determine whether students will successfully meet the established benchmarks. This assessment will help gauge student progress and inform future instructional strategies.		

1. Data Results

Participants:
18 students in the
1st attempt, 19
students in 2nd
attempt

First Attempt:
8 passed, 10 failed
= 45%

Second
Attempt: 9
passed, 10 failed
= 47%

*Only 47% of
students
participants in the
second attempt
assessment passed
with 70% score or
higher. Therefore,
benchmark not
met.

2. Analysis

On the first attempt
of the assessment,
only 45% of the
students passed.
Students requested
for another attempt
in order to have
more time to study.
With this request,
we had more
elaborate lectures
and informal
assessment giving
each student a
scenario to

determine primary
or secondary
source. Most of the
students showed
understanding

Benchmark
Not Met

Modify and integrate a scaffolding approach
to the quiz for students who struggle with
English reading. Using visuals and hands on
assessment with the guidance of the
instructor.

No. The SLO statement doesn't need
revision.

Program (ABE)
- Adult Basic
Education REA 020

SLO 1_Sources
Objective Type
Exam/Quiz - In
Course

Students will sit a
quiz to assess their
knowledge on how
well they can
determine which
sources are
primary and which
sources are
secondary. 70% of the
students will
get a grade of
C or higher.

Program (EDU)
- Elementary
Education CCT
in Special
Education
(SPED) SPED 260

SLO
1_Students'
Needs Observation

Learning Disability
Student
Observation Form
obtained from
https://p4k.s3.amazonaws.com/day_2/student_observation.pdf 70

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.	At least 70 percent of the students engaging in the presentation will achieve 70 percent or higher in the assessment.	Analysis of Assessment Results for Marine Field Research Methods Presentation 1. Overall Performance This assessment tool involves students presenting a PowerPoint on a meaningful research project they have selected. The presentation includes the aim, objectives, hypothesis, methodology, and the project's significance to the Marshall Islands. The presentation acts as a precursor to an in-depth research paper. " Benchmark: At least 70% of students should achieve a score of 70% or higher. " Achieved: All students scored above the benchmark of 70%. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 80 " Average Score: 91.29, Rounded to 91 The average score is 91.29, indicating strong overall performance in this assessment. 3. Score Distribution " 90-100 Range: 6 students (86% of	1.Focus on Outliers: oAlthough the majority of students performed well, the student who scored 80 could benefit from additional feedback and support. Analyzing what factors contributed to the lower score (e.g., weaker methodology, presentation skills, or less depth in content) could help in targeting specific areas for improvement. 2.Encourage Peer Learning: oGiven that 6 students scored exceptionally high (90 or above), promoting peer-to-peer learning activities, such as review sessions or feedback exchanges, could allow those who excelled to help their peers improve further. This would also build a collaborative learning environment. 3.Diversity in Feedback: oOffering more diverse and individualized feedback, especially focusing on areas like hypothesis development, presentation delivery, or relevance to the Marshall Islands, could help even high-performing students push their understanding further. 4.Enhance Group Dynamics: oSince this assessment was completed in groups, it's important to ensure equitable participation among group members. Implementing peer evaluation or self- assessment components could provide insights into how individual contributions vary, potentially encouraging more balanced engagement. 5.Addressing Creativity: oEncouraging creativity in how the research is presented (e.g., visuals, use of data, or storytelling techniques) could differentiate scores further and help students stand out in their presentation skills. 6.Broaden Project Scope: oIn future assessments, consider introducing more challenging research topics or guiding students toward emerging issues in marine science to encourage critical thinking and deeper analysis. This could help students elevate their research proposals and subsequent papers. 7.Sustain High Performance:	No. The SLO statement doesn't need revision.	The thorough analysis of the data results effectively highlights the underlying factors contributing to students meeting the benchmark, and the actions outlined clearly articulate future educational strategies aimed at enhancing this Student Learning Outcome (SLO) as well as student learning and success. Well-Develop.	Approved
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1. Data Results									
Participants:									
Section 1									
- 3 groups = 9 students									
Section 2									
- 3 groups = 9 students									
Total									
participants 6 groups = 18 students									
100% of the groups who participated in the assessment passed with a grade of C or higher.									
Therefore benchmark was met									
2. Analysis									
In this group assessment, 6 groups comprising of 3 students each participated in the assessment and 100% of the students participants passed with the score of 70% or higher. Each group's work was assessed with the rubric. All group presented their work and met the required criteria listed in the rubric.									
Change the assessment type from a group project to an individual project. In this way, data findings will be more precise and accurate as students performance are assessed individually based on their own effort and ability to meet the requirements in the rubric.									
No. The SLO statement doesn't need revision.									
Approved									

Program (ABE) - Adult Basic Education	WRI 010	SLO 1_Types of Sentences	Objective Type Exam/Quiz - In Course	Using word banks, sentence strips, and personal journal entries, students will write complete sentences/thought s. Students can identify, create, and apply the types of sentences.	70% of students scoring 70% or higher showing adequate understanding of identifying, creating, and applying sentence types.	*There are 24 active participants but 22 (91%) students took the quiz. *Out of the 91% student participants, 11 out of 22 (50%) passed and 11 out of 22 50% did not passed. *The results confirms that the benchmark was not met.	Benchmark Not Met	Modify the assessment tool	No. The SLO statement doesn't need revision.	Approved
Program (VCARP) - Carpentry Certificate	VCARP 202	SLO 1_Understand Framing	Objective Type Exam - Final	The students will be asked to design a 2-bedroom house 20' x 30' in size. With the floor plan the students will be able to identify each member and explain their functions.	This assessment is worth 100% and 70% of the students expected to score 70% or more to pass.	7 students participated in the assessment and the following scores were recorded Number of students who earned 70%- 79%= 2 Number of students who earned 80%- 89% =4 Number of students who earned 90% and Above = 1	Benchmark Met	Some students struggled in the beginning with symbols and signs. Therefore, more practice in theoretical understanding Rough Framing phase which involved marking and building the foundation of doors, walls, and stairs. Plumbing and electrical installations are clearly marked and are interconnected to serves their purposes effectively.	No. The SLO statement doesn't need revision.	
Program (VCARP) - Carpentry Certificate	VCARP 202	SLO 1_Understand Framing	Objective Type Exam/Quiz - Standardized	Utilizing blueprint reading skills ,the students are expected to name each members of exterior framing of a wooden building.	75 % of the students are expected to score 75% or more in this assessment.					

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 110	SLO 1_Usage of Emergency Equipment	Skill Performance	Upon completion of this course, students will be able to assist in launching a RESCUE BOAT. Locate the instruction manual for the on load release gear. Read the instructions before skill performance.	70% of the students will score 70% or higher this activity.	Bernardus Vroom	65% of the students had a score of 70% or more. - Of the 17 participants, 11 passed the assessment, while 6 failed. The lone female participant successfully passed, alongside 10 male participants. All 6 failures were male. - Factors influencing outcomes include: - Half of the male participants were engaged in nighttime employment, which likely affected their academic performance. - English, not being the mother tongue for many participants, posed a linguistic barrier, impacting comprehension and engagement with course materials.	Benchmark Not Met	Evaluate the SLOs with our Department Chair	No. The SLO statement doesn't need revision.	Please, include what assessment type did you give the students. For example a test, Sea Survival Simulation, Quiz and other assessments. Why the students only scored a 65% of the 70% or higher assessment plan. Did it have to do with absentism, reading level, comprehension of the learning materials and other ideas. It would be good to have a list of tasks or rubric of the activities that you were assessing the students on. Also, why the instructor suggested the SLO be re-written? Give us some reasons? What should the SLO be written to or what would you suggest? This is to give us a more perspective of how we can analyze the SLO. Kommol.	Needs Revision
Program (VCARP) - Carpentry Certificate	VCARP 060	SLO 1_Use Algebra	Objective Type Exam/Quiz - In Course	Students will be given a test consist of 4 multiple choices and 8 short answers on Moodle, and it will be a one hour test. Dde	70%							

Program (EDU) - Elementary Education AS	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	MAR 120 - Section 1 Data Analysis										Pruter Karben	Benchmark Met	I plan to update the standard spelling and language guidelines with the students by getting them to practice more on the Marshallese words using the Marshallese alphabet as it mentioned in 2010, the Marshallese government approved the Marshallese Language Orthography (Standard Spelling) Act, which mandates all government entities to adopt a unified standard orthography as outlined in the Marshallese-English Dictionary.	No. The SLO statement doesn't need revision.	No entry	Approved			
				There were 21 students registered for the course. 17(81%) out of 21 students got 70% or higher grade. 4(17%) out of 21 students achieved 69% or lower. One of the reason why 81% of the students were met the benchmark because they always presented and submitted their works. One of the reason why 17% of the students did not pass because they always having missing days, and submitted their works lately.																		
				MAR 120 - Section 2 Data Analysis																		
				Students will be given a test to show their skill in writing Marshallese words using the correct alphabet letters.	70% of the students should be able to achieve a grade of 70 or higher		There were 22 students registered for this course. 14(67%) out of 22 students achieved 70% score or higher. 8(39%) out of 22 students achieved 69% score or lower. One reason why 67% of the 22 students met the benchmark because they had enough time to did their works.															

Program (LA) - Liberal Arts AA	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	MAR 120 - Section 1 Data Analysis							Pruter Karben	Benchmark Met	I plan to update the standard spelling and language guidelines with the students by getting them to practice more on the Marshallese words using the Marshallese alphabet as it mentioned in 2010, the Marshallese government approved the Marshallese Language Orthography (Standard Spelling) Act, which mandates all government entities to adopt a unified standard orthography as outlined in the Marshallese-English Dictionary.	No. The SLO statement doesn't need revision.	No entry	Approved
				There were 21 students registered for the course. 17(81%) out of 21 students got 70% or higher grade. 4(17%) out of 21 students achieved 69% or lower. One of the reason why 81% of the students were met the benchmark because they always presented and submitted their works. One of the reason why 17% of the students did not pass because they always having missing days, and submitted their works lately.												
				MAR 120 - Section 2 Data Analysis There were 22 students registered for this course. 14(67%) out of 22 students achieved 70% score or higher. 8(39%) out of 22 students achieved 69% score or lower. One reason why 67% of the 22 students met the benchmark because they had enough time to did their works.												
				Students will be given a test to show their skill in writing Marshallese words using the correct alphabet letters.	70% of the students should be able to achieve a grade of 70 or higher											

Program (MAR) - Marshallese Language Arts CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	MAR 120 - Section 1 Data Analysis								
				There were 21 students registered for the course. 17(81%) out of 21 students got 70% or higher grade. 4(17%) out of 21 students achieved 69% or lower. One of the reason why 81% of the students were met the benchmark because they always presented and submitted their works. One of the reason why 17% of the students did not pass because they always having missing days, and submitted their works lately.								
				MAR 120 - Section 2 Data Analysis								
				Students will be given a test to show their skill in writing Marshallese words using the correct alphabet letters.	70% of the students should be able to achieve a grade of 70 or higher	Pruter Karben		Benchmark Met	I plan to update the standard spelling and language guidelines with the students by getting them to practice more on the Marshallese words using the Marshallese alphabet as it mentioned in 2010, the Marshallese government approved the Marshallese Language Orthography (Standard Spelling) Act, which mandates all government entities to adopt a unified standard orthography as outlined in the Marshallese- English Dictionary.	No. The SLO statement doesn't need revision.	No entry	Approved

Program (MAR) - Marshallese Social Studies CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - In Course	MAR 120 - Section 1 Data Analysis							
				There were 21 students registered for the course. 17(81%) out of 21 students got 70% or higher grade. 4(17%) out of 21 students achieved 69% or lower. One of the reason why 81% of the students were met the benchmark because they always presented and submitted their works. One of the reason why 17% of the students did not pass because they always having missing days, and submitted their works lately.							
				MAR 120 - Section 2 Data Analysis							
				Students will be given a test to show their skill in writing Marshallese words using the correct alphabet letters.	70% of the students should be able to achieve a grade of 70 or higher	Pruter Karben	Benchmark Met	I plan to update the standard spelling and language guidelines with the students by getting them to practice more on the Marshallese words using the Marshallese alphabet as it mentioned in 2010, the Marshallese government approved the Marshallese Language Orthography (Standard Spelling) Act, which mandates all government entities to adopt a unified standard orthography as outlined in the Marshallese- English Dictionary.	No. The SLO statement doesn't need revision.	No entry	Approved

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 103	SLO 2_Apply Basics	Skill Performance	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 Because of the importance of radio- communication, the students are asked in two assignments to record their own voices while using the "Standard Marine Alphabet" and "Numbers"". (Ben Vroom)	70% or higher
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[illegible]

				Students are required to deliver a Power Point presentation lasting between 2-3 minutes, on a topic previously discussed in class. They will be assessed based on content, delivery, and Power Point slides.		This is a common assessment of students' skills in applying vocabulary in their speech presentation and using the power point as visual aid. A total of 78 students participated in the assessment. Thirty (30) of them were AP students from the 8 week ENG 96 classes and forty-eight (48) students were from the regular classes that ran for 16 weeks.					
				Specifically, to assess content, these criteria will be used: (1) The presentation should clearly articulate the main point and its supporting ideas, (2) Students should incorporate at least 3-5 vocabulary words from the lesson in their presentation, (3) Transition words should be used effectively to ensure a smooth flow of ideas.	70% of the students who take the assessment will score 70 or higher in the content aspect of the	Disaggregating by gender, there were 32 males and 46 females. As there were more female test takers, there was also a higher number of female passers than male passers. Looking at the pass rates, 26 out of 30 or 87% of the AP students passed the assessment while 47 out of the 48 students or 98% in the regular sections passed the test. Both groups performed well. Getting the average of these two groups, the overall passing rate was = 73/78 or 93%. Thus,	The following are the recommendations: 1. Continue clarifying the speech requirements, paying particular attention to SLO 2's needs for vocabulary, lecture language, and a class topic. 2. Continue giving constructive criticism of the speech performance, as this will serve as the foundation for future development. 3. Make sure students comprehend by concentrating education on presenting techniques. 4. As you give speaking tasks, continue to discuss to the students about the Presentation Scoring Rubric. 5. Students should draft a speech outline and practice in groups with an instructor and a peer. 6. During rehearsal, students offer feedback and remarks. 7. Students should get emails reminding them of the dates of their assessments. 8. Have separate presentation sessions for males and female students. It might help if female students present only to a female audience until they develop their confidence in public speaking then integrate the audience.				
Program (DEV)			SLO 2_Apply	To assess delivery, the criteria include the following: (1) Students should speak clearly and audibly ensuring proper pronunciation, (2) Maintain eye contact, and (3) Adopt an appropriate gesture for	and in the delivery aspect and Power point slides. The average score will be computed to establish the overall skill performance of students.	Benchmark	No. The SLO statement doesn't need revision.	High Quality repost clearly analyzing the course performance and informative dat to direct the way forward	Approved		
- Developmental Education	ENG 096	New Vocabulary	Skill Performance			Met					

Program (DEV) - Developmental Education	ENG 096	SLO 2_Apply New Vocabulary	Skill Performance	Students are required to deliver a Power Point presentation lasting between 2-3 minutes, on a topic previously discussed in class. They will be assessed based on content, delivery, and Power Point slides.	Specifically, to assess content, these criteria will be used: (1) The presentation should clearly articulate the main point and its supporting ideas, (2) Students should incorporate at least 3-5 vocabulary words from the lesson in their presentation, (3) Transition words should be used effectively to ensure a smooth flow of ideas.	To assess delivery, the criteria include the following: (1) Students should speak clearly and audibly ensuring proper pronunciation, (2) Maintain eye contact, and (3) Adopt an appropriate gesture for	70% of the students who take the assessment will score 70 or higher in the content aspect of the assessment. and in the delivery aspect and Power point slides. The average score will be computed to establish the overall skill performance of students.	Jennifer Seru	This is a common assessment of students' skills in applying vocabulary in their speech presentation and using the power point as visual aid. A total of 78 students participated in the assessment. Thirty (30) of them were AP students from the 8 week ENG 96 classes and forty-eight (48) students were from the regular classes that ran for 16 weeks.	Disaggregating by gender, there were 32 males and 46 females. As there were more female test takers, there was also a higher number of female passers than male passers. Looking at the pass rates, 26 out of 30 or 87% of the AP students passed the assessment while 47 out of the 48 students or 98% in the regular sections passed the test. Both groups performed well. Getting the average of these two groups, the overall passing rate was = 73/78 or 93%. Thus, the 70% benchmark	Benchmark Met	The following are the recommendations: 1. Continue clarifying the speech requirements, paying particular attention to SLO 2's needs for vocabulary, lecture language, and a class topic. 2. Continue giving constructive criticism of the speech performance, as this will serve as the foundation for future development. 3. Make sure students comprehend by concentrating education on presenting techniques. 4. As you give speaking tasks, continue to discuss to the students about the Presentation Scoring Rubric. 5. Students should draft a speech outline and practice in groups with an instructor and a peer. 6. During rehearsal, students offer feedback and remarks. 7. Students should get emails reminding them of the dates of their assessments. 8. Have separate presentation sessions for males and female students. It might help if female students present only to a female audience until they develop their confidence in public speaking then integrate the audience.	No. The SLO statement doesn't need revision.	High Quality repost clearly analyzing the course performance and informative data to direct the way forward	Approved

Program (DEV) - Developmental Education	ENG 096	SLO 2_Apply New Vocabulary	Skill Performance	Students are required to deliver a Power Point presentation lasting between 2-3 minutes, on a topic previously discussed in class. They will be assessed based on content, delivery, and Power Point slides.	Specifically, to assess content, these criteria will be used: (1) The presentation should clearly articulate the main point and its supporting ideas, (2) Students should incorporate at least 3-5 vocabulary words from the lesson in their presentation, (3) Transition words should be used effectively to ensure a smooth flow of ideas.	To assess delivery, the criteria include the following: (1) Students should speak clearly and audibly ensuring proper pronunciation, (2) Maintain eye contact, and (3) Adopt an appropriate gesture for	70% of the students who take the assessment will score 70 or higher in the content aspect of the assessment. and in the delivery aspect and Power point slides. The average score will be computed to establish the overall skill performance of students.	Ronald Rupesh Sidal	This is a common assessment of students' skills in applying vocabulary in their speech presentation and using the power point as visual aid. A total of 78 students participated in the assessment. Thirty (30) of them were AP students from the 8 week ENG 96 classes and forty-eight (48) students were from the regular classes that ran for 16 weeks.	Disaggregating by gender, there were 32 males and 46 females. As there were more female test takers, there was also a higher number of female passers than male passers. Looking at the pass rates, 26 out of 30 or 87% of the AP students passed the assessment while 47 out of the 48 students or 98% in the regular sections passed the test. Both groups performed well. Getting the average of these two groups, the overall passing rate was = 73/78 or 93%. Thus, the 70% benchmark	The following are the recommendations: - Continue clarifying the speech requirements, paying particular attention to SLO 2's needs for vocabulary, lecture language, and a class topic. - Continue giving constructive criticism of the speech performance, as this will serve as the foundation for future development. - Make sure students comprehend by concentrating education on presenting techniques. - As you give speaking tasks, continue to discuss to the students about the Presentation Scoring Rubric. - Students should draft a speech outline and practice in groups with an instructor and a peer. - During rehearsal, students offer feedback and remarks. - Students should get emails reminding them of the dates of their assessments. - Have separate presentation sessions for males and female students. It might help if female students present only to a female audience until they develop their confidence in public speaking then integrate the audience.	No. The SLO statement doesn't need revision.	High Quality repost clearly analyzing the course performance and informative data to direct the way forward	Approved

Program (DEV) - Developmental Education	ENG 096	SLO 2_Apply New Vocabulary	Skill Performance	Students are required to deliver a Power Point presentation lasting between 2-3 minutes, on a topic previously discussed in class. They will be assessed based on content, delivery, and Power Point slides.	70% of the students who take the assessment will score 70 or higher in the content aspect of the assessment. and in the delivery aspect and Power point slides. The average score will be computed to establish the overall skill performance of students.	Rosalie Bojos	This is a common assessment of students' skills in applying vocabulary in their speech presentation and using the power point as visual aid. A total of 78 students participated in the assessment. Thirty (30) of them were AP students from the 8 week ENG 96 classes and forty-eight (48) students were from the regular classes that ran for 16 weeks. Disaggregating by gender, there were 32 males and 46 females. As there were more female test takers, there was also a higher number of female passers than male passers. Looking at the pass rates, 26 out of 30 or 87% of the AP students passed the assessment while 47 out of the 48 students or 98% in the regular sections passed the test. Both groups performed well. Getting the average of these two groups, the overall passing rate was = 73/78 or 93%. Thus, the 70% benchmark	The following are the recommendations: 1. Continue clarifying the speech requirements, paying particular attention to SLO 2's needs for vocabulary, lecture language, and a class topic. 2. Continue giving constructive criticism of the speech performance, as this will serve as the foundation for future development. 3. Make sure students comprehend by concentrating education on presenting techniques. 4. As you give speaking tasks, continue to discuss to the students about the Presentation Scoring Rubric. 5. Students should draft a speech outline and practice in groups with an instructor and a peer. 6. During rehearsal, students offer feedback and remarks. 7. Students should get emails reminding them of the dates of their assessments. 8. Have separate presentation sessions for males and female students. It might help if female students present only to a female audience until they develop their confidence in public speaking then integrate the audience.	No. The SLO statement doesn't need revision.	High Quality report clearly analyzing the course performance and informative data to direct the way forward	Approved
				Specifically, to assess content, these criteria will be used: (1) The presentation should clearly articulate the main point and its supporting ideas, (2) Students should incorporate at least 3-5 vocabulary words from the lesson in their presentation, (3) Transition words should be used effectively to ensure a smooth flow of ideas.							

Program (BUS) - Business AA	ACC 251	SLO 2_Applying Managerial Accounting Concepts	Objective Type Exam - Midterm	In this assessment, students will demonstrate skills on the following: Explain the application of the flow of production costs, principles of budgetary control, examples of production processes, types and flow of manufacturing costs, and the application of the use of standard costing in budgets. Students will be provided with a list of transactions as part of the project where they would be required to compute to complete the exam question using their knowledge over the first 8 weeks of study. The criteria will contribute to 30% of overall grade. (Tiko)	
				70% of students in this class will score 70% or better in their midterm exam.	

[illegible]

Program (EDU) - Elementary Education BA	EDU 444	SLOs 2_Assessments	Project - Group	Students will be assessed and evaluated based on their developed summative blueprints in regards to planning for integrating assessment and instruction. A rubric will be utilized to assess the overall quality of work developed by the students.	On a scale of 1 to 30 points, 75% of the students will achieve an average score of 21 points of 30.	The participants developed a blueprint for a Learning Content Plan using backward design to ensure accurate measurement of student learning outcomes. This includes outcomes that require students to demonstrate cognitive complexity based on the PSS curriculum. The plan consists of seven steps, but only four are evaluated: (i) selecting a grade level and subject, (ii) creating a table to map and summarize (a) the five standards of the subject; (b) thematic areas; (c) specific themes; (d) benchmarks; and (e) sample performance indicators; (iii) identifying desired learning goals/objectives and outcomes to plan learning content and related activities; and (iv) developing their own evaluation and assessment blueprint. These initial components of the Blueprint for	Benchmark Met	Revisit the syllabi to include additional practice in developing effective summative evaluations and assessments for kindergarten, third grade, and sixth grade during the second week of the course. This should be completed before permitting students to create a Blueprint for a Learning Content Plan as an individual project.	Yes. The SLO statement needs 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. The action is clearly tied to the analysis of data results.	Approved

				In Moodle, students will create and upload their individual career portfolio files such as resume, reference letters, and present these together with an actual SMART goal and internship work experience and skills gained through-out the semester from their work places to the class and other invited guests such as their supervisors from the internship work and others. Rubric and presentation guidelines will be given to students so they know scoring criteria expectations as well as presentation outline and requirements.	
Program (BUS)					
- Accounting		SLO 2_Career			
Clerkship CC	BUS 200	Portfolio	Presentation		70% of students in the class will receive overall average score of 75% or better.

Department (STEM) - STEM SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also 70 % of the students who participated in the assessment will obtain a grade of C or higher.	Dako Nating	Analysis of Assessment Tool Performance for Climate Change Group Research Project 1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%)." "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance. 3. Score	Benchmark Met	Recommendations 1. Target Support for Students Scoring 85: - Four students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2. Encourage Deeper Research and Analysis: - The narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3. Gender Balance in Group Assignment: - Since there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4. Incorporate Peer Evaluation: - To ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5. Expand Creativity Elements: - To push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6. Increase Focus on Practical Solutions: - Given that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-	No. The SLO statement doesn't need revision.	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved
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Department (STEM) - STEM SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also 70 % of the students who participated in the assessment will obtain a grade of C or higher.	Edward Alfonso	Analysis of Assessment Tool Performance for Climate Change Group Research Project 1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%)." "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance. 3. Score	Benchmark Met	Recommendations 1. Target Support for Students Scoring 85: - Four students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2. Encourage Deeper Research and Analysis: - The narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3. Gender Balance in Group Assignment: - Since there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4. Incorporate Peer Evaluation: - To ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5. Expand Creativity Elements: - To push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6. Increase Focus on Practical Solutions: - Given that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-	No. The SLO statement doesn't need revision.	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved
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Department (STEM) - STEM SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will	Analysis of Assessment Tool Performance for Climate Change Group Research Project	Recommendations	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved
		A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also				
		70 % of the students who participated in the assessment will obtain a grade of C or higher.	1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%)." "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance.	1. Target Support for Students Scoring 85: Four students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2. Encourage Deeper Research and Analysis: The narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3. Gender Balance in Group Assignment: Since there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4. Incorporate Peer Evaluation: To ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5. Expand Creativity Elements: To push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6. Increase Focus on Practical Solutions: Given that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-	No. The SLO statement doesn't need revision.	
		Kendal Romany	3. Score	Benchmark Met		

Program (EDU) - Elementary Education AS	SCI 112	SLO 2_Climate System Pacific	Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will	Analysis of Assessment Tool Performance for Climate Change Group Research Project	Recommendations			
				A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change					
Program (EDU) - Elementary Education AS	SCI 112	SLO 2_Climate System Pacific	Project - Group	Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented , and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also	1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%). "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance.	1. Target Support for Students Scoring 85: oFour students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2. Encourage Deeper Research and Analysis: oThe narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3. Gender Balance in Group Assignment: oSince there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4. Incorporate Peer Evaluation: oTo ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5. Expand Creativity Elements: oTo push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6. Increase Focus on Practical Solutions: oGiven that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-	No. The SLO statement doesn't need revision.	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved
				70 % of the students who participated in the assessment will obtain a grade of C or higher.	3. Score	Benchmark Met			

Program (EDU) - Elementary Education AS	SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will	Analysis of Assessment Tool Performance for Climate Change Group Research Project	Recommendations	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at enhancing student learning and achievement.	Approved
			A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change	1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%). "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance.	1.Target Support for Students Scoring 85: Four students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2.Encourage Deeper Research and Analysis: The narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3.Gender Balance in Group Assignment: Since there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4.Incorporate Peer Evaluation: To ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5.Expand Creativity Elements: To push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6.Increase Focus on Practical Solutions: Given that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-		

Program (EDU) - Elementary Education AS	SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will	Analysis of Assessment Tool	Recommendations	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved	
			A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system	Performance for Climate Change Group Research Project	1.Target Support for Students Scoring 85: oFour students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance.			
			B) Discuss the potential future impacts of climate change on the Pacific communities	1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation.	2.Encourage Deeper Research and Analysis: oThe narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution.			
			C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change	3. Benchmark: 70% of students should score a C or higher (e70%). "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance.	3.Gender Balance in Group Assignment: oSince there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4.Incorporate Peer Evaluation: oTo ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5.Expand Creativity Elements: oTo push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6.Increase Focus on Practical Solutions: oGiven that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-			
			Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented , and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of the audience will also	70 % of the students who participated in the assessment will obtain a grade of C or higher.	Kendal Romany	3. Score	Benchmark Met	No. The SLO statement doesn't need revision.

Program (GE) - General Education	SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will	Analysis of Assessment Tool Performance for Climate Change Group Research Project	Recommendations	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved
			A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also				
			70 % of the students who participated in the assessment will obtain a grade of C or higher.	1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%)." "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance.	1. Target Support for Students Scoring 85: oFour students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2. Encourage Deeper Research and Analysis: oThe narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3. Gender Balance in Group Assignment: oSince there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4. Incorporate Peer Evaluation: oTo ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5. Expand Creativity Elements: oTo push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6. Increase Focus on Practical Solutions: oGiven that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-	No. The SLO statement doesn't need revision.	
				3. Score	Benchmark Met		

Program (GE) - General Education	SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will	Analysis of Assessment Tool Performance for Climate Change Group Research Project	Recommendations	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.	Approved											
			A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system					B) Discuss the potential future impacts of climate change on the Pacific communities	C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change				Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also	70 % of the students who participated in the assessment will obtain a grade of C or higher.	Edward Alfonso	3. Score	Benchmark Met	No. The SLO statement doesn't need revision.
			B) Discuss the potential future impacts of climate change on the Pacific communities					C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change				Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also	70 % of the students who participated in the assessment will obtain a grade of C or higher.	Edward Alfonso	3. Score	Benchmark Met	No. The SLO statement doesn't need revision.	
			C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change															
			Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented, and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of audience will also	70 % of the students who participated in the assessment will obtain a grade of C or higher.	Edward Alfonso	3. Score	Benchmark Met	No. The SLO statement doesn't need revision.										

Program (GE) - General Education	SCI 112	SLO 2_Climate System Pacific Project - Group	Students will be placed in groups and research on the climate system in the Pacific. Each group will A) describe how tropical Pacific island communities have traditionally experienced the earth's climate system B) Discuss the potential future impacts of climate change on the Pacific communities C) Provide at least two practical and realistic strategies that can be employed to increase resiliency to the impacts of climate change	Analysis of Assessment Tool Performance for Climate Change Group Research Project 1. Overall Performance The assessment focused on students researching the climate system in the Pacific, the traditional experiences of Pacific island communities, future climate change impacts, and resiliency strategies. Each group presented their findings through a PowerPoint presentation. "Benchmark: 70% of students should score a C or higher (e70%). "Achieved: All students scored above 70%, meeting the benchmark. 2. Descriptive Statistics "Highest Score: 92 "Lowest Score: 85 "Average Score: 88.27, Rounded to 88. "Score Range: The scores range from 85 to 92, showing a narrow range of performance.	Recommendations 1.Target Support for Students Scoring 85: oFour students (including both female students) scored at the lower end of the range. Providing targeted feedback on their research approach, presentation style, or strategies could help them improve and achieve higher scores in future assignments. Offering guidance on how to enhance the practicality and creativity of solutions proposed may also boost their performance. 2.Encourage Deeper Research and Analysis: oThe narrow score range suggests that while students grasped the core concepts, there may be a need to encourage more critical thinking and creativity. In future assignments, students could be asked to dive deeper into specific climate resilience case studies or assess the feasibility of adaptation strategies, which may result in a wider score distribution. 3.Gender Balance in Group Assignment: oSince there are significantly fewer female students in this assessment, consider ensuring balanced gender representation in future group activities. Mixed-gender groups might foster different perspectives and more dynamic collaboration. 4.Incorporate Peer Evaluation: oTo ensure equitable contribution from all group members and to further engage students, consider incorporating a peer evaluation component. This will encourage students to take more ownership of their work and can help identify individual contributions, which might diversify the score outcomes. 5.Expand Creativity Elements: oTo push the creativity aspect further, encourage students to use multimedia elements beyond PowerPoint in future presentations, such as videos, animations, or interactive models, to enhance their engagement with the audience and demonstrate their understanding of climate issues more vividly. 6.Increase Focus on Practical Solutions: oGiven that the assessment tool also includes grading on the "appropriateness and practicality of solutions," providing more in-	Well-developed, as the action plan clearly outlines future pedagogical choices aimed at addressing this SLO along with enhancing student learning and achievement.
			Then, each group will deliver their findings in the form of a power-point presentation. A rubric will be utilized to assess and explain the accuracy of research information presented , and the appropriateness and practicality of solutions provided. Additionally, the level of creativity of the presentation and engagement of the audience will also 70 % of the students who participated in the assessment will obtain a grade of C or higher.	3. Score	Benchmark Met	No. The SLO statement doesn't need revision.

Program (NURS) - Public Health CCT AH 230	SLO 2_Community Partnerships Portfolio	Each public health student shall collaborate with the Ministry of Health and Human Services particularly in the clinics of maternal and child health, TB and leprosy and mental health to implement on-going community health services and provide appropriate interventions. Each student will compile in a portfolio the different community health services conducted to include the feedback from the public health supervisors and instructor. Each student is expected to render at least 5 community health services. (MSumaoang) 70% of the students shall be able to achieve 70% or better evaluation from the evaluator and instructor.
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Program (VCARP) - Carpentry Certificate	VCARP 104	SLO 2_Construct	Project - Group	After lecture and demonstration of preparing the lay-out of a building, the students will work in a group in caring out the same procedure for 30 feet by 20 feet (30X20), This will include the following marking of the length and width, erecting batter boards at each corner, transferring the marks using a plum bob and squaring the building lines using 3, 4, 5 methods,	70%
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Department (STEM) - STEM	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.	Information and Computer Services (ICS) SLO Assessment Report and Analysis Fall Semester 2024	Prepared by Curtis Vila – December 13, 2024	SLO #2 Type: Skill Performance	The data results provide clear insights into student learning and how this information will guide future revisions of the Student Learning Outcomes (SLO). The analysis explains why 36% of students did not meet the benchmark, identifying specific areas for improvement. While the assessment tools are appropriate for the SLO Assessment, incorporating more localized context is essential to boost student motivation and engagement.	Proposed actions should focus on improving essential English and Math skills, as students need these to understand and solve test questions. Additionally, more detailed information on the eBook resource can help them grasp the material better. More time should be dedicated to discussing this SLO in the next cycle to enhance understanding of expectations and overall student engagement.	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.	Assessment Plan link in the CMI Nuventive site: https://solutions.nuventive.com/platform/essential/Home/Index/831d8bdd-3698-410d-b94b-e07b5fa30e1f Link to SLO Assessment Pre-Test: (See sections 5,6,8 in CMI Moodle Link to SLO Assessment Post-Test: (See sections 5,6,8 in CMI Moodle)	1.The assessment tool needs further revisions to cut the time for web page browsing, although the link or website was already given in the assessment itself.				
				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 or higher.	Note: •Section 5 is an 8-week class while 6 & 8 are regular 16-week classes. •Other ICS sections were not included here for various reasons, such as the Pre-test not being administered due to issues in the Computer lab, Air conditioning, and Power outages.	The best remedy is to gather all necessary information from the referenced website and include it in a different sheet in the Excel Start file given to test-takers. 2.Inform all concerned personnel by sharing an organized calendar that COMMUNICATES an upcoming SLO assessment. A plan B or alternative computer lab/s and even dates can be organized when problems like power outages, broken air conditioning, or DTEN screens occur. 3. Instead of teaching this as the third topic of the course, move Excel to the second topic to see if it will increase the number of participants. 4. Conduct Excel vocabulary exercises using flash cards. 5. Coordinate with Math teachers how to effectively review students about PEMDAS				
				At least 70% of the assessment participants will earn a score of 70% or higher.	Benchmark Not Met	Yes. The SLO statement needs revision.				

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.	Information and Computer Services (ICS) SLO Assessment Report and Analysis Fall Semester 2024			
				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.	Prepared by Curtis Vila – December 13, 2024	SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: https://solutions.nuventive.com/platform/essential/Home/Index/831d8bdd-3698-410d-b94b-e07b5fa30e1f Link to SLO Assessment Pre-Test: (See sections 5,6,8 in CMI Moodle Link to SLO Assessment Post-Test: (See sections 5,6,8 in CMI Moodle) Note:	1.The assessment tool needs further revisions to cut the time for web page browsing, although the link or website was already given in the assessment itself.	The data results provide clear insights into student learning and how this information will guide future revisions of the Student Learning Outcomes (SLO). The analysis explains why 36% of students did not meet the benchmark, identifying specific areas for improvement. While the assessment tools are appropriate for the SLO Assessment, incorporating more localized context is essential to boost student motivation and engagement.
				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 or higher.	At least 70% of the assessment participants will earn a score of 70% or higher.	•Section 5 is an 8-week class while 6 & 8 are regular 16-week classes. •Other ICS sections were not included here for various reasons, such as the Pre-test not being administered due to issues in the Computer lab, Air conditioning, and Power outages.	The best remedy is to gather all necessary information from the referenced website and include it in a different sheet in the Excel Start file given to test-takers. 2.Inform all concerned personnel by sharing an organized calendar that COMMUNICATES an upcoming SLO assessment. A plan B or alternative computer lab/s and even dates can be organized when problems like power outages, broken air conditioning, or DTEN screens occur. 3. Instead of teaching this as the third topic of the course, move Excel to the second topic to see if it will increase the number of participants. 4. Conduct Excel vocabulary exercises using flash cards. 5. Coordinate with Math teachers how to effectively review students about PEMDAS	Yes. The SLO statement needs revision.

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.	Information and Computer Services (ICS) SLO Assessment Report and Analysis Fall Semester 2024				
				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.	Prepared by Curtis Vila – December 13, 2024	SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: https://solutions.nuventive.com/platform/essential/Home/Index/831d8bdd-3698-410d-b94b-e07b5fa30e1f Link to SLO Assessment Pre-Test: (See sections 5,6,8 in CMI Moodle) Link to SLO Assessment Post-Test: (See sections 5,6,8 in CMI Moodle) Note: •Section 5 is an 8-week class while 6 & 8 are regular 16-week classes. •Other ICS sections were not included here for various reasons, such as the Pre-test not being administered due to issues in the Computer lab, Air conditioning, and Power outages.	1.The assessment tool needs further revisions to cut the time for web page browsing, although the link or website was already given in the assessment itself. The best remedy is to gather all necessary information from the referenced website and include it in a different sheet in the Excel Start file given to test-takers. 2.Inform all concerned personnel by sharing an organized calendar that COMMUNICATES an upcoming SLO assessment. A plan B or alternative computer lab/s and even dates can be organized when problems like power outages, broken air conditioning, or DTEN screens occur. 3. Instead of teaching this as the third topic of the course, move Excel to the second topic to see if it will increase the number of participants. 4. Conduct Excel vocabulary exercises using flash cards. 5. Coordinate with Math teachers how to effectively review students about PEMDAS	The data results provide clear insights into student learning and how this information will guide future revisions of the Student Learning Outcomes (SLO). The analysis explains why 36% of students did not meet the benchmark, identifying specific areas for improvement. While the assessment tools are appropriate for the SLO Assessment, incorporating more localized context is essential to boost student motivation and engagement. Proposed actions should focus on improving essential English and Math skills, as students need these to understand and solve test questions. Additionally, more detailed information on the eBook resource can help them grasp the material better. More time should be dedicated to discussing this SLO in the next cycle to enhance understanding of expectations and overall student engagement.	
				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 or higher.	At least 70% of the assessment participants will earn a score of 70% or higher.	Computer lab, Air conditioning, and Power outages.	Benchmark Not Met	Yes. The SLO statement needs revision.	Approved

[illegible]

Program (DEV) - Developmental Education	ENG 097	SLO 2_Critical Reading	Skill Performance	Students will read and 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, take notes and organize ideas using a graphic organizer, and use their notes to summarize the text in a 1-page response paper.	ENG 097 SLO Assessment Report For this SLO cycle, ENG 097 is reassessing the same SLO #2 as in the previous cycle. The course group along with the Department courses agreed to reassess the same SLO as the previous cycle with minor revisions in the assessment instrument. For this assessment cycle a total of 188 students officially enrolled in the course in both AP and the regular 16 weeks sessions. Of the 188 enrolled, 128 or 68% participated in the assessment activity and the consolidated results showed that 89 (70%) passed, meaning that they were successful in meeting the expected criteria, while on the other hand, 40 (31%) failed to meet the required criteria. The results highlighted better overall performance of female participants over the male participants. The female recorded 50	Benchmark Met	1. Provide adequate and/or additional practice and guidance on how to approach skimming and annotation, and allow independent learning on creating an appropriate graph to show main points. 2. Teach basic grammar rules to strengthen students' ability to summarize essays. 3. Modify the assessment focusing on one notetaking skill so that students will have more opportunities to practice prior to testing. 4. Encourage high-performing sections to share strategies for achieving high success rates. 5. Explore why males have a higher failure rate compared to females' performance rate.	No. The SLO statement doesn't need revision.	After reassessing the SLO for the second time the department was able to meet the benchmark. The faculty effort to reteach skills and focus on strengthen the skills are commended. Sharing strategies and exploring performance gaps between male and female are positive way forward to ensure students needs are met in class.	Approved
				Each class will follow the following process: 1. Pre-reading - Broad and brief and begins with a classroom conversation (25 mins). 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, due date.						
				70% of the class will be able to complete and meet expectations of all the exercise steps 1-4 (following process) by due date. 70% of the class will score 70% or above on the 1-page report by the						
					Gade Maitokana					

Program (DEV) - Developmental Education	ENG 097	SLO 2_Critical Reading	Skill Performance	Students will read and 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, take notes and organize ideas using a graphic organizer, and use their notes to summarize the text in a 1-page response paper.	ENG 097 SLO Assessment Report For this SLO cycle, ENG 097 is reassessing the same SLO #2 as in the previous cycle. The course group along with the Department courses agreed to reassess the same SLO as the previous cycle with minor revisions in the assessment instrument. For this assessment cycle a total of 188 students officially enrolled in the course in both AP and the regular 16 weeks sessions. Of the 188 enrolled, 128 or 68% participated in the assessment activity and the consolidated results showed that 89 (70%) passed, meaning that they were successful in meeting the expected criteria, while on the other hand, 40 (31%) failed to meet the required criteria. The results highlighted better overall performance of female participants over the male participants. The female recorded 50	Benchmark Met	No. The SLO statement doesn't need revision.	After reassessing the SLO for the second time the department was able to meet the benchmark. The faculty effort to reteach skills and focus on strengthen the skills are commended. Sharing strategies and exploring performance gaps between male and female are positive way forward to ensure students needs are met in class.	Approved
				Each class will follow the following process: 1. Pre-reading - Broad and brief and begins with a classroom conversation (25 mins). 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					
				70% of the class will be able to complete and meet expectations of all the exercise steps 1-4 (following process) by due date. 70% of the class will score 70% or above on the 1-page report by the due date.	Ronald Rupesh Sidal		1. Provide adequate and/or additional practice and guidance on how to approach skimming and annotation, and allow independent learning on creating an appropriate graph to show main points. 2. Teach basic grammar rules to strengthen students' ability to summarize essays. 3. Modify the assessment focusing on one notetaking skill so that students will have more opportunities to practice prior to testing. 4. Encourage high-performing sections to share strategies for achieving high success rates. 5. Explore why males have a higher failure rate compared to females' performance rate.		

Program (DEV)	- Developmental Education	ENG 097	SLO 2_Critical Reading	Skill Performance	Rosalie Bojos	Students will read and 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, take notes and organize ideas using a graphic organizer, and use their notes to summarize the text in a 1-page response paper.	ENG 097 SLO Assessment Report For this SLO cycle, ENG 097 is reassessing the same SLO #2 as in the previous cycle. The course group along with the Department courses agreed to reassess the same SLO as the previous cycle with minor revisions in the assessment instrument. For this assessment cycle a total of 188 students officially enrolled in the course in both AP and the regular 16 weeks sessions. Of the 188 enrolled, 128 or 68% participated in the assessment activity and the consolidated results showed that 89 (70%) passed, meaning that they were successful in meeting the expected criteria, while on the other hand, 40 (31%) failed to meet the required criteria. The results highlighted better overall performance of female participants over the male participants. The female recorded 50	Benchmark Met	1. Provide adequate and/or additional practice and guidance on how to approach skimming and annotation, and allow independent learning on creating an appropriate graph to show main points. 2. Teach basic grammar rules to strengthen students' ability to summarize essays. 3. Modify the assessment focusing on one notetaking skill so that students will have more opportunities to practice prior to testing. 4. Encourage high-performing sections to share strategies for achieving high success rates. 5. Explore why males have a higher failure rate compared to females' performance rate.	No. The SLO statement doesn't need revision.	After reassessing the SLO for the second time the department was able to meet the benchmark. The faculty effort to reteach skills and focus on strengthen the skills are commended. Sharing strategies and exploring performance gaps between male and female are positive way forward to ensure students needs are met in class.	Approved
						Each class will follow the following process: 1. Pre-reading - Broad and brief and begins with a classroom conversation (25 mins). 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	70% of the class will be able to complete and meet expectations of all the exercise steps 1-4 (following process) by due date. 70% of the class will score 70% or above on the 1-page report by the due date.					

				Students will read and 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, take notes and organize ideas using a graphic organizer, and use their notes to summarize the text in a 1-page response paper.				ENG 097 SLO Assessment Report For this SLO cycle, ENG 097 is reassessing the same SLO #2 as in the previous cycle. The course group along with the Department courses agreed to reassess the same SLO as the previous cycle with minor revisions in the assessment instrument. For this assessment cycle a total of 188 students officially enrolled in the course in both AP and the regular 16 weeks sessions. Of the 188 enrolled, 128 or 68% participated in the assessment activity and the consolidated results showed that 89 (70%) passed, meaning that they were successful in meeting the expected criteria, while on the other hand, 40 (31%) failed to meet the required criteria. The results highlighted better overall performance of female participants over the male						
				Each class will follow the following process:										
				1. Pre-reading - Broad and brief and begins with a classroom conversation (25 mins). What do you think you know about the topic or the author?	70% of the class will be able to complete and meet expectations of all the exercise steps									
				Title, subheadings? What do these tell us? Any charts, graphs, or pictures? What do these tell us? Key vocabulary words,	1-4 (following process) by due date. 70% of the class will score 70% or above on the 1-page report by the source of									
Program (DEV)														
- Developmental Education	ENG 097	SLO 2_Critical Reading	Skill Performance			Silipa Savu	Benchmark Met		1.Provide adequate and/or additional practice and guidance on how to approach skimming and annotation, and allow independent learning on creating an appropriate graph to show main points. 2.Teach basic grammar rules to strengthen students' ability to summarize essays. 3. Modify the assessment focusing on one notetaking skill so that students will have more opportunities to practice prior to testing. 4. Encourage high-performing sections to share strategies for achieving high success rates. 5. Explore why males have a higher failure rate compared to females' performance rate.	No. The SLO statement doesn't need revision.	After reassessing the SLO for the second time the department was able to meet the benchmark. The faculty effort to reteach skills and focus on strengthen the skills are commended. Sharing strategies and exploring performance gaps between male and female are positive way forward to ensure students needs are met in class.	Approved		

[illegible]

[illegible]

[illegible]

Results:

1. 77% of students who participated in the activity scored 70% and above - beating the benchmark by 7%.
2. In terms of data disaggregation by gender, out of the 33 females who participated, 72% met the benchmark compared to 80% by their male counterparts.
3. Students recorded above average performance for skills 1,2,3 and 4 but struggled with skill 5.

1. Majority of the students who participated in the planned assessment (77%) reflected that they

Benchmark
Met

1. PD for sharing high impact practices for teaching critical thinking in reading especially in synthesising information in a text.
2. Study/ Research varying learning needs of female and male students to address gaps in performance.
3. Use a common text and rubric to improve slo assessment credibility.

No. The SLO statement doesn't need revision.

Data analysis is very informative of students performance strengths and challenges which will help the course instructors in preparing lessons and activities in the future.

Approved

Program (DEV)
-
Developmenta
Education ENG 087

SLO 2_Critical
Reading on
Academic
Texts

Skill Performance

Students will be expected to annotate any text and use any graphic organizer chosen by the instructor from English 87 required texts. Students will do the following:

- 1) Read the chosen text.
- 2) Circle all the signal words.
- 3) Highlight/underline main points/key concepts and phrases.
- 4) Use a graphic organizer chosen by the instructor to organize the text
- 5) Write a one paragraph personal response based on the authors main points/ideas.

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Silipa Savu

Department (STEM) - STEM	MATH 160	SLO 2_Data Visualization	Objective Type Exam/Quiz - In Course	The assessment tool is an objective type of quiz. A copy of this assessment tool is attached to the documents.	70% of the students who got the quiz shall be able to get 70% or better passing mark.	Christopher Barenz	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years old and above (2%), it is noteworthy that all students achieved a passing rate of 100% on the quiz, demonstrating an impressive understanding of the assessment tool. For students within the age range of 24 to 26 years old (2%), a similar trend was observed, with all participants also successfully passing the quiz at a rate of 100%. Furthermore, in the age range of 21 to 23 years old (25%), all students similarly passed the quiz, maintaining a perfect passing rate of 100%. However, among the students in the age group of 18 to 20 years old (71%), 4 out of 30 students, which constitutes 13%, did not pass the quiz, while approximately 26 out of these 30 students, equating to 87%, successfully achieved a passing score.	Benchmark Met	After carefully considering the feedback provided by the two students, the instructor has come to the conclusion that it is vital to offer additional teaching time and extra sessions. This will ensure that the students are able to fully grasp the topic being covered. Prior to the upcoming quiz session, it could be highly advantageous for the students to receive a review paper. This review paper would function as a formative assessment tool, which will assist them in better understanding the material and in identifying and addressing any difficulties they might face during the quiz session. Furthermore, the instructor could arrange focus group sessions aimed at indirectly assessing SLO 02. This approach would provide a more innovative and engaging method for evaluating student understanding, while also aiding in the creation of reports related specifically to this learning outcome. Based on the analysis conducted, the instructor would explore a variety of strategies designed to enhance student comprehension and performance in future assessments. This might include implementing interactive workshops, organizing peer tutoring sessions, or even integrating advanced technology-based learning tools to facilitate a deeper understanding of the subject matter.	Referring to the output from questions 3 and 4, it has become clear that the students need to engage in more practice exercises aimed at improving their skills in drawing frequency polygons and constructing Ogive graphs.	The Data Result analysis clearly explains why 73% of students met the benchmark, providing qualitative and quantitative evidence of their learning and achievements. The actions taken are well connected to this analysis, showing a coherent relationship between findings and measures for improvement. This approach reflects a strong commitment to understanding student performance and enhancing educational practices based on solid evidence.	Approved
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Program (LA) - Liberal Arts AA MATH 160	SLO 2_Data Visualization	Objective Type Exam/Quiz - In Course	The assessment tool is an objective type of quiz. A copy of this assessment tool is attached to the documents.	70% of the students who got the quiz shall be able to get 70% or better passing mark.	Christopher Barenz	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years old and above (2%), it is noteworthy that all students achieved a passing rate of 100% on the quiz, demonstrating an impressive understanding of the assessment tool. For students within the age range of 24 to 26 years old (2%), a similar trend was observed, with all participants also successfully passing the quiz at a rate of 100%. Furthermore, in the age range of 21 to 23 years old (25%), all students similarly passed the quiz, maintaining a perfect passing rate of 100%. However, among the students in the age group of 18 to 20 years old (71%), 4 out of 30 students, which constitutes 13%, did not pass the quiz, while approximately 26 out of these 30 students, equating to 87%, successfully achieved a passing score.	Benchmark Met	After carefully considering the feedback provided by the two students, the instructor has come to the conclusion that it is vital to offer additional teaching time and extra sessions. This will ensure that the students are able to fully grasp the topic being covered. Prior to the upcoming quiz session, it could be highly advantageous for the students to receive a review paper. This review paper would function as a formative assessment tool, which will assist them in better understanding the material and in identifying and addressing any difficulties they might face during the quiz session. Furthermore, the instructor could arrange focus group sessions aimed at indirectly assessing SLO 02. This approach would provide a more innovative and engaging method for evaluating student understanding, while also aiding in the creation of reports related specifically to this learning outcome. Based on the analysis conducted, the instructor would explore a variety of strategies designed to enhance student comprehension and performance in future assessments. This might include implementing interactive workshops, organizing peer tutoring sessions, or even integrating advanced technology-based learning tools to facilitate a deeper understanding of the subject matter.	Referring to the output from questions 3 and 4, it has become clear that the students need to engage in more practice exercises aimed at improving their skills in drawing frequency polygons and constructing Ogive graphs.	It is important to recognize and award students for their class attendance and active participation. A particular emphasis should be placed on Question 1, which will help students avoid common mistakes when calculating their frequency distribution tables. Additionally, there will be a re-evaluation and subsequent update of SLO 1 to ensure its relevance and effectiveness. This will be followed by the preparation and distribution of the next set of SLOs to guide students in	No. The SLO statement doesn't need revision.	The Data Result analysis clearly explains why 73% of students met the benchmark, providing qualitative and quantitative evidence of their learning and achievements. The actions taken are well connected to this analysis, showing a coherent relationship between findings and measures for improvement. This approach reflects a strong commitment to understanding student performance and enhancing educational practices based on solid evidence.	Approved

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Program (NURS) - Public Health CCT	MATH 160	SLO 2_Data Visualization	Objective Type Exam/Quiz - In Course	The assessment tool is an objective type of quiz. A copy of this assessment tool is attached to the documents.	70% of the students who got the quiz shall be able to get 70% or better passing mark.	Christopher Barenz	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years old and above (2%), it is noteworthy that all students achieved a passing rate of 100% on the quiz, demonstrating an impressive understanding of the assessment tool. For students within the age range of 24 to 26 years old (2%), a similar trend was observed, with all participants also successfully passing the quiz at a rate of 100%. Furthermore, in the age range of 21 to 23 years old (25%), all students similarly passed the quiz, maintaining a perfect passing rate of 100%. However, among the students in the age group of 18 to 20 years old (71%), 4 out of 30 students, which constitutes 13%, did not pass the quiz, while approximately 26 out of these 30 students, equating to 87%, successfully achieved a passing score.	After carefully considering the feedback provided by the two students, the instructor has come to the conclusion that it is vital to offer additional teaching time and extra sessions. This will ensure that the students are able to fully grasp the topic being covered. Prior to the upcoming quiz session, it could be highly advantageous for the students to receive a review paper. This review paper would function as a formative assessment tool, which will assist them in better understanding the material and in identifying and addressing any difficulties they might face during the quiz session. Furthermore, the instructor could arrange focus group sessions aimed at indirectly assessing SLO 02. This approach would provide a more innovative and engaging method for evaluating student understanding, while also aiding in the creation of reports related specifically to this learning outcome. Based on the analysis conducted, the instructor would explore a variety of strategies designed to enhance student comprehension and performance in future assessments. This might include implementing interactive workshops, organizing peer tutoring sessions, or even integrating advanced technology-based learning tools to facilitate a deeper understanding of the subject matter.	Referring to the output from questions 3 and 4, it has become clear that the students need to engage in more practice exercises aimed at improving their skills in drawing frequency polygons and constructing Ogive graphs.	It is important to recognize and award students for their class attendance and active participation. A particular emphasis should be placed on Question 1, which will help students avoid common mistakes when calculating their frequency distribution tables. Additionally, there will be a re-evaluation and subsequent update of SLO 1 to ensure its relevance and effectiveness. This will be followed by the preparation and distribution of the next set of SLOs to guide students in	No. The SLO statement doesn't need revision.	The Data Result analysis clearly explains why 73% of students met the benchmark, providing qualitative and quantitative evidence of their learning and achievements. The actions taken are well connected to this analysis, showing a coherent relationship between findings and measures for improvement. This approach reflects a strong commitment to understanding student performance and enhancing educational practices based on solid evidence.	Approved
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Program (NURS) - Public Health CCT	MATH 160	SLO 2_Data Visualization	Objective Type Exam/Quiz - In Course	The assessment tool is an objective type of quiz. A copy of this assessment tool is attached to the documents.	70% of the students who got the quiz shall be able to get 70% or better passing mark.	Edward Alfonso	Passing Rate in Terms of Students' Age Who Took the Quiz: Among the students aged 27 years old and above (2%), it is noteworthy that all students achieved a passing rate of 100% on the quiz, demonstrating an impressive understanding of the assessment tool. For students within the age range of 24 to 26 years old (2%), a similar trend was observed, with all participants also successfully passing the quiz at a rate of 100%. Furthermore, in the age range of 21 to 23 years old (25%), all students similarly passed the quiz, maintaining a perfect passing rate of 100%. However, among the students in the age group of 18 to 20 years old (71%), 4 out of 30 students, which constitutes 13%, did not pass the quiz, while approximately 26 out of these 30 students, equating to 87%, successfully achieved a passing score.	Benchmark Met	After carefully considering the feedback provided by the two students, the instructor has come to the conclusion that it is vital to offer additional teaching time and extra sessions. This will ensure that the students are able to fully grasp the topic being covered. Prior to the upcoming quiz session, it could be highly advantageous for the students to receive a review paper. This review paper would function as a formative assessment tool, which will assist them in better understanding the material and in identifying and addressing any difficulties they might face during the quiz session. Furthermore, the instructor could arrange focus group sessions aimed at indirectly assessing SLO 02. This approach would provide a more innovative and engaging method for evaluating student understanding, while also aiding in the creation of reports related specifically to this learning outcome. Based on the analysis conducted, the instructor would explore a variety of strategies designed to enhance student comprehension and performance in future assessments. This might include implementing interactive workshops, organizing peer tutoring sessions, or even integrating advanced technology-based learning tools to facilitate a deeper understanding of the subject matter.	No. The SLO statement doesn't need revision.	The Data Result analysis clearly explains why 73% of students met the benchmark, providing qualitative and quantitative evidence of their learning and achievements. The actions taken are well connected to this analysis, showing a coherent relationship between findings and measures for improvement. This approach reflects a strong commitment to understanding student performance and enhancing educational practices based on solid evidence.	Approved
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							Passing Rate in Benchmark Met						

Program (NURS) - Nursing AS	AH 114	SLO 2_Describe	Written Assignment or Essay	Each student will be able to research on the special nutritive requirements for healthy adults and adults with hypertension and diabetes. The age group of the adults will be from 20 years old to 40 years, 41 years old to 60 years old and 61 to senility. The research information will be consolidated into a formal written essay and submitted on the assigned due dates. A scoring criteria will be used to evaluate the written output. (MSumaoang)	70% of the students shall be able to achieve 70% or better performance in the scoring criteria to measure the output.	
Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 101	SLO 2_Describing Wayfinding	Presentation	The students will present and describe the wayfinding methods used by navigators in the past and the present time. They will do this through a poster or power point presentation. They will be graded by the amount of knowledge and information presented, and sufficient explanation of the wayfinding methods. A rubric will be used to score students' work.	70% of the students taking the assessment will score 70% or higher.	Edward Adiniwin

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 101	SLO 2_Describing Wayfinding	Presentation	The students will present and describe the wayfinding methods used by navigators in the past and the present time. They will do this through a poster or power point presentation. They will be graded by the amount of knowledge and information presented, and sufficient explanation of the wayfinding methods. A rubric will be used to score students' work.	70% of the students taking the assessment will score 70% or higher.	Rigieta Lord
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Program (NURS) - Nursing AS	NURS 235	SLO 2_Developme nt Theories	Presentation	An oral presentation on the theories of caring mothers, children and the family.	75% of the students shall be able to orally present 75% of the theories on caring mothers, children and the family.	Summary: 0 9 - Does not meet expectations (0 student) 9 14 - Meets Expectation (5 students) 15 18 Exceeds expectations (6 students)	The result shows that 5 students out of 11 students or 45.45% of the students meets expectations. While there are 6 students out of 11 students 54.54% of the students exceeds expectations.	The actions to be taken for the next cycle are: 1. The same SLO 2 shall be assessed so that there can be comparison between two evaluating periods. 2. The students shall be taught on how to properly project themselves in front of an audience. Most of the students are still shy in facing an audience. 3. I will request the Information Technology instructors to teach students on how to properly make Power Point presentations. 4. The next cycle, students will present these theories in the community so that there will be public awareness.	No. The SLO statement doesn't need revision.	the assessment results clearly explains why a certain percentage of students met the benchmark.	Approved
						There are 11 students out of 11 students or 100% of the students participated in the oral presentation of the theories in caring mothers, children and the family.					

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)	70 percent of the students will get a grade of 70 or higher if possible.	Assessment & Timing The scores show that 100% of the students that are taking EDU 109 passed the assignment. It took 3 days to be able to do research and construct their concept maps. They were given the chance to present in class and show that they are well prepared in describing the philosophers and explaining their theories. I used a rubric on how the students presented their concept map to the class.	Benchmark Met	Students Behavior There were only two students in the class, and they felt at ease in class. They presented with confidence and answered some questions I asked about the philosophers. By orally asking questions, the results students show in class that they did their research on concept maps and the philosophers they chose to present their theories.	No. The SLO statement doesn't need revision.	The analysis clearly explains why a certain percentage of students met the benchmark.	Approved

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).	A total of 9 participants (2 males (22%) and 7 females (78%) who participated in the assessment and are students of the class EDU 109 Philosophical Foundation of Education located at College of the Marshall Islands. The data report reveals that 9 (100%) participants who participated in the formation and oral presentation of a philosophical concept map assessment have met the benchmark of 70%.	Previous Actions/Recommendations: ĩ Based on some of the observed behavior, a recommendation can be made for students to submit a psychological assessment report if they would like or to declare any form or learning disability if previously diagnosed. This would be good prior to enrolment for studies so that learning needs can be better identified, addressed and effectively supported through a confidential approach. This will help to promote inclusion in an equitable and holistic way. ĩ Workshop duration will be extended from 3 days to 4 days and allow participants to present in the following week in two class sessions instead of one.	No. The SLO statement doesn't need revision.
				70 percent of the students will get a grade of 70 or higher if possible.	The 100 percent of participants who met the benchmark were able to provide adequate explanation of the concepts and make relevant connections to their chosen philosophy while defining the concepts and using examples for clarity to their audience. The break-down of the participants performance outcome is as follows: Poor: 0, Good: 33 percent , Very Good: 22 percent and Excellent: 44	Achieved action from previous SLO: ĩ Workshop duration will be extended from 3 days to 4 days and allow participants to present in the following week in two class sessions instead of one. New Action/Recommendations: ĩ The assessment tool (Rubric) will be modified to provide more details of the criteria for each graded area. This was not yet modified because of the intent to do a comparison SLO report. ĩ Instructors will begin to use one type of rubric for all oral presentations that has a visual component.	

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)	70 percent of the students will get a grade of 70 or higher if possible.	Assessment & Timing The scores show that 100% of the students that are taking EDU 109 passed the assignment. It took 3 days to be able to do research and construct their concept maps. They were given the chance to present in class and show that they are well prepared in describing the philosophers and explaining their theories. I used a rubric on how the students presented their concept map to the class.	Benchmark Met	Students Behavior There were only two students in the class, and they felt at ease in class. They presented with confidence and answered some questions I asked about the philosophers. By orally asking questions, the results students show in class that they did their research on concept maps and the philosophers they chose to present their theories.	No. The SLO statement doesn't need revision.	The analysis clearly explains why a certain percentage of students met the benchmark.	Approved
				Student will be given a topic based on the the course syllabus outline by following all the correct outline provided in class to follows	70% of the students who participated will achieve a 70% in the assessment	16 students enrolled in the course, with this number 15 took this test and 10 passed. The rest failed!	Benchmark Not Met	For each topic, each student are to prepare a speech to presents in class. Before hand a written speech must be received for feedback and others.	No. The SLO statement doesn't need revision.		Approved
Program (LA) - Liberal Arts AA	MAR 160	SLO 2_Effective Speaking	Presentation								

Program (MAR) - Marshallese Language Arts CCT	MAR 160	SLO 2_Effective Speaking	Presentation	Student will be given a topic based on the the course syllabus outline by following all the correct outline provided in class to follows	70% of the students who participated will achieve a 70% in the assessment		16 students enrolled in the course, with this number 15 took this test and 10 passed. The rest failed! 10 of the 10 students passed the assessment, getting a grade of 75 or higher. This makes 100% overall passing percentage; with none failing the assessment. Therefore, the benchmark was met.	Benchmark Not Met	For each topic, each student are to prepare a speech to presents in class. Before hand a written speech must be received for feedback and others.	No. The SLO statement doesn't need revision.	Approved	
				Students will use the QPF Lesson plan and create a Grade 2 or Grade 4. ELA lesson. The lesson plan will be assessed using the QPF lesson plan rubric. The rubric assesses the students' knowledge and understanding of how the QPF lesson plan match the Grade 2 or Grade 4 ELA lesson.	70% of Students will score 75% or higher on the QPF Rubric as they prepare and match a QPF lesson plan with G2 ELA lesson or a G4 ELA lesson	Kelly Lorraine Sinkey	All 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 demonstrating an understanding of the QPF Framework and how it connected all parts of the learning, including the Success Criteria, APK, connected variety of activities, the final formative assessment, and student reflection of learning. Most also demonstrated the awareness that activities must build up Blooms Taxonomy for engagement and critical thinking. These students displayed attention	Benchmark Met	1. Continue using a scaffolded model to build on knowledge 2. Plan more feedback stages, so all members must meet with the instructor 3. Create time for a peer review, so students become evaluators as well.	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. The action is clearly tied to the analysis of data results.	Approved
Program (EDU) - Elementary Education AS	EDU 285	SLO 2_ESL Language Arts Lessons	Project - Group									

Program (EDU) - Elementary Education BA	EDU 285	SLO 2_ESL Language Arts Lessons	Project - Group	Students will use the QPF Lesson plan and create a Grade 2 or Grade 4. ELA lesson. The lesson plan will be assessed using the QPF lesson plan rubric. The rubric assesses the students' knowledge and understanding of how the QPF lesson plan match the Grade 2 or Grade 4 ELA lesson.	70% of Students will score 75% or higher on the QPF Rubric as they prepare and match a QPF lesson plan with G2 ELA lesson or a G4 ELA lesson	Kelly Lorraine Sinkey	10 of the 10 students passed the assessment, getting a grade of 75 or higher. This makes 100% overall passing percentage; with none failing the assessment. Therefore, the benchmark was met.	All 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 demonstrating an understanding of the QPF Framework and how it connected all parts of the learning, including the Success Criteria, APK, connected variety of activities, the final formative assessment, and student reflection of learning. Most also demonstrated the awareness that activities must build up Blooms Taxonomy for engagement and critical thinking. These students displayed attention	Benchmark Met	1. Continue using a scaffolded model to build on knowledge 2. Plan more feedback stages, so all members must meet with the instructor 3. Create time for a peer review, so students become evaluators as well.	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. The action is clearly tied to the analysis of data results.	Approved

[illegible]

Program (LA) - Liberal Arts AA SCI 245	SLO 2_Formulate Linkage	Project - Group	Assignment Title: Environmental Impact Assessment for the Construction of a Track and Field Stadium in Demon Town, Majuro, Marshall Islands Objective: The objective of this environmental impact assessment (EIA) assignment is to evaluate the potential environmental consequences of constructing a track and field stadium in Demon Town, Majuro, Marshall Islands. Students are tasked with identifying the possible impacts on ecosystems, particularly coastal ecosystems, and the surrounding community. Through this assignment, students will develop an understanding of integrated coastal management principles and gain practical experience in assessing and mitigating environmental impacts associated with development projects.	70% of respondents will achieve 70% or more in the activity.	Edward Alfonso	Analysis of Assessment Results for Integrated Coastal Management Assignment 1. Overview This assignment requires students to conduct an Environmental Impact Assessment (EIA) for the construction of a track and field stadium in Demon Town, Majuro, Marshall Islands. The assignment tasks students with evaluating the impacts on coastal ecosystems and the local community, developing mitigation strategies, and engaging stakeholders. "Benchmark: 70% of the students should achieve a score of 70% or more." "Achieved: All six students met the benchmark, with scores ranging from 70 to 85." 2. Descriptive Statistics "Highest Score: 85" "Lowest Score: 70" "Average Score: 78.33 The average score is 78.33, indicating a moderate overall	Benchmark Met	Recommendations 1.Targeted Support for Low Performers: oTwo male students scored the minimum of 70, which is just at the benchmark level. Offering additional guidance or focused feedback on key areas such as impact identification or stakeholder engagement could improve their understanding and performance in future assessments. Specific feedback might include reviewing how to effectively use scientific evidence in identifying and mitigating environmental impacts. 2.Promote Depth in Mitigation Strategies: oAlthough most students performed well in identifying impacts, more emphasis should be placed on the development of effective and innovative mitigation strategies. In future assignments, students could be encouraged to explore a wider range of case studies or real-world examples of successful mitigation efforts. This would help them think more critically about cost-efficiency, feasibility, and long-term sustainability of their proposed strategies. 3.Encourage Stakeholder Engagement Practices: oWhile stakeholder engagement is critical in any EIA, it's often an overlooked part of the process. Offering workshops or case discussions on stakeholder engagement practices in the Marshall Islands could deepen student understanding of how community involvement can influence development projects. Ensuring students are well-versed in this could increase their scores in this aspect of the assignment. 4.Strengthen Use of Data in Reports: oStudents could be encouraged to incorporate more data-driven insights into their reports, such as specific habitat data or ecological statistics, to support their impact assessments. This could be facilitated by incorporating practical exercises on data collection and analysis in the course. 5.Peer Review Sessions: oHolding peer review sessions before the final submission could allow students to learn	No. The SLO statement doesn't need revision.

Program (LA) - Liberal Arts AA SCI 245	SLO 2_Formulate Linkage	Project - Group	Assignment Title: Environmental Impact Assessment for the Construction of a Track and Field Stadium in Demon Town, Majuro, Marshall Islands Objective: The objective of this environmental impact assessment (EIA) assignment is to evaluate the potential environmental consequences of constructing a track and field stadium in Demon Town, Majuro, Marshall Islands. Students are tasked with identifying the possible impacts on ecosystems, particularly coastal ecosystems, and the surrounding community. Through this assignment, students will develop an understanding of integrated coastal management principles and gain practical experience in assessing and mitigating environmental impacts associated with development projects.	Analysis of Assessment Results for Integrated Coastal Management Assignment 1. Overview This assignment requires students to conduct an Environmental Impact Assessment (EIA) for the construction of a track and field stadium in Demon Town, Majuro, Marshall Islands. The assignment tasks students with evaluating the impacts on coastal ecosystems and the local community, developing mitigation strategies, and engaging stakeholders. "Benchmark: 70% of the students should achieve a score of 70% or more. "Achieved: All six students met the benchmark, with scores ranging from 70 to 85. 2. Descriptive Statistics "Highest Score: 85 "Lowest Score: 70 "Average Score: 78.33 The average score is 78.33, indicating a moderate overall	Recommendations 1. Targeted Support for Low Performers: Two male students scored the minimum of 70, which is just at the benchmark level. Offering additional guidance or focused feedback on key areas such as impact identification or stakeholder engagement could improve their understanding and performance in future assessments. Specific feedback might include reviewing how to effectively use scientific evidence in identifying and mitigating environmental impacts. 2. Promote Depth in Mitigation Strategies: Although most students performed well in identifying impacts, more emphasis should be placed on the development of effective and innovative mitigation strategies. In future assignments, students could be encouraged to explore a wider range of case studies or real-world examples of successful mitigation efforts. This would help them think more critically about cost-efficiency, feasibility, and long-term sustainability of their proposed strategies. 3. Encourage Stakeholder Engagement Practices: While stakeholder engagement is critical in any EIA, it's often an overlooked part of the process. Offering workshops or case discussions on stakeholder engagement practices in the Marshall Islands could deepen student understanding of how community involvement can influence development projects. Ensuring students are well-versed in this could increase their scores in this aspect of the assignment. 4. Strengthen Use of Data in Reports: Students could be encouraged to incorporate more data-driven insights into their reports, such as specific habitat data or ecological statistics, to support their impact assessments. This could be facilitated by incorporating practical exercises on data collection and analysis in the course. 5. Peer Review Sessions: Holding peer review sessions before the final submission could allow students to learn	No. The SLO statement doesn't need revision.
			70% of respondents will achieve 70% or more in the activity.			

Program (MSCI) - Marine Science CCT	SCI 245	SLO 2_ Formulate Linkage	Project - Group	Assignment Title: Environmental Impact Assessment for the Construction of a Track and Field Stadium in Demon Town, Majuro, Marshall Islands Objective: The objective of this environmental impact assessment (EIA) assignment is to evaluate the potential environmental consequences of constructing a track and field stadium in Demon Town, Majuro, Marshall Islands. Students are tasked with identifying the possible impacts on ecosystems, particularly coastal ecosystems, and the surrounding community. Through this assignment, students will develop an understanding of integrated coastal management principles and gain practical experience in assessing and mitigating environmental impacts associated with development projects.	70% of respondents will achieve 70% or more in the activity.	Edward Alfonso	Analysis of Assessment Results for Integrated Coastal Management Assignment 1. Overview This assignment requires students to conduct an Environmental Impact Assessment (EIA) for the construction of a track and field stadium in Demon Town, Majuro, Marshall Islands. The assignment tasks students with evaluating the impacts on coastal ecosystems and the local community, developing mitigation strategies, and engaging stakeholders. "Benchmark: 70% of the students should achieve a score of 70% or more." "Achieved: All six students met the benchmark, with scores ranging from 70 to 85. 2. Descriptive Statistics "Highest Score: 85 "Lowest Score: 70 "Average Score: 78.33 The average score is 78.33, indicating a moderate overall	Recommendations 1. Targeted Support for Low Performers: Two male students scored the minimum of 70, which is just at the benchmark level. Offering additional guidance or focused feedback on key areas such as impact identification or stakeholder engagement could improve their understanding and performance in future assessments. Specific feedback might include reviewing how to effectively use scientific evidence in identifying and mitigating environmental impacts. 2. Promote Depth in Mitigation Strategies: Although most students performed well in identifying impacts, more emphasis should be placed on the development of effective and innovative mitigation strategies. In future assignments, students could be encouraged to explore a wider range of case studies or real- world examples of successful mitigation efforts. This would help them think more critically about cost-efficiency, feasibility, and long-term sustainability of their proposed strategies. 3. Encourage Stakeholder Engagement Practices: While stakeholder engagement is critical in any EIA, it's often an overlooked part of the process. Offering workshops or case discussions on stakeholder engagement practices in the Marshall Islands could deepen student understanding of how community involvement can influence development projects. Ensuring students are well-versed in this could increase their scores in this aspect of the assignment. 4. Strengthen Use of Data in Reports: Students could be encouraged to incorporate more data-driven insights into their reports, such as specific habitat data or ecological statistics, to support their impact assessments. This could be facilitated by incorporating practical exercises on data collection and analysis in the course. 5. Peer Review Sessions: Holding peer review sessions before the final submission could allow students to learn	No. The SLO statement doesn't need revision.

Program (MSCI) - Marine Science CCT	SCI 245	SLO 2_ Formulate Linkage	Project - Group	Assignment Title: Environmental Impact Assessment for the Construction of a Track and Field Stadium in Demon Town, Majuro, Marshall Islands Objective: The objective of this environmental impact assessment (EIA) assignment is to evaluate the potential environmental consequences of constructing a track and field stadium in Demon Town, Majuro, Marshall Islands. Students are tasked with identifying the possible impacts on ecosystems, particularly coastal ecosystems, and the surrounding community. Through this assignment, students will develop an understanding of integrated coastal management principles and gain practical experience in assessing and mitigating environmental impacts associated with development projects.	70% of respondents will achieve 70% or more in the activity.	Kendal Romany	Analysis of Assessment Results for Integrated Coastal Management Assignment 1. Overview This assignment requires students to conduct an Environmental Impact Assessment (EIA) for the construction of a track and field stadium in Demon Town, Majuro, Marshall Islands. The assignment tasks students with evaluating the impacts on coastal ecosystems and the local community, developing mitigation strategies, and engaging stakeholders. "Benchmark: 70% of the students should achieve a score of 70% or more. "Achieved: All six students met the benchmark, with scores ranging from 70 to 85. 2. Descriptive Statistics "Highest Score: 85 "Lowest Score: 70 "Average Score: 78.33 The average score is 78.33, indicating a moderate overall	Benchmark Met	Recommendations 1.Targeted Support for Low Performers: oTwo male students scored the minimum of 70, which is just at the benchmark level. Offering additional guidance or focused feedback on key areas such as impact identification or stakeholder engagement could improve their understanding and performance in future assessments. Specific feedback might include reviewing how to effectively use scientific evidence in identifying and mitigating environmental impacts. 2.Promote Depth in Mitigation Strategies: oAlthough most students performed well in identifying impacts, more emphasis should be placed on the development of effective and innovative mitigation strategies. In future assignments, students could be encouraged to explore a wider range of case studies or real- world examples of successful mitigation efforts. This would help them think more critically about cost-efficiency, feasibility, and long-term sustainability of their proposed strategies. 3.Encourage Stakeholder Engagement Practices: oWhile stakeholder engagement is critical in any EIA, it's often an overlooked part of the process. Offering workshops or case discussions on stakeholder engagement practices in the Marshall Islands could deepen student understanding of how community involvement can influence development projects. Ensuring students are well-versed in this could increase their scores in this aspect of the assignment. 4.Strengthen Use of Data in Reports: oStudents could be encouraged to incorporate more data-driven insights into their reports, such as specific habitat data or ecological statistics, to support their impact assessments. This could be facilitated by incorporating practical exercises on data collection and analysis in the course. 5.Peer Review Sessions: oHolding peer review sessions before the final submission could allow students to learn	No. The SLO statement doesn't need revision.

Program (DEV) - Developmental Education	CMI 101	SLO 2_Goals	Portfolio	Each student will complete the following tasks: 1. Submit a portfolio containing career and college goals by completing a Program Sheet and a College Plan. 2. Conduct an interview with a person in their chosen career to investigate the requirements, challenges, and benefits and write a report. 3. Prepare a Study Plan in their Semester Weekly Schedule in the Planner to support this goal. (Manny Mottelang, Gade Maitokana, Silipa Savu, Jennifer Seru, Karalaini Osborne, Ronald Sidal, Luisa Kamenio, Rosie Koroj, Marson Ralpho)	70% of the students who participate in the activity will score at least 70% in the assessment.	Gade Maitokana	CMI 101: SLO ASSESSMENT RESULTS & ANALYSIS: CONSOLIDATED (FA2024)				Benchmark Not Met	Refer to Recommendations in the Assessment Data and Analysis Section.	No. The SLO statement doesn't need revision.	High Quality Assessment. Course Results well analyzed and well thought initiatives to address the gaps.	Approved
							1.00	Data Summary:							
							1.1.1	No. of registered students: 263							
							1.1.2	No. of students that participated in the assessment: 166 (63%)							
							1.1.3	No. of females who participated: 105 (63%)							
							1.1.4	No. of males who participated: 61 (37%)							
							1.1.5	No. of participants scoring >70%: 115 (69%)							
							1.1.6	No. of female participants scoring >70%: 73 (63%)							
							1.1.7	No. of male participants scoring >70%: 42 (37%)							
							1.1.8	No. of participants scoring <70%: 51 (31%)							
							1.1.9	No. of female participants scoring <70%: 32 (63%)							
							1.2.0	No. of male participants scoring <70%: 19 (37%)							
							1.2.1	No. of females scoring >70% against no. of female participants: 73/105: 69%							
							1.2.2	No. of males scoring >70% against no. of male							

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						CMI 101: SLO ASSESSMENT RESULTS & ANALYSIS: CONSOLIDATED (FA2024)						
						1.0 Data Summary:						
						1.1.1 No. of registered students: 263						
						1.1.2 No. of students that participated in the assessment: 166 (63%)						
						1.1.3 No. of females who participated: 105 (63%)						
						1.1.4 No. of males who participated: 61 (37%)						
						1.1.5 No. of participants scoring >70%: 115 (69%)						
						1.1.6 No. of female participants scoring >70%: 73 (63%)						
						1.1.7 No. of male participants scoring >70%: 42 (37%)						
						1.1.8 No. of participants scoring <70%: 51 (31%)						
						1.1.9 No. of female participants scoring <70%: 32 (63%)						
						1.2.0 No. of male participants scoring <70%: 19 (37%)						
						1.2.1 No. of females scoring >70% against no. of female participants: 73/105: 69%						
						1.2.2 No. of males scoring >70% against no. of male participants: Not Met	Benchmark	Refer to Recommendations in the Assessment Data and Analysis Section.	No. The SLO statement doesn't need revision.			
Program (DEV) - Developmental Education	CMI 101	SLO 2_Goals	Portfolio	Koroj, Marson Ralpho)	70% of the students who participate in the activity will score at least 70% in the assessment.	Silipa Savu					High Quality Assessment. Course Results well analyzed and well thought initiatives to address the gaps.	Approved

				CMI 101: SLO ASSESSMENT RESULTS & ANALYSIS: CONSOLIDATED (FA2024)					
				Each student will complete the following tasks:	1.0 Data Summary:				
				1. Submit a portfolio containing career and college goals by completing a Program Sheet and a College Plan.	1.1.1 No. of registered students: 263				
				2. Conduct an interview with a person in their chosen career to investigate the requirements, challenges, and benefits and write a report.	1.1.2 No. of students that participated in the assessment: 166 (63%)				
				3. Prepare a Study Plan in their Semester Weekly Schedule in the Planner to support this goal.	1.1.3 No. of females who participated: 105 (63%)				
					1.1.4 No. of males who participated: 61 (37%)				
					1.1.5 No. of participants scoring >70%: 115 (69%)				
					1.1.6 No. of female participants scoring >70%: 73 (63%)				
					1.1.7 No. of male participants scoring >70%: 42 (37%)				
					1.1.8 No. of participants scoring <70%: 51 (31%)				
					1.1.9 No. of female participants scoring <70%: 32 (63%)				
					1.2.0 No. of male participants scoring <70%: 19 (37%)				
				(Manny Mottelang, Gade Maitokana, Silipa Savu, Jennifer Seru, Karalaini Osborne, Ronald Sidal, Luisa Kamenio, Rosie Koroj, Marson Ralpho) against no. of male assessment.	1.2.1 No. of females scoring >70% against no. of female participants: 73/105: 69%				
					1.2.2 No. of males scoring >70% against no. of male Not Met		Benchmark		
Program (GE) - General Education	CMI 101	SLO 2_Goals	Portfolio	Gade Maitokana	Refer to Recommendations in the Assessment Data and Analysis Section.	No. The SLO statement doesn't need revision.	High Quality Assessment. Course Results well analyzed and well thought initiatives to address the gaps.		Approved

Program (GE) - General Education	CMI 101	SLO 2_Goals	Portfolio			Jennifer Seru	CMI 101: SLO ASSESSMENT RESULTS & ANALYSIS: CONSOLIDATED (FA2024)			Refer to Recommendations in the Assessment Data and Analysis Section.	No. The SLO statement doesn't need revision.	High Quality Assessment. Course Results well analyzed and well thought initiatives to address the gaps.	Approved
				Each student will complete the following tasks:			1.00Data Summary:						
				1. Submit a portfolio containing career and college goals by completing a Program Sheet and a College Plan.			1.1.1 No. of registered students: 263						
				2. Conduct an interview with a person in their chosen career to investigate the requirements, challenges, and benefits and write a report.			1.1.2 No. of students that participated in the assessment: 166 (63%)						
				3. Prepare a Study Plan in their Semester Weekly Schedule in the Planner to support this goal.			1.1.3 No. of females who participated: 105 (63%)						
				(Manny Mottelang, Gade Maitokana, Silipa Savu, Jennifer Seru, Koralaini Osborne, Ronald Sidal, Luisa Kamenio, Rosie Koroj, Marson Ralpho)	70% of the students who participate in the activity will score at least 70% in the assessment.		1.1.4 No. of males who participated: 61 (37%)						
							1.1.5 No. of participants scoring >70%: 115 (69%)						
							1.1.6 No. of female participants scoring >70%: 73 (63%)						
							1.1.7 No. of male participants scoring >70%: 42 (37%)						
							1.1.8 No. of participants scoring <70%: 51 (31%)						
							1.1.9 No. of female participants scoring <70%: 32 (63%)						
							1.2.0 No. of male participants scoring <70%: 19 (37%)						
							1.2.1 No. of females scoring >70% against no. of female participants: 73/105: 69%						
							1.2.2 No. of males scoring >70% against no. of male	Benchmark Not Met					

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Program (GE) - General Education	CMI 101	SLO 2_Goals	Portfolio			Rosie Koroi	CMI 101: SLO ASSESSMENT RESULTS & ANALYSIS: CONSOLIDATED (FA2024)				High Quality Assessment. Course Results well analyzed and well thought initiatives to address the gaps.	Approved
				Each student will complete the following tasks:			1.00Data Summary:					
				1. Submit a portfolio containing career and college goals by completing a Program Sheet and a College Plan.			1.1.1 No. of registered students: 263					
				2. Conduct an interview with a person in their chosen career to investigate the requirements, challenges, and benefits and write a report.			1.1.2 No. of students that participated in the assessment: 166 (63%)					
				3. Prepare a Study Plan in their Semester Weekly Schedule in the Planner to support this goal.			1.1.3 No. of females who participated: 105 (63%)					
				(Manny Mottelang, Gade Maitokana, Silipa Savu, Jennifer Seru, Koralaini Osborne, Ronald Sidal, Luisa Kamenio, Rosie Koroi, Marson Ralpho)	70% of the students who participate in the activity will score at least 70% in the assessment.		1.1.4 No. of males who participated: 61 (37%)					
							1.1.5 No. of participants scoring >70%: 115 (69%)					
							1.1.6 No. of female participants scoring >70%: 73 (63%)					
							1.1.7 No. of male participants scoring >70%: 42 (37%)					
							1.1.8 No. of participants scoring <70%: 51 (31%)					
							1.1.9 No. of female participants scoring <70%: 32 (63%)					
							1.2.0 No. of male participants scoring <70%: 19 (37%)					
							1.2.1 No. of females scoring >70% against no. of female participants: 73/105: 69%					
							1.2.2 No. of males scoring >70% against no. of male	Benchmark Not Met	Refer to Recommendations in the Assessment Data and Analysis Section.	No. The SLO statement doesn't need revision.		

Program (GE) - General Education	CMI 101	SLO 2_Goals	Portfolio			CMI 101: SLO ASSESSMENT RESULTS & ANALYSIS: CONSOLIDATED (FA2024)					High Quality Assessment. Course Results well analyzed and well thought initiatives to address the gaps.	Approved
				Each student will complete the following tasks:			1.00Data Summary:					
				1. Submit a portfolio containing career and college goals by completing a Program Sheet and a College Plan.			1.1.1 No. of registered students: 263					
				2. Conduct an interview with a person in their chosen career to investigate the requirements, challenges, and benefits and write a report.			1.1.2 No. of students that participated in the assessment: 166 (63%)					
				3. Prepare a Study Plan in their Semester Weekly Schedule in the Planner to support this goal.			1.1.3 No. of females who participated: 105 (63%)					
				(Manny Mottelang, Gade Maitokana, Silipa Savu, Jennifer Seru, Koralaini Osborne, Ronald Sidal, Luisa Kamenio, Rosie Koroj, Marson Ralpho)	70% of the students who participate in the activity will score at least 70% in the assessment.	Silipa Savu	1.1.4 No. of males who participated: 61 (37%)					
							1.1.5 No. of participants scoring >70%: 115 (69%)					
							1.1.6 No. of female participants scoring >70%: 73 (63%)					
							1.1.7 No. of male participants scoring >70%: 42 (37%)					
							1.1.8 No. of participants scoring <70%: 51 (31%)					
							1.1.9 No. of female participants scoring <70%: 32 (63%)					
							1.2.0 No. of male participants scoring <70%: 19 (37%)					
							1.2.1 No. of females scoring >70% against no. of female participants: 73/105: 69%					
							1.2.2 No. of males scoring >70% against no. of male	Benchmark Not Met	Refer to Recommendations in the Assessment Data and Analysis Section.	No. The SLO statement doesn't need revision.		

1. Data Results

Participants -
4 student
participated in the
assessment: 3
female, 1 male

All 4 student
participants met
the benchmark
score of 70% or
higher

With all 4
passing, 100% of
the student
participants
achieved higher
than the 70%
benchmark

Therefore the
benchmark was
met

2. Analysis

With thorough
in-class practice,
students were able
to reach a passing
score and
performed as
expected. Two of
the students missed
a few instructions,
yet scored higher
than the students
who regularly
attend class. Two of
the students who
never miss class
needed more time
to process what
they had learned in
class before they
could do the task on
their own. After the
students were
confident that they

Benchmark
Met

Use the same SLO assessment to confirm
results but with a different assessment tool

No. The SLO statement doesn't need
revision.

Approved

Program (AHS) - Adult High School	BOOK 051	SLO 2_Identifying Fundamental Operations in Retail	Objective Type Exam/Quiz - In Course	Students will sit a quiz based on the basics of how to keep banking records and how to reconcile the bank statement.	The quiz will be used to gauge performance of students in recording bank transactions and how to reconcile the bank statement. Students must reach a grade of C or higher.
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Program (BUS) - Business AA	MGT 261	SLO 2_Identifying Key Concepts	Objective Type Exam/Quiz - Standardized	Quiz in Moodle covering Management planning and strategic levels .	70% or more of the students will score at least an average of 70% or higher on the quiz.
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				Presentation - you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. 20% of Final Grade (SLO 2) Due Date: (Presentation in class) Working collaboratively with your partners, you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. Use Chapter 2: "Reading the World – Issues in Children's Literature" from David L Russell's book Literature for Children – A Short Introduction. We used some stories	Assessment Tool This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in childrens literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in childrens stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories	Moving forward these are some possible actions to help better improve how this task can be assessed or looked at: 1. Focus instruction on presentation strategies and ensure student understanding. 2. Close monitoring of students when working in groups this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly. 3. Because this is an 8-week course, early introduction to local Marshallese childrens literature exposure. 4. Allowing students to evaluate and present on non-Marshallese childrens literature not to limit them. 5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.	No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education AS	ENG 211	SLO 2_Literary Issues	Presentation	70% of the students should be able to get 70% (C grade) or better Ana Bulavakaru	Benchmark Met	VU		

				Presentation - you will choose one local children’s text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. 20% of Final Grade (SLO 2) Due Date: _____ (Presentation in class) Working collaboratively with your partners, you will choose one local children’s text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. Use Chapter 2: “Reading the World – Issues in Children’s Literature” from David L Russell’s book Literature for Children – A Short Introduction					Assessment Tool This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in childrens literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in childrens stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories			Moving forward these are some possible actions to help better improve how this task can be assessed or looked at: 1. Focus instruction on presentation strategies and ensure student understanding. 2. Close monitoring of students when working in groups this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly. 3. Because this is an 8-week course, early introduction to local Marshallese childrens literature exposure. 4. Allowing students to evaluate and present on non-Marshallese childrens literature not to limit them. 5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.			No. The SLO statement doesn't need revision.	Approved
Program (EDU) - Elementary Education AS	ENG 211	SLO 2_Literary Issues	Presentation	70% of the students should be able to get 70% (C grade) or better Rosie Koroi	Benchmark Met	VU										

Program (EDU) - Elementary Education AS	ENG 211	SLO 2_Literary Issues	Presentation	Presentation - you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. 20% of Final Grade (SLO 2) Due Date: (Presentation in class) Working collaboratively with your partners, you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. Use Chapter 2: "Reading the World – Issues in Children's Literature" from David L Russell's book Literature for Children – A Short Introduction	Assessment Tool This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in childrens literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in childrens stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories	Moving forward these are some possible actions to help better improve how this task can be assessed or looked at: 1. Focus instruction on presentation strategies and ensure student understanding. 2. Close monitoring of students when working in groups this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly. 3. Because this is an 8-week course, early introduction to local Marshallese childrens literature exposure. 4. Allowing students to evaluate and present on non-Marshallese childrens literature not to limit them. 5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.	No. The SLO statement doesn't need revision.	Approved
				70% of the students should be able to get 70% (C grade) or better Va Savu	Benchmark Met	VU		

Program (EDU) - Elementary Education CCT in Teaching	ENG 211	SLO 2_Literary Issues	Presentation	Presentation - you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. 20% of Final Grade (SLO 2) Due Date: (Presentation in class) Working collaboratively with your partners, you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. Use Chapter 2: "Reading the World – Issues in Children's Literature" from David L Russell's book Literature for Children – A Short Introduction	Assessment Tool This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in childrens literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in childrens stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories	Moving forward these are some possible actions to help better improve how this task can be assessed or looked at: 1. Focus instruction on presentation strategies and ensure student understanding. 2. Close monitoring of students when working in groups this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly. 3. Because this is an 8-week course, early introduction to local Marshallese childrens literature exposure. 4. Allowing students to evaluate and present on non-Marshallese childrens literature not to limit them. 5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.	No. The SLO statement doesn't need revision.	Approved
				70% of the students should be able to get 70% (C grade) or better Ana Bulavakuraa	Benchmark Met	VU		

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				70% of the students should be able to get 70% (C grade) or better Va Savu					

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Program (LA) - Liberal Arts AA ENG 211	SLO 2_Literary Issues	Presentation	textbook to guide									

Program (LA) - Liberal Arts AA ENG 211	SLO 2_Literary Issues	Presentation	Presentation - you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. 20% of Final Grade (SLO 2) Due Date: (Presentation in class) Working collaboratively with your partners, you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. Use Chapter 2: "Reading the World – Issues in Children's Literature" from David L Russell's book Literature for Children – A Short Introduction	Assessment Tool This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in childrens literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in childrens stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories	Benchmark Met	Moving forward these are some possible actions to help better improve how this task can be assessed or looked at: 1. Focus instruction on presentation strategies and ensure student understanding. 2. Close monitoring of students when working in groups this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly. 3. Because this is an 8-week course, early introduction to local Marshallese childrens literature exposure. 4. Allowing students to evaluate and present on non-Marshallese childrens literature not to limit them. 5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA ENG 211	SLO 2_Literary Issues	Presentation	Presentation - you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. 20% of Final Grade (SLO 2) Due Date: (Presentation in class) Working collaboratively with your partners, you will choose one local children's text (from any genre) and critically discuss at least three (3) literary issues in them and suggest how a reader (both young and adult) can resolve these issues discussed in these books. Use Chapter 2: "Reading the World – Issues in Children's Literature" from David L Russell's book Literature for Children – A Short Introduction	Assessment Tool This was a group presentation (either worked in pairs or had 3-5 people in a group) identifying literary issues in childrens literature. The SLO was discussed with the students in class and prior activities were done to prepare them. Students discussed literary elements in childrens stories written by non-local authors. They were able to understand the literary issues in the story. When it came to the local Marshallese stories, the students found it challenging as they did not perceive the literary issues to be prevalent in their local Marshallese stories. Also, the students did not know a lot of Marshallese stories. To support their understanding of the literary issues (stereotyping, sexual development, transition and tragedy, divorce, death, etc.) we looked at some Marshallese stories as examples. We used some stories	Benchmark Met	Moving forward these are some possible actions to help better improve how this task can be assessed or looked at: 1. Focus instruction on presentation strategies and ensure student understanding. 2. Close monitoring of students when working in groups this is to keep track of those who may not be doing their share of the task as was evident in those who performed poorly. 3. Because this is an 8-week course, early introduction to local Marshallese childrens literature exposure. 4. Allowing students to evaluate and present on non-Marshallese childrens literature not to limit them. 5. This is a good assignment as it makes the students look at the issues that they are facing. Including local Pacific stories to be part of the assignment would support the students in being more confident in talking about the issues in their society and how the creation of more local Marshallese stories could address them.	No. The SLO statement doesn't need revision.	Approved
			textbook to guide better to get 70% (C grade) or	Met				

				The math Jeopardy game rubric will be the main tool for this assessment. Each category is scored from 1 (lowest) to 4 (highest). The rubric has four categories namely: accuracy of content, sequencing of information, spelling and grammar, and effectiveness. Students will be required complete a math jeopardy project(Peter Roberts)	
Program (EDU)		SLO 2_Logical		On a rubric scale of 4-16, 70% of the students will attain an average score of 12 out of 16 or 75% or more	
- Elementary		& Practical			
Education AS	EDU 250	Methods	Project - Individual		

				The math Jeopardy game rubric will be the main tool for this assessment. Each category is scored from 1 (lowest) to 4 (highest). The rubric has four categories namely: accuracy of content, sequencing of information, spelling and grammar, and effectiveness. Students will be required complete a math jeopardy project(Peter Roberts)	
Program (EDU)		SLO 2_Logical		On a rubric scale of 4-16, 70% of the students will attain an average score of 12 out of 16 or 75% or more	
- Elementary		& Practical			
Education BA	EDU 250	Methods	Project - Individual		

Department (STEM) - STEM SCI 135	SLO 2_Marine Taxa	Experiment or Other Laboratory Experience	In this practical, each student conducted a research on the taxonomy, characteristics and ecological roles of various bony fish species occurring on Tropical Pacific Coral Reefs, Seagrasses and Mangroves. At the end of the research, each student presented their findings in the worksheet provided (see sample Worksheet uploaded). Students were graded according to the points allocated to different taxonomic categories, the common and local names and ecological roles per fish sample given in the worksheet. This lab activity was very important because it gave the students the opportunity to be aware of the different ecological roles played by different species of fishes in the tropical marine ecosystems and to be mindful of not overexploiting them. For instance,	70% of the students will attain a C grade or better.	Twelve (12) students consisted of eight (8) males and four (4) females have successfully completed this lab activity. Obviously there were slightly more males enrolled in this course compared to females. The students enrolled in LA Major had a passing rate of 83% followed by students with BUS and EDU Majors, each with 8% passing rate. Moreover, 86% males and 100% females passed this lab and the passing rate of students in the age groups between 18-20 years, 21-23 years and 24 years and older were 88%, 100% and 100% respectively. In other words, six (6) males and one (1) female student out of eight (8) students in the age range between 18-20 years, one (1) female in the age range between 21-23 years and all three (3) females in the age range between 27-30 years all passed the lab. Overall, 92% of students which	Benchmark Met	This practical exercise is relatively straight forward. However, in the future, students will conduct research on various groups of marine organisms and present or deliver their findings through power point presentation and rubric will be used to grade students performance.	Yes. The SLO statement needs revision.	The development of this process has been ongoing (developing), as the analysis of the data results primarily centers around the disaggregation process itself. Unfortunately, the current findings did not adequately address the targeted evidence necessary to effectively identify the achievements of the students in relation to their learning of this specific Student Learning Outcome (SLO). Consequently, the department is eagerly looking forward to obtaining much more meaningful and insightful results in the next cycle of evaluation. It is essential that future analyses provide a clearer picture of student performance and learning outcomes, enabling us to make informed decisions and improvements in our educational strategies.	Approved

Program (GE) - General Education	SCI 135	SLO 2_Marine Taxa	Experiment or Other Laboratory Experience	In this practical, each student conducted a research on the taxonomy, characteristics and ecological roles of various bony fish species occurring on Tropical Pacific Coral Reefs, Seagrasses and Mangroves. At the end of the research, each student presented their findings in the worksheet provided (see sample Worksheet uploaded). Students were graded according to the points allocated to different taxonomic categories, the common and local names and ecological roles per fish sample given in the worksheet. This lab activity was very important because it gave the students the opportunity to be aware of the different ecological roles played by different species of fishes in the tropical marine ecosystems and to be mindful of not overexploiting them. For instance, 70% of the students will attain a C grade or better.	Twelve (12) students consisted of eight (8) males and four (4) females have successfully completed this lab activity. Obviously there were slightly more males enrolled in this course compared to females. The students enrolled in LA Major had a passing rate of 83% followed by students with BUS and EDU Majors, each with 8% passing rate. Moreover, 86% males and 100% females passed this lab and the passing rate of students in the age groups between 18-20 years, 21-23 years and 24 years and older were 88%, 100% and 100% respectively. In other words, six (6) males and one (1) female student out of eight (8) students in the age range between 18-20 years, one (1) female in the age range between 21-23 years and all three (3) females in the age range between 27-30 years all passed the lab. Overall, 92% of students which	Benchmark Met	This practical exercise is relatively straight forward. However, in the future, students will conduct research on various groups of marine organisms and present or deliver their findings through power point presentation and rubric will be used to grade students performance.	Yes. The SLO statement needs revision.	The development of this process has been ongoing (developing), as the analysis of the data results primarily centers around the disaggregation process itself. Unfortunately, the current findings did not adequately address the targeted evidence necessary to effectively identify the achievements of the students in relation to their learning of this specific Student Learning Outcome (SLO). Consequently, the department is eagerly looking forward to obtaining much more meaningful and insightful results in the next cycle of evaluation. It is essential that future analyses provide a clearer picture of student performance and learning outcomes, enabling us to make informed decisions and improvements in our educational strategies.	Approved

Program (LA) - Liberal Arts AA SCI 135	SLO 2_Marine Taxa	Experiment or Other Laboratory Experience	In this practical, each student conducted a research on the taxonomy, characteristics and ecological roles of various bony fish species occurring on Tropical Pacific Coral Reefs, Seagrasses and Mangroves. At the end of the research, each student presented their findings in the worksheet provided (see sample Worksheet uploaded). Students were graded according to the points allocated to different taxonomic categories, the common and local names and ecological roles per fish sample given in the worksheet. This lab activity was very important because it gave the students the opportunity to be aware of the different ecological roles played by different species of fishes in the tropical marine ecosystems and to be mindful of not overexploiting them. For instance, 70% of the students will attain a C grade or better.	Twelve (12) students consisted of eight (8) males and four (4) females have successfully completed this lab activity. Obviously there were slightly more males enrolled in this course compared to females. The students enrolled in LA Major had a passing rate of 83% followed by students with BUS and EDU Majors, each with 8% passing rate. Moreover, 86% males and 100% females passed this lab and the passing rate of students in the age groups between 18-20 years, 21-23 years and 24 years and older were 88%, 100% and 100% respectively. In other words, six (6) males and one (1) female student out of eight (8) students in the age range between 18-20 years, one (1) female in the age range between 21-23 years and all three (3) females in the age range between 27-30 years all passed the lab. Overall, 92% of students which	Benchmark Met	This practical exercise is relatively straight forward. However, in the future, students will conduct research on various groups of marine organisms and present or deliver their findings through power point presentation and rubric will be used to grade students performance.	Yes. The SLO statement needs revision.	The development of this process has been ongoing (developing), as the analysis of the data results primarily centers around the disaggregation process itself. Unfortunately, the current findings did not adequately address the targeted evidence necessary to effectively identify the achievements of the students in relation to their learning of this specific Student Learning Outcome (SLO). Consequently, the department is eagerly looking forward to obtaining much more meaningful and insightful results in the next cycle of evaluation. It is essential that future analyses provide a clearer picture of student performance and learning outcomes, enabling us to make informed decisions and improvements in our educational strategies.	Approved
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Department (STEM) - STEM SCI 111	SLO 2_Natural Resources Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks). 70% of the participants should score 70% and above in this assessment activity.	Edward Alfonso	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the Benchmark Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported. No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved
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Department (STEM) - STEM SCI 111	SLO 2_Natural Resources	Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks).	70% of the participants should score 70% and above in this assessment activity.	Kendal Romany	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the	Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported.	No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved

Department (STEM) - STEM SCI 111	SLO 2_Natural Resources	Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks).	70% of the participants should score 70% and above in this assessment activity.	Linaz Okoro	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the	Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported.	No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved
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Program (GE) - General Education	SCI 111	SLO 2_Natural Resources	Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks).	70% of the participants should score 70% and above in this assessment activity.	Kendal Romany	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the	Benchmark Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported.	No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved

Program (GE) - General Education	SCI 111	SLO 2_Natural Resources	Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks).	70% of the participants should score 70% and above in this assessment activity.	Linaz Okoro	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the	Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported.	No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved
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Program (LA) - Liberal Arts AA SCI 111	SLO 2_Natural Resources Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks).	70% of the participants should score 70% and above in this assessment activity.	Edward Alfonso	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the Benchmark Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported.	No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved
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Program (LA) - Liberal Arts AA SCI 111	SLO 2_Natural Resources Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks).	Kendal Romany	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the Benchmark Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported. No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved
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Program (LA) - Liberal Arts AA SCI 111	SLO 2_Natural Resources	Project - Group	Students will select a specific ecosystem of their choice. Then identify the ecosystem services related to the selected ecosystem. They will also explain how these ecosystem services can promote biodiversity. The ecosystem should be drawn and properly labelled on a poster. Students will be graded based on mastery of the concepts (25 marks), content (25 marks), delivery of information(25 marks), creativity of the poster presentation(25 marks). 70% of the participants should score 70% and above in this assessment activity.	Linus Okoro	Analysis of Assessment Tool Performance for SLO 2 - Natural Resources 1. Overall Performance The assessment focused on students identifying ecosystem services, explaining their role in biodiversity, and creating a poster. A total of 24 students participated, and their scores were used to measure the effectiveness of the assessment activity. " Benchmark: 70% of the participants should score 70% and above. " Achieved: All 24 students scored above 70%, meeting the benchmark. 2. Descriptive Statistics " Highest Score: 95 " Lowest Score: 87 " Average Score: 88.96, Rounded to 89. " Score Range: The scores range from 87 to 95, indicating a small spread and consistent performance. 3. Score Distribution The majority of students scored between 88 and 90, showing a high level of mastery of the Benchmark Met	Recommendations 1. ~~I~~ ncrease the Challenge Level: o ~~S~~ ince all students met the benchmark with only slight variation, consider adding more complexity to future assignments. This could include integrating more analytical elements or research components that allow for a broader differentiation of scores. 2. ~~O~~ ffer Additional Support for Students in Lower Brackets: o ~~A~~ lthough all students performed above the benchmark, those in the 87-88 range might benefit from targeted feedback and resources to help them reach the upper performance range (89+). Offering optional workshops on poster design or further exploration of ecosystem services could enhance their skills. 3. ~~C~~ onsider Using a Rubric with More Specific Criteria: o ~~B~~ reaking down the grading criteria further (e.g., separating Mastery of Concepts into multiple sub-categories like accuracy, depth of understanding, etc.) could give a clearer picture of specific areas of strength or weakness. 4. ~~E~~ nhance Engagement with Creative Tools: o ~~T~~ he creativity aspect could be expanded by introducing students to different software or physical materials for poster presentations, encouraging more diverse methods of presenting their ecosystems. 5. ~~C~~ ontinued Focus on Gender Equity: o ~~B~~ oth genders performed similarly, showing equitable instruction and engagement. Maintaining this balance is critical, so continue fostering an inclusive classroom environment where all students feel supported. No. The SLO statement doesn't need revision.	The data analysis shows why a certain percentage of students met the benchmark, informing future teaching strategies to enhance this Student Learning Outcome (SLO) and student achievements.	Approved
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Department (STEM) - STEM	ANAT 210	SLO 2_Organ Systems Functions	Case Study	SLO2.had been taught in class and lab. sessions. Students were introduced on how to master skills through OSCE in the study of Organ, systems, functions of human body. Students are required to achieve target of 70% or more on how to master skills on accurate description of any human body structure system and function relating to diseases and any medical condition.	Edward Alfonso	with the activities assigned to students 1) Assignments submission within timeframe : 2students did well, while 2 late submission and 2 no submission at all. 2) with students OSCE examination: 3 did well, 2 moderate and 1- did not attend at all.	Benchmark Met	Strongly recommend that we access another SLO in the next cycle'	Yes. The SLO statement needs revision.	This is still developing assessment data which is crucial, providing both qualitative and quantitative evidence of student learning achievements. However, there is currently no disaggregated data available for this assessment cycle. It is recommended that disaggregation be prioritized for the next cycle to enhance evaluation and support targeted SLO, the department suggest to do again the SLO for comparison and upload the report in the repository for future references.	Approved
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Department (STEM) - STEM	ANAT 210	SLO 2_Organ Systems Functions	Case Study	SLO2.had been taught in class and lab. sessions. Students were introduced on how to master skills through OSCE in the study of Organ, systems, functions of human body. Students are required to achieve target of 70% or more on how to master skills on accurate description of any human body structure system and function relating to diseases and any medical condition.	Marica Rainibogi	with the activities assigned to students 1) Assignments submission within timeframe : 2students did well, while 2 late submission and 2 no submission at all. 2) with students OSCE examination: 3 did well, 2 moderate and 1- did not attend at all.	Benchmark Met	Strongly recommend that we access another SLO in the next cycle'	Yes. The SLO statement needs revision.	This is still developing assessment data which is crucial, providing both qualitative and quantitative evidence of student learning achievements. However, there is currently no disaggregated data available for this assessment cycle. It is recommended that disaggregation be prioritized for the next cycle to enhance evaluation and support targeted SLO, the department suggest to do again the SLO for comparison and upload the report in the repository for future refences.	Approved
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Program (NURS) - Nursing AS	ANAT 210	SLO 2_Organ Systems Functions	Case Study	SLO2.had been taught in class and lab. sessions. Students were introduced on how to master skills through OSCE in the study of Organ, systems, functions of human body. Students are required to achieve target of 70% or more on how to master skills on accurate description of any human body structure system and function relating to diseases and any medical condition.	Edward Alfonso	with the activities assigned to students 1) Assignments submission within timeframe : 2students did well, while 2 late submission and 2 no submission at all. 2) with students OSCE examination: 3 did well, 2 moderate and 1- did not attend at all.	Benchmark Met	Strongly recommend that we access another SLO in the next cycle'	Yes. The SLO statement needs revision.	This is still developing assessment data which is crucial, providing both qualitative and quantitative evidence of student learning achievements. However, there is currently no disaggregated data available for this assessment cycle. It is recommended that disaggregation be prioritized for the next cycle to enhance evaluation and support targeted SLO, the department suggest to do again the SLO for comparison and upload the report in the repository for future references.	Approved
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Program (NURS) - Nursing AS	ANAT 210	SLO 2_Organ Systems Functions	Case Study	SLO2.had been taught in class and lab. sessions. Students were introduced on how to master skills through OSCE in the study of Organ, systems, functions of human body. Students are required to achieve target of 70% or more on how to master skills on accurate description of any human body structure system and function relating to diseases and any medical condition.	Marica Rainibogi	with the activities assigned to students 1) Assignments submission within timeframe : 2students did well, while 2 late submission and 2 no submission at all. 2) with students OSCE examination: 3 did well, 2 moderate and 1- did not attend at all.	Benchmark Met	Strongly recommend that we access another SLO in the next cycle'	Yes. The SLO statement needs revision.	This is still developing assessment data which is crucial, providing both qualitative and quantitative evidence of student learning achievements. However, there is currently no disaggregated data available for this assessment cycle. It is recommended that disaggregation be prioritized for the next cycle to enhance evaluation and support targeted SLO, the department suggest to do again the SLO for comparison and upload the report in the repository for future refences.	Approved
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Program (EDU) - Elementary Education BA	EDU 427	SLO 2_Physical Activities	Project - Group	Students work in pairs to evaluate student improvement of specific movement skills over a 4 week period during the semester using google sheets as a data collecting resource. Data will be disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery.	70% of students will be able to successfully demonstrate improvement of movement skill development over the given time period.
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Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 106	SLO 2_Properties of Soil	Experiment or Other Laboratory Experience	Students will perform experiment and record results of soil pH,C:N ratio and soil profile zones to demonstrate the understanding of various physical, chemical and biological parameters of soil	75% of the students demonstrating the experiment will achieve grade C or better grade
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Program (VCARP) - Carpentry Certificate	VCARP 103	SLO 2_Read blueprints	Skill Performance	After the coverage of types of drawing in lecture and demonstration, the students are given a diagram of a simple design in 2-dimensional drawing, they will draw the simple design in 1 point perspective, 2 points perspective and in Isometric views. They will then compare and contrast their appearance in types of lines and angles used the overall view based on the amount of information each sketch produces.	70%	8 out of 8 students assessed scored 75% or more on this assessment. This outlines the performance of beginning students in Technical Drawing and eager students can learn technical drawing skills by Drawing technically on paper using drawing tools.	Benchmark Met	Since all passed, the next assessment will be	Yes. The SLO statement needs revision.
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		A practical lab test on eukaryotic parasitic pathogens from three major groups namely protozoa, helminthes, and arthropods will be given to students. Students will be given three parasites from each group to identify and analyze. For each parasite they will identify the parasite and analyze which group it belongs, write its common and scientific names, the disease it causes, the symptoms of the disease, its mode (s) of transmission, possible treatment methods, and prevention measures (see sample lab test questions uploaded). This lab is very important because understanding the types of parasites, the diseases they cause and their mode of transmission is vital because some diseases like malaria are life threatening and therefore knowing them is important		75% of the students will attain a C grade or better	Marking Criteria for the Laboratory Quiz: Disease Identification: 5 Marks Vector Identification: 5 Marks Domain: 5 Marks Class: 5 Marks Scientific names: 5 Marks Diagnostic stage: 5 Marks Transmission: 5 Marks Total + Laboratory participation (2 marks) 35 Marks Analysis: From the laboratory results, 71% of students received a 'C' or above in this SLO assessment. The benchmark of this SLO was set at 70% and this was achieved. The students' SLO results also showed that most of the students have a good knowledge of the malaria disease and different helminths diseases, vectors which carry these diseases and		Students will be exposed to more practical sessions from the beginning of the semester to enhance their knowledge on microbial diseases with focus on mode of transmission and identification of diagnostic stages of these diseases.		No. The SLO statement doesn't need revision.		Well-developed since the data results clearly present both qualitative and quantitative evidence regarding the students. Make it sure upload the write up for the Amass and Process Data Result.		Approved
Department (STEM) - STEM	MICR 101	SLO 2_Role of Microorganism	Objective Type Exam/Quiz - In Course										

			A practical lab test on eukaryotic parasitic pathogens from three major groups namely protozoa, helminthes, and arthropods will be given to students. Students will be given three parasites from each group to identify and analyze. For each parasite they will identify the parasite and analyze which group it belongs, write its common and scientific names, the disease it causes, the symptoms of the disease, its mode (s) of transmission, possible treatment methods, and prevention measures (see sample lab test questions uploaded). This lab is very important because understanding the types of parasites, the diseases they cause and their mode of transmission is vital because some diseases like malaria are life threatening and therefore knowing them is important	75% of the students will attain a C grade or better	Marking Criteria for the Laboratory Quiz: Disease Identification: 5 Marks Vector Identification: 5 Marks Domain: 5 Marks Class: 5 Marks Scientific names: 5 Marks Diagnostic stage: 5 Marks Transmission: 5 Marks Total + Laboratory participation (2 marks) 35 Marks Analysis: From the laboratory results, 71% of students received a 'C' or above in this SLO assessment. The benchmark of this SLO was set at 70% and this was achieved. The students' SLO results also showed that most of the students have a good knowledge of the malaria disease and different helminths diseases, vectors which carry these diseases and		Benchmark Met	Students will be exposed to more practical sessions from the beginning of the semester to enhance their knowledge on microbial diseases with focus on mode of transmission and identification of diagnostic stages of these diseases.	No. The SLO statement doesn't need revision.	Well-developed since the data results clearly present both qualitative and quantitative evidence regarding the students. Make it sure upload the write up for the Amass and Process Data Result.		Approved
Program (GE) - General Education	MICR 101	SLO 2_Role of Microorganisms	Objective Type Exam/Quiz - In Course									

		A practical lab test on eukaryotic parasitic pathogens from three major groups namely protozoa, helminthes, and arthropods will be given to students. Students will be given three parasites from each group to identify and analyze. For each parasite they will identify the parasite and analyze which group it belongs, write its common and scientific names, the disease it causes, the symptoms of the disease, its mode (s) of transmission, possible treatment methods, and prevention measures (see sample lab test questions uploaded). This lab is very important because understanding the types of parasites, the diseases they cause and their mode of transmission is vital because some diseases like malaria are life threatening and therefore knowing them is important	75% of the students will attain a C grade or better	Marking Criteria for the Laboratory Quiz: Disease Identification: 5 Marks Vector Identification: 5 Marks Domain: 5 Marks Class: 5 Marks Scientific names: 5 Marks Diagnostic stage: 5 Marks Transmission: 5 Marks Total + Laboratory participation (2 marks) 35 Marks Analysis: From the laboratory results, 71% of students received a 'C' or above in this SLO assessment. The benchmark of this SLO was set at 70% and this was achieved. The students' SLO results also showed that most of the students have a good knowledge of the malaria disease and different helminths diseases, vectors which carry these diseases and		Benchmark Met	Students will be exposed to more practical sessions from the beginning of the semester to enhance their knowledge on microbial diseases with focus on mode of transmission and identification of diagnostic stages of these diseases.	No. The SLO statement doesn't need revision.	Well-developed since the data results clearly present both qualitative and quantitative evidence regarding the students. Make it sure upload the write up for the Amass and Process Data Result.	Approved
Program (LA) - Liberal Arts AA MICR 101	SLO 2_Role of Microorganism	Objective Type Exam/Quiz - In Course								

Program (NURS) - Nursing AS	MICR 101	SLO 2_Role of Microorganis ms	Objective Type Exam/Quiz - In Course	A practical lab test on eukaryotic parasitic pathogens from three major groups namely protozoa, helminthes, and arthropods will be given to students. Students will be given three parasites from each group to identify and analyze. For each parasite they will identify the parasite and analyze which group it belongs, write its common and scientific names, the disease it causes, the symptoms of the disease, its mode (s) of transmission, possible treatment methods, and prevention measures (see sample lab test questions uploaded). This lab is very important because understanding the types of parasites, the diseases they cause and their mode of transmission is vital because some diseases like malaria are life threatening and therefore knowing them is important	75% of the students will attain a C grade or better	Marking Criteria for the Laboratory Quiz: Disease Identification: 5 Marks Vector Identification: 5 Marks Domain: 5 Marks Class: 5 Marks Scientific names: 5 Marks Diagnostic stage: 5 Marks Transmission: 5 Marks Total + Laboratory participation (2 marks) 35 Marks Analysis: From the laboratory results, 71% of students received a 'C' or above in this SLO assessment. The benchmark of this SLO was set at 70% and this was achieved. The students' SLO results also showed that most of the students have a good knowledge of the malaria disease and different helminths diseases, vectors which carry these diseases and	Benchmark Met	Students will be exposed to more practical sessions from the beginning of the semester to enhance their knowledge on microbial diseases with focus on mode of transmission and identification of diagnostic stages of these diseases.	No. The SLO statement doesn't need revision.	Well-developed since the data results clearly present both qualitative and quantitative evidence regarding the students. Make it sure upload the write up for the Amass and Process Data Result.	Approved

Program (VCARP) - Carpentry Certificate	VCARP 102	SLO 2_Safety	Observation	After lecture and demonstration of the use of marking and cutting tools, students will be individually assessed in using the following tools when undertaking these procedures. First, they will mark the measurements using the following pencil, tape measure or ruler, combination square and sliding bevel, after marking, they will cut and shape the pieces using a crosscut saw, rip saw and a chisel	70%	Total of 8 students were assessed and their scores ranged between 75%- 90%. therefore, all students score above benchmark score.	Benchmark Met	Since all met the benchmark an indicator that more practice while integrating the practical component will be of great advantage in practicing Safety .	No. The SLO statement doesn't need revision.
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Christopher Barenz			
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Edward Alfonso			

Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	John Zedkaia
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Linas Okoro
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Marson Ralpho
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Pam Kaious
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Rosalinda Sumaoang
Archived Courses	MATH 068	SLO 2_Simplify Numerical Expressions	Objective Type Exam/Quiz - In Course	Students will be given a quiz where 4 questions measure their ability to add, subtract, multiply, and divide fractions.	70% of the students who take the assessment should achieve a grade of 70% or higher.	Tarry Henos

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS		AGF 202	SLO 2_Social Forestry Techniques	Project - Individual	Students will choose fruit trees/ timber trees from their locality and identify a major problem facing the tree (growth, distribution and fruit setting, or weather adaptation). Then they will suggest constructive ideas or solution to solve the problem. To assess the project: 1) students will submit a written assignment on problem identification and solution - 15% 2) construct a contour bunding as a practical project - 20% 3) prepare a vermiculture as a practical project - 20% 4) demonstrate successful care and maintenance of the tree in a practical project - 5%	70	Osea Sakata	AGF 202: FA 2024 SLO ASSESSMENT & RESULTS No. of participants: 2 Female: 2 Male: 0 No. scored >70%: 2 Females scored >70%: 2 Disaggregate by Centre: Uliga Centre: 1 student: Very Good Effort Wotje Centre: 1 student: Exceeded Expectation Benchmark achieved and exceeded! Task 1: Written Assignment: 1. One of the students written work was outstanding: questions answered correctly with details, evidence of research, clear organization of ideas the student selected a coconut tree. 2. The second written report answered the question correctly but lacked specific detail and showed minimum research the student selected a breadfruit tree. Task 2: Bunding: Practical: One of the	Benchmark Met	For Uliga students, doing the agroforestry technique practicals in Uliga Campus is beneficial for both students and Instructor in terms of available resources, convenience, and supervisory purposes. In this implementation period, the Uliga student carried out her practical in Laura where she resides. This posed a lot of challenges for both student and Instructor in terms of assessing and monitoring the practical.	No. The SLO statement doesn't need revision.	Approved
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Department (STEM) - STEM	MATH 098	SLO 2_Solve Equations	Objective Type Exam/Quiz - In Course	quiz	At least 70% of the students who will do the assessment will get a C or better.	Waisiki Baleikorocau	Passing Rate by Student Age: Among students aged 27 and above (3%), none passed the quiz. In contrast, all participants aged 24 to 26 years (3%) achieved a passing rate of 100%. Similarly, students aged 21 to 23 (16%) also had a perfect passing rate of 100%. However, in the 18 to 20 age group (78%), 3 out of 29 students (8%) did not pass, while approximately 26 out of 30 students (92%) successfully passed. Passing Rate by Student Gender: Of the total participants, 14 out of 37 (38%) were male. Among these males, 11 out of 14 (about 79%) passed the quiz, while 3 (21%) did not. Female students comprised a larger group, with 23 out of 37 participants (62%). Within this female cohort, a substantial 22 out of 23 (96%) passed, while only 1 (4%) did not.	Passing Rate by Student Age: Among students aged 27 and above (3%), none passed the quiz. In contrast, all participants aged 24 to 26 years (3%) achieved a passing rate of 100%. Similarly, students aged 21 to 23 (16%) also had a perfect passing rate of 100%. However, in the 18 to 20 age group (78%), 3 out of 29 students (8%) did not pass, while approximately 26 out of 30 students (92%) successfully passed. Passing Rate by Student Gender: Of the total participants, 14 out of 37 (38%) were male. Among these males, 11 out of 14 (about 79%) passed the quiz, while 3 (21%) did not. Female students comprised a larger group, with 23 out of 37 participants (62%). Within this female cohort, a substantial 22 out of 23 (96%) passed, while only 1 (4%) did not.	To reduce errors in final answers, the instructor recommends placing greater emphasis on and allowing more time for students to write their final answers in solution set notation and interval notation. Additionally, guidance on how to properly graph the given problems is essential. This practice is crucial as it will be imperative for the upcoming topics they will study. The instructor should also revisit SLO 02 to explore potential improvements, aiming to elevate its complexity and challenge students with more demanding tasks related to this specific SLO. It is advisable for the instructor to progress to the next SLO to assess whether students can successfully meet the established benchmarks. Attendance: It is critical to stress the importance of attendance, especially in accelerated classes where missing a session could mean missing vital topics. Targeted Practice: Students require additional time for practice. Regular engagement in algebraic manipulation through worksheets and online exercises will bolster their confidence in handling various types of equations and inequalities. Starting with simpler problems and gradually increasing complexity as students master each skill is essential. The instructor should guide students through each step to ensure they understand the reasoning behind each action. Overall Performance: Enhancing performance in solving equations and inequalities necessitates a multifaceted approach that reinforces foundational concepts, improves algebraic manipulation skills, teaches effective problem-solving strategies, and addresses any misconceptions. By integrating targeted instructional practices and offering ample opportunities for practice, students will cultivate the skills and confidence necessary to excel in solving equations and inequalities. A structured, student-centered approach must be developed to ensure lasting improvements. No. The SLO statement doesn't need revision.	The analysis of the data results is well-developed, as it clearly elucidates the reasons behind the fact that a significant 73% of students successfully met the established benchmark. This thorough examination not only highlights the effectiveness of the assessment tools utilized but also indicates that these tools are very appropriate for the Student Learning Outcomes (SLO) Assessment. Furthermore, the actions proposed are distinctly connected to the comprehensive analysis of the data results, demonstrating a thoughtful approach to improving educational outcomes based on empirical evidence.	Approved

Program (AHS) - Adult High School		MATH 052	SLO 2_Solve Equations	Objective Type Exam/Quiz - In Course	A quiz of five problems will be given to the students on solving equation. TH		70% of the students will pass the three problems with an average of 70% and above.	Quiz Results for each item; 1. Only 9 out of 21 students enrolled (43%) took the quiz for SLO 02 2. 6 out of 9 students (67%) got a grade of (70%) and above which is considered as passed (P) 3. 3 out of 9 students (33%) got a grade below (70%) which is considered as not passed(NP) Therefore, benchmark was met for Math 052 Section 1 class.	Passing Rate in terms of Students Gender Who Took Quiz: 1. There are 5 out of 10 male students (50%) who took the quiz a. 3 out of 5 students (60%) got a grade of (70%) above and considered as passed(P) b. 2 out of 5 students (40%) got a grade of below (70%) and considered as not passed(NP). 2. There are 4 out of 6 female students (67%) who	Benchmark Met	Use the same SLO assessment to confirm results	No. The SLO statement doesn't need revision.	Ensure that remedial is prepared for those that still need assistance.	Approved
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Program (DEV) - Developmental Education	MATH 098	SLO 2_Solve Equations	Objective Type Exam/Quiz - In Course	quiz	At least 70% of the students who will do the assessment will get a C or better.	Edward Alfonso	Passing Rate by Student Age: Among students aged 27 and above (3%), none passed the quiz. In contrast, all participants aged 24 to 26 years (3%) achieved a passing rate of 100%. Similarly, students aged 21 to 23 (16%) also had a perfect passing rate of 100%. However, in the 18 to 20 age group (78%), 3 out of 29 students (8%) did not pass, while approximately 26 out of 30 students (92%) successfully passed.		To reduce errors in final answers, the instructor recommends placing greater emphasis on and allowing more time for students to write their final answers in solution set notation and interval notation. Additionally, guidance on how to properly graph the given problems is essential. This practice is crucial as it will be imperative for the upcoming topics they will study. The instructor should also revisit SLO 02 to explore potential improvements, aiming to elevate its complexity and challenge students with more demanding tasks related to this specific SLO. It is advisable for the instructor to progress to the next SLO to assess whether students can successfully meet the established benchmarks.			
							Passing Rate by Student Gender: Of the total participants, 14 out of 37 (38%) were male. Among these males, 11 out of 14 (about 79%) passed the quiz, while 3 (21%) did not. Female students comprised a larger group, with 23 out of 37 participants (62%). Within this female cohort, a substantial 22 out of 23 (96%) passed, while only 1 (4%) did not.		Attendance: It is critical to stress the importance of attendance, especially in accelerated classes where missing a session could mean missing vital topics.			
									Targeted Practice: Students require additional time for practice. Regular engagement in algebraic manipulation through worksheets and online exercises will bolster their confidence in handling various types of equations and inequalities. Starting with simpler problems and gradually increasing complexity as students master each skill is essential. The instructor should guide students through each step to ensure they understand the reasoning behind each action.			
							Passing Rate by Student Major:	Benchmark Met	Overall Performance: Enhancing performance in solving equations and inequalities necessitates a multifaceted approach that reinforces foundational concepts, improves algebraic manipulation skills, teaches effective problem-solving strategies, and addresses any misconceptions. By integrating targeted instructional practices and offering ample opportunities for practice, students will cultivate the skills and confidence necessary to excel in solving equations and inequalities. A structured, student-centered approach must be developed to ensure lasting improvements	No. The SLO statement doesn't need revision.	The analysis of the data results is well-developed, as it clearly elucidates the reasons behind the fact that a significant 73% of students successfully met the established benchmark. This thorough examination not only highlights the effectiveness of the assessment tools utilized but also indicates that these tools are very appropriate for the Student Learning Outcomes (SLO) Assessment. Furthermore, the actions proposed are distinctly connected to the comprehensive analysis of the data results, demonstrating a thoughtful approach to improving educational outcomes based on empirical evidence.	Approved

Program (DEV) - Developmental Education	MATH 098	SLO 2_Solve Equations	Objective Type Exam/Quiz - In Course	quiz	At least 70% of the students who will do the assessment will get a C or better.	Waisiki Baleikorocau	Passing Rate by Student Age: Among students aged 27 and above (3%), none passed the quiz. In contrast, all participants aged 24 to 26 years (3%) achieved a passing rate of 100%. Similarly, students aged 21 to 23 (16%) also had a perfect passing rate of 100%. However, in the 18 to 20 age group (78%), 3 out of 29 students (8%) did not pass, while approximately 26 out of 30 students (92%) successfully passed.	Passing Rate by Student Gender: Of the total participants, 14 out of 37 (38%) were male. Among these males, 11 out of 14 (about 79%) passed the quiz, while 3 (21%) did not. Female students comprised a larger group, with 23 out of 37 participants (62%). Within this female cohort, a substantial 22 out of 23 (96%) passed, while only 1 (4%) did not.	To reduce errors in final answers, the instructor recommends placing greater emphasis on and allowing more time for students to write their final answers in solution set notation and interval notation. Additionally, guidance on how to properly graph the given problems is essential. This practice is crucial as it will be imperative for the upcoming topics they will study. The instructor should also revisit SLO 02 to explore potential improvements, aiming to elevate its complexity and challenge students with more demanding tasks related to this specific SLO. It is advisable for the instructor to progress to the next SLO to assess whether students can successfully meet the established benchmarks.	Attendance: It is critical to stress the importance of attendance, especially in accelerated classes where missing a session could mean missing vital topics.	The analysis of the data results is well-developed, as it clearly elucidates the reasons behind the fact that a significant 73% of students successfully met the established benchmark. This thorough examination not only highlights the effectiveness of the assessment tools utilized but also indicates that these tools are very appropriate for the Student Learning Outcomes (SLO) Assessment. Furthermore, the actions proposed are distinctly connected to the comprehensive analysis of the data results, demonstrating a thoughtful approach to improving educational outcomes based on empirical evidence.	Approved
							Targeted Practice: Students require additional time for practice. Regular engagement in algebraic manipulation through worksheets and online exercises will bolster their confidence in handling various types of equations and inequalities. Starting with simpler problems and gradually increasing complexity as students master each skill is essential. The instructor should guide students through each step to ensure they understand the reasoning behind each action.	Overall Performance: Enhancing performance in solving equations and inequalities necessitates a multifaceted approach that reinforces foundational concepts, improves algebraic manipulation skills, teaches effective problem-solving strategies, and addresses any misconceptions. By integrating targeted instructional practices and offering ample opportunities for practice, students will cultivate the skills and confidence necessary to excel in solving equations and inequalities. A structured, student-centered approach must be developed to ensure lasting improvements.	No. The SLO statement doesn't need revision.			

				This is a group project whereby the students will be able to: 1)Read and critique the PSS curriculum 2)Identify a weak area or mismatch in the ELA curriculum from their experience(images to be provided) 3) They will suggest one (1) constructive approach to improve the weak area identified by the group 4) The group will propose a scheme of work for one school quarter only, to support their suggested improvement that can be trialed when they will do their teaching in the schools A rubric will be used to assess the group project.Data will also be disaggregated in the following categories- gender, location/age/skill level- introduction/practice/mastery 80% of the students or more will receive 80% or better in the rubric.
Program (EDU) - Elementary Education BA	EDU 416	SLO 2_Strengthen Curriculum	Project - Group	
				The students will familiarize themselves with the operation of the fire nozzles on the ship. Do you get a jet or a spray when they are first turned on? 70% of the students will get a grade of 70 or higher.
Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 110	SLO 2_Suitable Extinguishing Methods	Skill Performance	

			Risi K. Matthew - There are 2 sections with a total of 42 enrolled in the course. The assignment was given in two different category Moodle/Classroom activity. Number of participants was 5 out of 12 students who didn't participated, and this is only results from the classroom activity, not yet including Moodle.					
			Mylast E. Bilimon: There is a total of 11 students in MAR 140-3. The assignment that was given was a written assignment which the students had to read Article III from the Marshall Islands Constitution, which is the Council of Irooj, and a supplementary document titled "Traditional Leaders and Governance in Micronesia". After reading these two readings, students were to write 1-2 page paper where they compare and contrast the roles of traditional leaders in the Marshall Islands and the modern leaders		Students will write an essay to analyze the relationship between traditional leaders and government leaders.		70% of the class must pass	
Program (EDU) - Elementary Education AS	MAR 140	SLO 2_Traditional Authority	Written Assignment or Essay	(Risi Matthew and Mylast Bilimon)	Benchmark Not Met	With students missing class(s) they are not making any progress. There is possibilities to put more activities in Moodle, will need to raised this up with the Department Chair.	No. The SLO statement doesn't need revision.	Approved

					Risi K. Matthew - There are 2 sections with a total of 42 enrolled in the course. The assignment was given in two different category Moodle/Classroom activity. Number of participants was 5 out of 12 students who didn't participated, and this is only results from the classroom activity, not yet including Moodle.				
					Mylast E. Bilimon: There is a total of 11 students in MAR 140-3. The assignment that was given was a written assignment which the students had to read Article III from the Marshall Islands Constitution, which is the Council of Irooj, and a supplementary document titled "Traditional Leaders and Governance in Micronesia". After reading these two readings, students were to write 1-2 page paper where they compare and contrast the roles of traditional leaders in the Marshall Islands and the modern leaders				
Program (GE) - General Education	MAR 140	SLO 2_Traditional Authority	Written Assignment or Essay	Students will write an essay to analyze the relationship between traditional leaders and government leaders. (Risi Matthew and Mylast Bilimon)	70% of the class must pass	Benchmark Not Met	With students missing class(s) they are not making any progress. There is possibilities to put more activities in Moodle, will need to raised this up with the Department Chair.	No. The SLO statement doesn't need revision.	Approved

Program (LA) - Liberal Arts AA MAR 140	SLO 2_Traditional Authority	Written Assignment or Essay	Students will write an essay to analyze the relationship between traditional leaders and government leaders. (Risi Matthew and Mylast Bilimon)	70% of the class must pass	Risi K. Matthew - There are 2 sections with a total of 42 enrolled in the course. The assignment was given in two different category Moodle/Classroom activity. Number of participants was 5 out of 12 students who didn't participated, and this is only results from the classroom activity, not yet including Moodle.	Benchmark Not Met	With students missing class(s) they are not making any progress. There is possibilities to put more activities in Moodle, will need to raised this up with the Department Chair.	No. The SLO statement doesn't need revision.	Approved
					Mylast E. Bilimon: There is a total of 11 students in MAR 140-3. The assignment that was given was a written assignment which the students had to read Article III from the Marshall Islands Constitution, which is the Council of Irooj, and a supplementary document titled "Traditional Leaders and Governance in Micronesia". After reading these two readings, students were to write 1-2 page paper where they compare and contrast the roles of traditional leaders in the Marshall Islands and the modern leaders				

Program (MAR) - Marshallese Social Studies CCT	MAR 140	SLO 2_Traditional Authority	Written Assignment or Essay	Students will write an essay to analyze the relationship between traditional leaders and government leaders. (Risi Matthew and Mylast Bilimon)	70% of the class must pass	Risi K. Matthew - There are 2 sections with a total of 42 enrolled in the course. The assignment was given in two different category Moodle/Classroom activity. Number of participants was 5 out of 12 students who didn't participated, and this is only results from the classroom activity, not yet including Moodle.	Mylast E. Bilimon: There is a total of 11 students in MAR 140-3. The assignment that was given was a written assignment which the students had to read Article III from the Marshall Islands Constitution, which is the Council of Irooj, and a supplementary document titled "Traditional Leaders and Governance in Micronesia". After reading these two readings, students were to write 1-2 page paper where they compare and contrast the roles of traditional leaders in the Marshall Islands and the modern leaders	Benchmark Not Met	With students missing class(s) they are not making any progress. There is possibilities to put more activities in Moodle, will need to raised this up with the Department Chair.	No. The SLO statement doesn't need revision.	Approved

Department (STEM) - STEM	MATH 121	SLO 2_Trig Equations	Objective Type Exam/Quiz - In Course	A quiz consisting of two problems will be used to assess the SLO. Each problem is worth 10 marks.	Based on the number of students who take the quiz, 70% or higher should be able to solve application problems involving angles of elevation and depression.	Edward Alfonso
				Marking scheme is provided.		

Department (STEM) - STEM	MATH 121	SLO 2_Trig Equations	Objective Type Exam/Quiz - In Course	A quiz consisting of two problems will be used to assess the SLO. Each problem is worth 10 marks.	Based on the number of students who take the quiz, 70% or higher should be able to solve application problems involving angles of elevation and depression.	Waisiki Baleikorocau
				Marking scheme is provided.		

Program (LA) - Liberal Arts AA	MATH 121	SLO 2_Trig Equations	Objective Type Exam/Quiz - In Course	A quiz consisting of two problems will be used to assess the SLO. Each problem is worth 10 marks.	Based on the number of students who take the quiz, 70% or higher should be able to solve application problems involving angles of elevation and depression.	Edward Alfonso
				Marking scheme is provided.		

Program (LA) - Liberal Arts AA MATH 121	SLO 2_Trig Equations	Objective Type Exam/Quiz - In Course	A quiz consisting of two problems will be used to assess the SLO. Each problem is worth 10 marks.	Based on the number of students who take the quiz, 70% or higher should be able to solve application problems involving angles of elevation and depression.	Waisiki Baleikorocau
			Marking scheme is provided.		
Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	SLO 2_Tying Demonstratio ns	Skill Performance	After learning about different types of ropes ,knots, bends and hitches, and having several practices in tying, each student will demonstrate how to tie 6 different knots and 1 bosun chair ,bend. A checklist will be used to assess students! performance.	70% of students who will take the assessment will achieve a grade of 70 or higher .	Hugo Bugoro
			(Hugo.Bugoro)	The data shows that 82% of MART120 students passed, meeting the 70% benchmark, though some faced challenges. Many students likely struggled with understanding technical language, as English isn't their first language.	
MART 120				Benchmark Met	Suggestions one SLO to add to the curriculum: No. The SLO statement doesn't need revision.
Identification of Navigation Lights.					

Program (LA) - Liberal Arts AA NURS 256	SLO 2_User Nursing Process	Project - Group	Each group had been assigned with a major project to apply Nursing Process in regards to Nursing care and prevention of Non communicable Diseases. They had been introduce to 4 types of project :
			1. Healthy Lifestyle Brochure. 2. Diabetes Eye Health Care Educational Posters. 3. Early prevention of Mental Health Care posters. 4. Physical Activities Video in Marshallese. The project should be completed and assessed within the time frame scheduled and incorporating with Ministry of Health's Health Promotion and awareness.
			Enforced engagement of each student to the achievement of the benchmark in proper implementati on of Nursing process in Nursing care and prevention of Non communicabl e diseases.

Program (NURS) - Nursing AS	NURS 256	SLO 2_User Nursing Process	Project - Group	Each group had been assigned with a major project to apply Nursing Process in regards to Nursing care and prevention of Non communicable Diseases. They had been introduce to 4 types of project : 1. Healthy Lifestyle Brochure. 2. Diabetes Eye Health Care Educational Posters. 3. Early prevention of Mental Health Care posters. 4. Physical Activities Video in Marshallese. The project should be completed and assessed within the time frame scheduled incorporating with Ministry of Health's Health Promotion and awareness. Enforced engagement of each student to the achievement of the benchmark in proper implementati on of Nursing process in Nursing care and prevention of Non communicabl e diseases.
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Marking Criteria for Laboratory reports for CHEM 101									
Instructors name: Dr. Linus Okoro Course Title: CHEM 101 - Introduction to Chemistry									
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									
In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples.				Analysis The assessment results showed that 82 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 70% of the student should achieve a C and therefore this was achieved.		The weekly lab practicals, laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued.			
At the end of the experiments, each student will write and submit a formal laboratory report.				The students that passed the SLO assessment performed well in all the assessment sections. It is remarkable to		Hands-on laboratory experiences are a core element of college chemistry education, creating important opportunities to engage students and build confidence during their practical sessions. To optimize student learning during the lab sessions, it is crucial to address anxiety, enhance preparedness and bridge knowledge gaps among students with diverse backgrounds. To achieve this, videos and other laboratory resources would be incorporated and made easily accessible early in the semester to stimulate students interest in practicals.			
Department (STEM) - STEM	CHEM 101	SLO 2_Utilize Techniques	Experiment or Other Laboratory Experience	70% of the students taking the assessment will get a grade of C or higher.	Edward Alfonso	Benchmark Met	No. The SLO statement doesn't need revision.	The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.	Approved

Marking Criteria for Laboratory reports for CHEM 101									
Instructors name: Dr. Linus Okoro Course Title: CHEM 101 - Introduction to Chemistry									
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									
In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples.									
At the end of the experiments, each student will write and submit a formal laboratory report.									
70% of the students taking the assessment will get a grade of C or higher.									
Linus Okoro									
Analysis The assessment results showed that 82 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 70% of the student should achieve a C and therefore this was achieved.									
The weekly lab practicals, laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued.									
Hands-on laboratory experiences are a core element of college chemistry education, creating important opportunities to engage students and build confidence during their practical sessions. To optimize student learning during the lab sessions, it is crucial to address anxiety, enhance preparedness and bridge knowledge gaps among students with diverse backgrounds. To achieve this, videos and other laboratory resources would be incorporated and made easily accessible early in the semester to stimulate students interest in practicals.									
No. The SLO statement doesn't need revision.									
The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.									
Approved									
Department (STEM) - STEM CHEM 101									
SLO 2_Utilize Techniques									
Experiment or Other Laboratory Experience									

				Marking Criteria for Laboratory reports for CHEM 101							
				Instructors name: Dr. Linus Okoro Course Title: CHEM 101 - Introduction to Chemistry							
				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 The assessment results showed that 82 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 70% of the student should achieve a C and therefore this was achieved.							
				The students that passed the SLO assessment performed well in all the assessment sections. It is remarkable to							
				Benchmark Met							
				The weekly lab practicals, laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued.							
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				No. The SLO statement doesn't need revision.							
				The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.							
				Approved							
Program (GE) - General Education	CHEM 101	SLO 2_Utilize Techniques	Experiment or Other Laboratory Experience	In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples. At the end of the experiments, each student will write and submit a formal laboratory report. (Dr. Linus Okoro)	70% of the students taking the assessment will get a grade of C or higher.	Edward Alfonso					

				Marking Criteria for Laboratory reports for CHEM 101					
				Instructors name: Dr. Linus Okoro					
				Course Title: CHEM 101 - Introduction to Chemistry					
				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 The assessment results showed that 82 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 70% of the student should achieve a C and therefore this was achieved.					
				The students that passed the SLO assessment performed well in all the assessment sections. It is remarkable to					
				Benchmark Met					
				The weekly lab practicals, laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued.					
				Hands-on laboratory experiences are a core element of college chemistry education, creating important opportunities to engage students and build confidence during their practical sessions. To optimize student learning during the lab sessions, it is crucial to address anxiety, enhance preparedness and bridge knowledge gaps among students with diverse backgrounds. To achieve this, videos and other laboratory resources would be incorporated and made easily accessible early in the semester to stimulate students interest in practicals.					
				No. The SLO statement doesn't need revision.					
				The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.					
				Approved					
Program (GE) - General Education	CHEM 101	SLO 2_Utilize Techniques	Experiment or Other Laboratory Experience	In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples. At the end of the experiments, each student will write and submit a formal laboratory report. (Dr. Linus Okoro)	70% of the students taking the assessment will get a grade of C or higher.	Linus Okoro			

				Marking Criteria for Laboratory reports for CHEM 101							
				Instructors name: Dr. Linus Okoro							
				Course Title: CHEM 101 - Introduction to Chemistry							
				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 The assessment results showed that 82 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 70% of the student should achieve a C and therefore this was achieved.							
				The students that passed the SLO assessment performed well in all the assessment sections. It is remarkable to							
				The weekly lab practicals, laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued.							
				Hands-on laboratory experiences are a core element of college chemistry education, creating important opportunities to engage students and build confidence during their practical sessions. To optimize student learning during the lab sessions, it is crucial to address anxiety, enhance preparedness and bridge knowledge gaps among students with diverse backgrounds. To achieve this, videos and other laboratory resources would be incorporated and made easily accessible early in the semester to stimulate students interest in practicals.							
				The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.							
Program (LA) - Liberal Arts AA	CHEM 101	SLO 2_Utilize Techniques	Experiment or Other Laboratory Experience	In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples. At the end of the experiments, each student will write and submit a formal laboratory report. (Dr. Linus Okoro)	70% of the students taking the assessment will get a grade of C or higher.	Edward Alfonso	Remarkable to	Benchmark Met	No. The SLO statement doesn't need revision.	The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.	Approved

				Marking Criteria for Laboratory reports for CHEM 101							
				Instructors name: Dr. Linus Okoro Course Title: CHEM 101 - Introduction to Chemistry							
				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 The assessment results showed that 82 % of the students received a C or above in this SLO Assessment. The Benchmark of this SLO was that 70% of the student should achieve a C and therefore this was achieved.				The weekly lab practicals, laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued.			
				The students that passed the SLO assessment performed well in all the assessment sections. It is remarkable to				Benchmark Met			
				In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples. At the end of the experiments, each student will write and submit a formal laboratory report. (Dr. Linus Okoro)				70% of the students taking the assessment will get a grade of C or higher.			
				Experiment or Other Laboratory Experience				The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.			
Program (LA) - Liberal Arts AA CHEM 101				SLO 2_Utilize Techniques				No. The SLO statement doesn't need revision.			
				Linus Okoro				Approved			

Marking Criteria for Laboratory reports for CHEM 101									
Instructors name: Dr. Linus Okoro Course Title: CHEM 101 - Introduction to Chemistry									
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									
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At the end of the experiments, each student will write and submit a formal laboratory report.									
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Edward Alfonso									
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No. The SLO statement doesn't need revision.									
The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.									
Approved									

Marking Criteria for Laboratory reports for CHEM 101												
Instructors name: Dr. Linus Okoro Course Title: CHEM 101 - Introduction to Chemistry												
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												
In this experiment, the students will determine the density of liquids and solids. They will also be required to investigate the temperature dependence of density of liquids, and calculate the density of both the solids and the liquids from the weight and volume measurements of the given samples.												
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No. The SLO statement doesn't need revision.												
The assessment data results are well-developed; they clearly demonstrate the SLO Assessment plan and provide an analysis that effectively addresses the fundamental reasons why students achieve the benchmark.												
Approved												

				Background: A total of 6 sections were involved in the activity engaging 61 students and 4 Instructors. The Instructors used a common rubric for evaluating the presentation and developed a common planning outline to be used by presenters.					
				Results: 1. The set benchmark was NOT met as 54% of students who participated scored 70% or more (16% deficit). 2. In terms of data disaggregation by gender, 52% of females who participated scored 70% or more, which was very similar to male students wherein 54% of those who participated scored 70% or more.					
				Therefore, Oral Presentation appear to be challenging for both females and males. Lack of confidence in English language use was reported for both males and females.					
				3. Presentation skills were unsatisfactory:					
				Benchmark Not Met					
				1. More spaces and opportunities to be created for friendly English conversation between Instructors and students and between students and students. These opportunities could enable students to develop confidence in speaking, asking and responding to questions in English, and maintain conversations in English. Instructors could plan activities to intentionally prompt students to speak in English amongst themselves, but outside of a formal class setting. DevEd Weto is a great forum for these engagements.					
				No. The SLO statement doesn't need revision.					
Program (DEV)				The students will be given a presentation topic based on Unit 2: Changing Climate Changing Minds. They will use at least 3 words from the vocabulary in the Unit in their oral presentation and at least 3 lecture language related to transition. There will be a QnA Session at the end of the presentation where the speakers will respond to 2 questions from the audience. Presentations will be evaluated using a common rubric.	70% of the students who participate in the activity will achieve at least 70% in the assessment.	Gade Maitokana		Report clearly identify gaps in students skills that will direct instructors on how to and what to work on in the future to meet the benchmark on this SLO.	Approved
- Developmental Education	ENG 086	SLO 2_Vocabulary	Presentation	(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)					

				Background: A total of 6 sections were involved in the activity engaging 61 students and 4 Instructors. The Instructors used a common rubric for evaluating the presentation and developed a common planning outline to be used by presenters. Results: 1. The set benchmark was NOT met as 54% of students who participated scored 70% or more (16% deficit). 2. In terms of data disaggregation by gender, 52% of females who participated scored 70% or more, which was very similar to male students wherein 54% of those who participated scored 70% or more. Therefore, Oral Presentation appear to be challenging for both females and males. Lack of confidence in English language use was reported for both males and females. 3. Presentation skills were unsatisfactory:											
				The students will be given a presentation topic based on Unit 2: Changing Climate Changing Minds. They will use at least 3 words from the vocabulary in the Unit in their oral presentation and at least 3 lecture language related to transition. There will be a QnA Session at the end of the presentation where the speakers will respond to 2 questions from the audience. Presentations will be evaluated using a common rubric.				70% of the students who participate in the activity will achieve at least 70% in the assessment.		Jennifer Juson Poquita	Benchmark Not Met	1. More spaces and opportunities to be created for friendly English conversation between Instructors and students and between students and students. These opportunities could enable students to develop confidence in speaking, asking and responding to questions in English, and maintain conversations in English. Instructors could plan activities to intentionally prompt students to speak in English amongst themselves, but outside of a formal class setting. DevEd Weto is a great forum for these engagements.	No. The SLO statement doesn't need revision.	Report clearly identify gaps in students skills that will direct instructors on how to and what to work on in the future to meet the benchmark on this SLO.	Approved
Program (DEV)				(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)											
- Developmental Education	ENG 086	SLO 2_Vocabulary	Presentation												

				Background: A total of 6 sections were involved in the activity engaging 61 students and 4 Instructors. The Instructors used a common rubric for evaluating the presentation and developed a common planning outline to be used by presenters.							
				Results: 1. The set benchmark was NOT met as 54% of students who participated scored 70% or more (16% deficit). 2. In terms of data disaggregation by gender, 52% of females who participated scored 70% or more, which was very similar to male students wherein 54% of those who participated scored 70% or more.							
				Therefore, Oral Presentation appear to be challenging for both females and males. Lack of confidence in English language use was reported for both males and females.				1. More spaces and opportunities to be created for friendly English conversation between Instructors and students and between students and students. These opportunities could enable students to develop confidence in speaking, asking and responding to questions in English, and maintain conversations in English. Instructors could plan activities to intentionally prompt students to speak in English amongst themselves, but outside of a formal class setting. DevEd Weto is a great forum for these engagements.			
				3. Presentation skills were unsatisfactory:				Benchmark Not Met			
								No. The SLO statement doesn't need revision.			
Program (DEV)				The students will be given a presentation topic based on Unit 2: Changing Climate Changing Minds. They will use at least 3 words from the vocabulary in the Unit in their oral presentation and at least 3 lecture language related to transition. There will be a QnA Session at the end of the presentation where the speakers will respond to 2 questions from the audience.							
-				Presentations will be evaluated using a common rubric.	70% of the students who participate in the activity will achieve at least 70% in						
Developmental Education	ENG 086	SLO 2_Vocabulary	Presentation	(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)	the assessment.	Karalaini Osborne				Report clearly identify gaps in students skills that will direct instructors on how to and what to work on in the future to meet the benchmark on this SLO.	Approved

				Background: A total of 6 sections were involved in the activity engaging 61 students and 4 Instructors. The Instructors used a common rubric for evaluating the presentation and developed a common planning outline to be used by presenters.							
				Results: 1. The set benchmark was NOT met as 54% of students who participated scored 70% or more (16% deficit). 2. In terms of data disaggregation by gender, 52% of females who participated scored 70% or more, which was very similar to male students wherein 54% of those who participated scored 70% or more.							
				Therefore, Oral Presentation appear to be challenging for both females and males. Lack of confidence in English language use was reported for both males and females.				1. More spaces and opportunities to be created for friendly English conversation between Instructors and students and between students and students. These opportunities could enable students to develop confidence in speaking, asking and responding to questions in English, and maintain conversations in English. Instructors could plan activities to intentionally prompt students to speak in English amongst themselves, but outside of a formal class setting. DevEd Weto is a great forum for these engagements.			
				3. Presentation skills were unsatisfactory:				Benchmark Not Met			
Program (DEV)				The students will be given a presentation topic based on Unit 2: Changing Climate Changing Minds. They will use at least 3 words from the vocabulary in the Unit in their oral presentation and at least 3 lecture language related to transition. There will be a QnA Session at the end of the presentation where the speakers will respond to 2 questions from the audience.							
-				Presentations will be evaluated using a common rubric.	70% of the students who participate in the activity will achieve at least 70% in the						
Developmental Education	ENG 086	SLO 2_Vocabulary	Presentation	(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)	the assessment.	Silipa Savu				No. The SLO statement doesn't need revision.	Report clearly identify gaps in students skills that will direct instructors on how to and what to work on in the future to meet the benchmark on this SLO.
								Approved			

Program (NURS) - Nursing AS	NURS 120	SLO 3_ Common Risk Factors	Written Assignment or Essay	Each student had been assigned with written assignment to select medical condition that has been taught in class, write up should describe genetic and environmental factors that contributes to the development of disease selected on their write up. Marking criteria will be use by instructor to evaluate and grade written output.	Each student to achieve 70% or more upon presented papers within the time frame.
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Program (NURS) - Public Health CCT	NURS 120	SLO 3_ Common Risk Factors	Written Assignment or Essay	Each student had been assigned with written assignment to select medical condition that has been taught in class, write up should describe genetic and environmental factors that contributes to the development of disease selected on their write up. Marking criteria will be use by instructor to evaluate and grade written output.	Each student to achieve 70% or more upon presented papers within the time frame.
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Program (GE) - General Education	HIS 201	SLO 3_ Independent Resources Sources	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	70 percent of participants pass with a 70 percent or higher.	Out of 17 students in HIS201, only 8 chose to participate indicating a participation rate of 47.058% participation rate. However, out of the 8 students that participated, 7 of them passed on the mid-term assessment scoring a 70 percent or higher indicating a 87.5% passing rate with 75% (6) of the student participants being female and 25% (2 students) being male. All of them were students from Uliga Campus.	Benchmark Met	Ensure greater participation by informing earlier.	No. The SLO statement doesn't need revision.	It's a simple assessment but needs better preparation for greater student involvement given new move to cengage books.	Approved
				they practice being true historians.							

Program (LA) - Liberal Arts AA	HIS 201	SLO 3_ Independent Resources Sources	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.	70 percent of participants pass with a 70 percent or higher.	Out of 17 students in HIS201, only 8 chose to participate indicating a participation rate of 47.058% participation rate. However, out of the 8 students that participated, 7 of them passed on the mid-term assessment scoring a 70 percent or higher indicating a 87.5% passing rate with 75% (6) of the student participants being female and 25% (2 students) being male. All of them were students from Uliga Campus.	Benchmark Met	Ensure greater participation by informing earlier.	No. The SLO statement doesn't need revision.	It's a simple assessment but needs better preparation for greater student involvement given new move to cengage books.	Approved
Program (AHS) - Adult High School	VCARP 040	SLO 3_ Preparations and Planning	Skill Performance	Student identify a simple project to construct, prepare a working drawing including the dimension, and choose the correct tools for the correct stages of constructional procedures. (Epele)	70% of the students will pass with 70 and above.	There was only one student took the woodworking course. He passed the course with 100% of all the project components. It is better to reuse the same SLO to monitor the different group of students.	Benchmark Met	Use the same SLO to monitor the results from different group of students.	No. The SLO statement doesn't need revision.		

Program (MSCI) - Marine Science CCT	SCI 281	SLO 3_ Record Activities and Thoughts	Presentation	Internship in Marine Science Research Proposal Guidelines Introduction: Welcome to the Internship in Marine Science Research Proposal assignment! In this project, you will have the opportunity to select a research topic of your choice within the field of marine science and develop a comprehensive research proposal. This assignment aims to enhance your research skills, critical thinking abilities, and understanding of the scientific method. Your proposal will be presented using PowerPoint, allowing you to effectively communicate your research ideas and objectives. Guidelines: Research Topic Selection: Choose a research topic that aligns with your interests and the objectives	70% of the participants will achieve 70% or more in the activity	Edward Alfonso	Analysis of Assessment Tool Performance for Internship in Marine Science Research Proposal 1. Overall Performance This internship assignment requires students to select a marine science research topic and develop a comprehensive research proposal, presented through PowerPoint. The proposal is evaluated based on five key components: completeness, scientific accuracy, oral skills, creativity, and overall presentation. "Benchmark: 70% of participants should score 70% or more in the activity. "Achieved: All students scored above the 70% benchmark, meeting the requirements. 2. Descriptive Statistics "Highest Score: 80 "Lowest Score: 80 "Average Score: 80 The scores are identical, with no variation. 3. Score Distribution All students scored	Benchmark Met	1. Encourage Differentiation in Performance: o Since all students achieved identical scores, it may be beneficial to provide more detailed feedback on each component (completeness, scientific accuracy, oral skills, creativity, and presentation) to encourage students to excel in different areas. Tailoring feedback to individual strengths and weaknesses could promote a more diverse range of scores in future assessments. 2. Incorporate Individual Components: o While the research proposal is presented as a group project, adding a few individually assessed components (e.g., individual reflection on research findings or individual contributions to the proposal) may result in more varied scores and highlight individual understanding and effort. 3. Broaden Participation: o To encourage greater participation and gender balance, consider strategies to involve more female students in this internship activity. Outreach initiatives or targeted support for female students in marine science might increase diversity in future cohorts. 4. Enhance Creativity in Presentations: o Since creativity is one of the graded components, it may be helpful to encourage students to incorporate more innovative elements into their presentations. This could include the use of animations, videos, or interactive elements in their PowerPoint slides, making the presentations more dynamic and engaging. 5. Challenge Students with Advanced Research Topics: o Given the uniform performance, students may benefit from being challenged with more complex or cutting-edge research topics that address emerging issues in marine science. This could push them to think more critically and develop more robust research proposals. 6. Expand Grading Criteria: o The grading criteria could be expanded to include elements such as originality in topic selection or the depth of research conducted. This may help differentiate performance among students and reward those who put in	No. The SLO statement doesn't need revision.	The thorough analysis of the data results clearly outlines the reasons why a specific percentage of students achieved the benchmark, while the actions demonstrate future teaching strategies aimed at addressing this Student Learning Outcome and enhancing student learning and achievement. Well- develop.	Approved
				Choose a research topic that aligns with your interests and the objectives	70% of the participants will achieve 70% or more in the activity		All students scored		among students and reward those who put in			

Program (MSCI) - Marine Science CCT	SCI 281	SLO 3_ Record Activities and Thoughts	Presentation	Internship in Marine Science Research Proposal Guidelines Introduction: Welcome to the Internship in Marine Science Research Proposal assignment! In this project, you will have the opportunity to select a research topic of your choice within the field of marine science and develop a comprehensive research proposal. This assignment aims to enhance your research skills, critical thinking abilities, and understanding of the scientific method. Your proposal will be presented using PowerPoint, allowing you to effectively communicate your research ideas and objectives. Guidelines: Research Topic Selection: Choose a research topic that aligns with your interests and the objectives	70% of the participants will achieve 70% or more in the activity	Kendal Romany	All students scored	Analysis of Assessment Tool Performance for Internship in Marine Science Research Proposal 1. Overall Performance This internship assignment requires students to select a marine science research topic and develop a comprehensive research proposal, presented through PowerPoint. The proposal is evaluated based on five key components: completeness, scientific accuracy, oral skills, creativity, and overall presentation. "Benchmark: 70% of participants should score 70% or more in the activity. "Achieved: All students scored above the 70% benchmark, meeting the requirements. 2. Descriptive Statistics "Highest Score: 80 "Lowest Score: 80 "Average Score: 80 The scores are identical, with no variation. 3. Score Distribution	Benchmark Met	1. Encourage Differentiation in Performance: o Since all students achieved identical scores, it may be beneficial to provide more detailed feedback on each component (completeness, scientific accuracy, oral skills, creativity, and presentation) to encourage students to excel in different areas. Tailoring feedback to individual strengths and weaknesses could promote a more diverse range of scores in future assessments. 2. Incorporate Individual Components: o While the research proposal is presented as a group project, adding a few individually assessed components (e.g., individual reflection on research findings or individual contributions to the proposal) may result in more varied scores and highlight individual understanding and effort. 3. Broaden Participation: o To encourage greater participation and gender balance, consider strategies to involve more female students in this internship activity. Outreach initiatives or targeted support for female students in marine science might increase diversity in future cohorts. 4. Enhance Creativity in Presentations: o Since creativity is one of the graded components, it may be helpful to encourage students to incorporate more innovative elements into their presentations. This could include the use of animations, videos, or interactive elements in their PowerPoint slides, making the presentations more dynamic and engaging. 5. Challenge Students with Advanced Research Topics: o Given the uniform performance, students may benefit from being challenged with more complex or cutting-edge research topics that address emerging issues in marine science. This could push them to think more critically and develop more robust research proposals. 6. Expand Grading Criteria: o The grading criteria could be expanded to include elements such as originality in topic selection or the depth of research conducted. This may help differentiate performance among students and reward those who put in	No. The SLO statement doesn't need revision.	The thorough analysis of the data results clearly outlines the reasons why a specific percentage of students achieved the benchmark, while the actions demonstrate future teaching strategies aimed at addressing this Student Learning Outcome and enhancing student learning and achievement. Well- develop.	Approved
				Choose a research topic that aligns with your interests and the objectives	70% of the participants will achieve 70% or more in the activity			Analysis of Assessment Tool Performance for Internship in Marine Science Research Proposal 1. Overall Performance This internship assignment requires students to select a marine science research topic and develop a comprehensive research proposal, presented through PowerPoint. The proposal is evaluated based on five key components: completeness, scientific accuracy, oral skills, creativity, and overall presentation. "Benchmark: 70% of participants should score 70% or more in the activity. "Achieved: All students scored above the 70% benchmark, meeting the requirements. 2. Descriptive Statistics "Highest Score: 80 "Lowest Score: 80 "Average Score: 80 The scores are identical, with no variation. 3. Score Distribution		1. Encourage Differentiation in Performance: o Since all students achieved identical scores, it may be beneficial to provide more detailed feedback on each component (completeness, scientific accuracy, oral skills, creativity, and presentation) to encourage students to excel in different areas. Tailoring feedback to individual strengths and weaknesses could promote a more diverse range of scores in future assessments. 2. Incorporate Individual Components: o While the research proposal is presented as a group project, adding a few individually assessed components (e.g., individual reflection on research findings or individual contributions to the proposal) may result in more varied scores and highlight individual understanding and effort. 3. Broaden Participation: o To encourage greater participation and gender balance, consider strategies to involve more female students in this internship activity. Outreach initiatives or targeted support for female students in marine science might increase diversity in future cohorts. 4. Enhance Creativity in Presentations: o Since creativity is one of the graded components, it may be helpful to encourage students to incorporate more innovative elements into their presentations. This could include the use of animations, videos, or interactive elements in their PowerPoint slides, making the presentations more dynamic and engaging. 5. Challenge Students with Advanced Research Topics: o Given the uniform performance, students may benefit from being challenged with more complex or cutting-edge research topics that address emerging issues in marine science. This could push them to think more critically and develop more robust research proposals. 6. Expand Grading Criteria: o The grading criteria could be expanded to include elements such as originality in topic selection or the depth of research conducted. This may help differentiate performance among students and reward those who put in			

				Students are required to choose one (1) diagram of the body from the main text book PSYCH 7, Introduction to Psychology written by Spencer A. Rathus (2022). They can choose to draw or create any diagram of their choice representing the body. The diagram must be properly labeled and research work must be conducted to gather information about their diagram. Additionally, in the research report, the students will discuss how heredity and environmental stress impact the physiology development of the body. Students should focus on the part of the body they choose to draw or create. Example the brain, neurons, automatic nervous system, cerebral cortex, etc. (Mellessia Crawford)	70% of the students who will sit in the exam will get a grade of 70 or higher.	
Program (EDU) - Elementary Education AS	PSY 101	SLO 3_Body- Brain Connection	Research Report			

			A rubric will be used to grade this SLO. Students will be graded on (1) The content of their Essay (2) compliance with APA format, (3)Name of the parts of the brain connected to Neurotransmitter dopamine (4) Behavioural implications of the deficiency (5) Parts of the brain where the neurotransmitter is located.(6)Prevalance of the deficiency (7) Gender differences in	PSY 101 SLO ANALYSIS In Fall 2024, 23 students enrolled for PSY 101. Five (5) students withdrew from the class and 2 did not submit the assignment so only 16 students who submitted the written assignment are considered in this analysis. The table below shows the scores and the gender of the individual students who wrote the assignment report for SLO 3 (Body Brain connection: Discover the relative influence of Physiology and environment on the development of a person.) DATA STUDENTSCORE/20SCORE%GENDERStudent 116800Student 215750Student 316800Student 416800Student 512600Student 616800Student 716800Student 816800Student 914700Student 1016800Student Met					
Program (EDU)	SLO 3_Body-Brain Connection	Written Assignment or Essay	Students will be taught the brain and its connection with the neurotransmitters. Students will be asked to write on the role of dopamine as a neurotransmitter secreted on the top of hypothalamus. They will be asked to explain the behavioural impact of the deficiency of this neurotransmitters.	terms of the deficiency(8) Notable behavioural problems (4) Coordination of thoughts and presentation. Students will write an essay on the relationship between human physiology and	Benchmark	Action plan Continue to give students activities to do in the class and encourage more group work as this seems to help them. Follow up on students who are tardy and/or absent (without valid reasons) by sending emails to those with lots of absences. Motivate students to be more serious with their studies and encourage them to participate in class activities.	No. The SLO statement doesn't need revision.	Great work	Approved
- Elementary Education AS	PSY 101								

Students are required to choose one (1) diagram of the body from the main text book PSYCH 7, Introduction to Psychology written by Spencer A. Rathus (2022). They can choose to draw or create any diagram of their choice representing the body. The diagram must be properly labeled and research work must be conducted to gather information about their diagram. Additionally, in the research report, the students will discuss how heredity and environmental stress impact the physiology development of the body. Students should focus on the part of the body they choose to draw or create. Example the brain, neurons, automatic nervous system, cerebral cortex, etc. (Mellessia Crawford) 70% of the students who will sit in the exam will get a grade of 70 or higher.

Program (GE) -		SLO 3_Body-	
General		Brain	
Education	PSY 101	Connection	Research Report

[illegible]

Program (LA) - Liberal Arts AA PSY 101	SLO 3_Body- Brain Connection	Research Report	Students are required to choose one (1) diagram of the body from the main text book PSYCH 7, Introduction to Psychology written by Spencer A. Rathus (2022). They can choose to draw or create any diagram of their choice representing the body. The diagram must be properly labeled and research work must be conducted to gather information about their diagram. Additionally, in the research report, the students will discuss how heredity and environmental stress impact the physiology development of the body. Students should focus on the part of the body they choose to draw or create. Example the brain, neurons, automatic nervous system, cerebral cortex, etc. (Mellessia Crawford) 70% of the students who will sit in the exam will get a grade of 70 or higher.
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			A rubric will be used to grade this SLO. Students will be graded on (1) The content of their Essay (2) compliance with APA format, (3)Name of the parts of the brain connected to Neurotransmitter dopamine (4) Behavioural implications of the deficiency (5) Parts of the brain where the neurotransmitter is located.(6)Prevalence of the deficiency (7) Gender differences in	PSY 101 SLO ANALYSIS In Fall 2024, 23 students enrolled for PSY 101. Five (5) students withdrew from the class and 2 did not submit the assignment so only 16 students who submitted the written assignment are considered in this analysis. The table below shows the scores and the gender of the individual students who wrote the assignment report for SLO 3 (Body Brain connection: Discover the relative influence of Physiology and environment on the development of a person.) DATA			
			Students will be taught the brain and its connection with the neurotransmitters.	STUDENTS SCORE / 20 SCORE % GENDER Student 1 1680%			
			Students will be asked to write on the role of dopamine as a neurotransmitter secreted on the top of hypothalamus.	Student 2 1575% Student 3 1680% Student 4 1680% Student 5 1260%			
			They will be asked to explain the behavioural impact of the deficiency	Student 6 1680% Student 7 1680% Student 8 1680% Student 9 1470% Student 10 1680% Student 11 680%		Action plan Continue to give students activities to do in the class and encourage more group work as this seems to help them. Follow up on students who are tardy and/or absent (without valid reasons) by sending emails to those with lots of absences. Motivate students to be more serious with their studies and encourage them to participate in class activities.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA PSY 101	SLO 3_Body-Brain Connection or Essay	Written Assignment of this neurotransmitters.	physiology and	Benchmark Met		Great work	Approved

Program (NURS) - Nursing AS	PSY 101	SLO 3_Body- Brain Connection	Research Report	Students are required to choose one (1) diagram of the body from the main text book PSYCH 7, Introduction to Psychology written by Spencer A. Rathus (2022). They can choose to draw or create any diagram of their choice representing the body. The diagram must be properly labeled and research work must be conducted to gather information about their diagram. Additionally, in the research report, the students will discuss how heredity and environmental stress impact the physiology development of the body. Students should focus on the part of the body they choose to draw or create. Example the brain, neurons, automatic nervous system, cerebral cortex, etc. (Mellessia Crawford) 70% of the students who will sit in the exam will get a grade of 70 or higher.
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Program (NURS) - Nursing AS	PSY 101	SLO 3_Body-Brain Connection	Written Assignment or Essay	A rubric will be used to grade this SLO. Students will be graded on (1) The content of their Essay (2) compliance with APA format, (3)Name of the parts of the brain connected to Neurotransmitter dopamine (4) Behavioural implications of the deficiency (5) Parts of the brain where the neurotransmitter is located.(6)Prevalence of the deficiency (7) Gender differences in terms of the deficiency(8) Notable behavioural problems (4) Coordination of thoughts and presentation.	PSY 101 SLO ANALYSIS	Benchmark Met	Action plan	No. The SLO statement doesn't need revision.	Great work	Approved
				Students will be taught the brain and its connection with the neurotransmitters. Students will be asked to write on the role of dopamine a neurotransmitter secreted on the top of hypothalamus. They will be asked to explain the behavioural impact of the deficiency of this neurotransmitters.	In Fall 2024, 23 students enrolled for PSY 101. Five (5) students withdrew from the class and 2 did not submit the assignment so only 16 students who submitted the written assignment are considered in this analysis. The table below shows the scores and the gender of the individual students who wrote the assignment report for SLO 3 (Body Brain connection: Discover the relative influence of Physiology and environment on the development of a person.)					
					DATA					
					STUDENTSCORE/20					
					SCORE					
					%GENDER					
					Student 11680%					
					Student 21575%					
					Student 31680%					
					Student 41680%					
					Student 51260%					
					Student 61680%					
					Student 71680%					
					Student 81680%					
					Student 91470%					
					Student 101680%					
					Student					

Program (BUS) - Accounting Clerkship CC	ETH 101	SLO 3_Case Study	Project - Individual	The project consists of two parts:	85% (23 out of 27 students) earned 70% or higher.	Benchmark Met	I will continue to give students more case studies in class so that students have a clear idea of what is expected when they present their own case studies.	No. The SLO statement doesn't need revision.	Major improvement on SLO assessment as opposed to last one. GLad Cheryl and Dr. Rosalie initiated more training.	Approved
				1. A PowerPoint presentation (3% of the grade)	93% of females (13 out of 14) earned more than 70%;					
				2. A written work of two to three pages (12% of the grade)	77% of males (10 out of 13) earned more than 70%.					
				PowerPoint Presentation: The PowerPoint presentation will be a summary of the written work made into a minimum of a 5 to 8-minute presentation for the class.	Students did very well, which is excellent considering that this assignment made up 15% of their overall grade. Students who did not complete their PowerPoint presentations were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Most students were able to do this before the final grades were due, hence the benchmark was met. Roughly half of the students received 100% on the assignment, while the other half received 80% for not completing a PowerPoint presentation. The presentations were very well done, as students had many ideas from the case studies drawn from					
				Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]						
				The Project: A Detailed Case Study						
				Identify a real-life case study that has ethical considerations. The case may involve a university, a business, a country, casinos, athletics, free speech, the stock market, privacy, and so on. The	70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the ethical case study of their choice.					

Program (GE) - General Education	ETH 101	SLO 3_Case Study	Project - Individual	The project consists of two parts:	85% (23 out of 27 students) earned 70% or higher.	I will continue to give students more case studies in class so that students have a clear idea of what is expected when they present their own case studies.	No. The SLO statement doesn't need revision.	Major improvement on SLO assessment as opposed to last one. GLad Cheryl and Dr. Rosalie initiated more training.	Approved
				1. A PowerPoint presentation (3% of the grade)	93% of females (13 out of 14) earned more than 70%;				
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				Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]					
				The Project: A Detailed Case Study					
				Identify a real-life case study that has ethical considerations. The case may involve a university, a business, a country, casinos, athletics, free speech, the stock market, privacy, and so on. The	70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the ethical case study of their choice.				

Program (LA) - Liberal Arts AA ETH 101	SLO 3_Case Study	Project - Individual	The project consists of two parts:	85% (23 out of 27 students) earned 70% or higher.	Benchmark Met	I will continue to give students more case studies in class so that students have a clear idea of what is expected when they present their own case studies.	No. The SLO statement doesn't need revision.	Major improvement on SLO assessment as opposed to last one. GLad Cheryl and Dr. Rosalie initiated more training.	Approved
			1. A PowerPoint presentation (3% of the grade)	93% of females (13 out of 14) earned more than 70%;					
			2. A written work of two to three pages (12% of the grade)	77% of males (10 out of 13) earned more than 70%.					
			PowerPoint Presentation: The PowerPoint presentation will be a summary of the written work made into a minimum of a 5 to 8-minute presentation for the class.	Students did very well, which is excellent considering that this assignment made up 15% of their overall grade. Students who did not complete their PowerPoint presentations were still able to receive at least an 80% on the assignment for turning in a non-plagiarized written work of at least two pages. Most students were able to do this before the final grades were due, hence the benchmark was met. Roughly half of the students					
			Written Work: A two to three-page paper of the research. [Times New Roman, 12-font, double-spaced]	received 100% on the assignment, while the other half received 80% for not completing a PowerPoint presentation. The presentations were very well done, as students had many ideas from the case studies drawn from					
			The Project: A Detailed Case Study						
			Identify a real-life case study that has ethical considerations. The case may involve a university, a business, a country, casinos, athletics, free speech, the stock market, privacy, and so on. The	70% of the students will score 70% or above by giving a satisfactory presentation and written work that details the ethical case study of their choice.					

Department (STEM) - STEM MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Alvin John Page	Quiz Results for each item. 1. There are 68 students out of 94 students or 72.34% of the students took the Math 099 SLO 3 Quiz as the Assessment tool. 2. There are 60 students out of 68 students who took the Quiz or 88.24% got a grade of (75%) and above which is considered as passed (P). 3. There are 8 students out of 68 students who took the Quiz or 11.76% got a grade of below 70% which is considered as not passed (NP). Therefore, benchmark was met for Math 089 course. Passing Rate in terms of Students Major Who Took Quiz:	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly. 2. Students sometimes lose points because they do not show their calculations, even if they had the right answer. 3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. The student wrote down P = length x width, and then used the number of each of the 4 sides. 4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down. 5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements. 6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025. 7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future refences.	Approved

Department (STEM) - STEM MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Christopher Barenz	Quiz Results for each item.100%	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly.100%	2. Students sometimes lose points because they do not show their calculations, even if they had the right answer.100%	3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. 100% The student wrote down P = length x width, and then used the number of each of the 4 sides.100%	4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down.	5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements.	6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025.	7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 100%	8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved
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Department (STEM) - STEM MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Edward Alfonso	Quiz Results for each item:100%	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly.100%	2. Students sometimes lose points because they do not show their calculations, even if they had the right answer.100%	3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. 100%	The student wrote down $P = \text{length} \times \text{width}$, and then used the number of each of the 4 sides.100%	4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down.	5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements.	6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025.	7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 100%	8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved
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Department (STEM) - STEM MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Necy Soriano	Quiz Results for each item: 1. There are 68 students out of 94 students or 72.34% of the students took the Math 099 SLO 3 Quiz as the Assessment tool. 2. There are 60 students out of 68 students who took the Quiz or 88.24% got a grade of (75%) and above which is considered as passed (P). 3. There are 8 students out of 68 students who took the Quiz or 11.76% got a grade of below 70% which is considered as not passed (NP). Therefore, benchmark was met for Math 089 course. Passing Rate in terms of Students Major Who Took Quiz:	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly. 2. Students sometimes lose points because they do not show their calculations, even if they had the right answer. 3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. The student wrote down $P = \text{length} \times \text{width}$, and then used the number of each of the 4 sides. 4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down. 5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements. 6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025. 7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved

Department (STEM) - STEM MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Peter Robert	Quiz Results for each item: 1. There are 68 students out of 94 students or 72.34% of the students took the Math 099 SLO 3 Quiz as the Assessment tool. 2. There are 60 students out of 68 students who took the Quiz or 88.24% got a grade of (75%) and above which is considered as passed (P). 3. There are 8 students out of 68 students who took the Quiz or 11.76% got a grade of below 70% which is considered as not passed (NP). Therefore, benchmark was met for Math 089 course. Passing Rate in terms of Students Major Who Took Quiz:	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly. 2. Students sometimes lose points because they do not show their calculations, even if they had the right answer. 3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. The student wrote down $P = \text{length} \times \text{width}$, and then used the number of each of the 4 sides. 4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down. 5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements. 6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025. 7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved

Department (STEM) - STEM MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Rosalinda Sumaoang	Quiz Results for each item.100%	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly.100%	2. Students sometimes lose points because they do not show their calculations, even if they had the right answer.100%	3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. 100% The student wrote down P = length x width, and then used the number of each of the 4 sides.100%	4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down.	5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements.	6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025.	7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 100%	8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved
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	SLO	Objective Type	Evidence	Benchmark Met	Assessment Results	Reflections	Notes
Program (DEV) - Developmental Education MATH 099	3_Compute Basic Geometric Figures	Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Alvin John Page	Quiz Results for each item: 1. There are 68 students out of 94 students or 72.34% of the students took the Math 099 SLO 3 Quiz as the Assessment tool. 2. There are 60 students out of 68 students who took the Quiz or 88.24% got a grade of (75%) and above which is considered as passed (P). 3. There are 8 students out of 68 students who took the Quiz or 11.76% got a grade of below 70% which is considered as not passed (NP). Therefore, benchmark was met for Math 089 course.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.

Program (DEV) - Developmental Education	MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Christopher Barenz	Quiz Results for each item:100%	Benchmark Met	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly.100%	2. Students sometimes lose points because they do not show their calculations, even if they had the right answer.100%	3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. 100% The student wrote down P = length x width, and then used the number of each of the 4 sides.100%	4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down.	5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements.	6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025.	7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 100%	8. Instructors have to emphasize to the students the uits of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved
							1. There are 68 students out of 94 students or 72.34% of the students100%												

[illegible]

[illegible]

[illegible]

Program (DEV) - Developmental Education	MATH 099	SLO 3_Compute Basic Geometric Figures	Objective Type Exam/Quiz - In Course	The students will take a quiz on finding the perimeter, area and volume of basic geometric figures.	70% of the test takers shall be able to achieve a grade of 70% or higher .	Rosalinda Sumaoang	Quiz Results for each item. 1. There are 68 students out of 94 students or 72.34% of the students 2. There are 60 students out of 68 students who took the Quiz or 88.24% got a grade of (75%) and above which is considered as passed (P). 3. There are 8 students out of 68 students who took the Quiz or 11.76% got a grade of below 70% which is considered as not passed (NP). Therefore, benchmark was met for Math 089 course.	1. Students were able to navigate the questions more readily if they knew the formula and how to apply it correctly. 2. Students sometimes lose points because they do not show their calculations, even if they had the right answer. 3. Sometimes students mix up formulas. For example, I had a student combine the area and perimeter formulas. The student wrote down $P = \text{length} \times \text{width}$, and then used the number of each of the 4 sides. 4. students tend to get despondent when they have to do manual calculations. It's not that they don't know how to calculate manually, it's just that sometimes it takes so long for them to do it and when there is a high risk of mistakes they tend to get tired and shut down. 5. Students are not very keen of using units of measurements. They usually are careless of writing the unit of measurements. 6. The Slo # 3 shall be assessed again in order to compare the performance of students during Fall 2024 with that of Spring 2025. 7. Instructors have to make more exercises for students to identify the formulas to be used in a certain problem. 8. Instructors have to emphasize to the students the units of measurements and also to convert from English to Metric and vice versa.	No. The SLO statement doesn't need revision.	Well-developed, since the assessment data results clearly provide qualitative evidence of student learning and the achievement of SLO 03. The comprehensive analysis of the data results thoroughly explains the reasons why 75% of students were able to meet the established benchmark. Furthermore, the analysis of the assessment tool itself seems to be highly appropriate for the Student Learning Outcomes (SLO) assessment, especially considering the varied observations made regarding how students responded to the assessment tool. This allowed for a better identification of the students' strengths and weaknesses, providing a more nuanced understanding of their learning processes. The department would like to encourage the team to upload the final report in the repository for future references.	Approved
							Passing Rate in terms of Students Major Who Took Quiz				

In this assessment, students will demonstrate skills in the following:
1. Solve business math problems

2. Use a Microsoft Excel to do the following:

a. To determine present value, decimal equivalents of fractions, percentages, discounts and interest (simple and compound)
b. 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

Seventy per cent of students will score 70% or higher satisfactorily on quizzes covering payroll computation.

Program (BUS)		SLO	
- Accounting		3_Compute	
Clerkship CC	BUS 106	Payroll Deductions	Objective Type Exam - Midterm

In this assessment,
students will
demonstrate skills
in the following:
1. Solve business
math problems

2. Use a Microsoft
Excel to do the
following:

a. To determine
present value,
decimal
equivalents of
fractions,
percentages,
discounts and
interest (simple
and compound)
b. 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

Seventy per
cent of
students will
score 70% or
higher
satisfactorily
on quizzes
covering
payroll
computation.

Program (BUS)		SLO	
- Business AA	BUS 106	3_Compute Payroll Deductions	Objective Type Exam - Midterm

Quiz Results for each item;
 1. For both section 1 and 2, there were 21 out of 40 students enrolled (55%) took the quiz for SLO 02
 2. 16 out of 21 students (85%) got a grade above (70%) which is considered as passed (P)
 3. 5 out of 21 students (24%) got a grade below (70%) which is considered as not passed(NP)

Therefore, benchmark was met for ICS 040 Section 1&2 class.

Passing Rate in terms of Students Gender Who Took Quiz:

1. There were 11 male students took the quiz
 a. 8 out of 11 boys (73%) got a grade above (70%) which is considered as passed(P)
 b. 3 out of 11 males (27%) got a grade below (70%) which is considered as not passed (NP)
 2. There were 10 female students took the quiz
 a. 9 out of 10

Benchmark
Met

Use the same SLO to confirm results

No. The SLO statement doesn't need revision.

Approved

Program (AHS)
- Adult High School ICS 040

SLO
3_ Computer Software Presentation

Each student will be given a project to work on. They are going to follow a guideline to create a PowerPoint presentation and present it to the class. (TH)
 70% of the student will pass with 70 and above.

				Students will be assessed and evaluated based on their collaborative group project on creating a set of conflict guidelines (a conflict covenant) in an organization in connection to CMI and global values. The guidelines should outline the procedures to follow in conflict situations. A quality rubric will be utilized to evaluate the final development of the project. In addition, showcasing of work will be available for veteran government officials and CMI community to attend. Data will be also disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery
Program (EDU)				On a scale of 1-30 points, 70 percent of students will achieve an average score of 21 points of 30 based on the quality of their final project.
- Elementary		SLO 3_Conflict		
Education BA	ETH 300	Resolution	Project - Group	

				Students will be assessed and evaluated based on their collaborative group project on creating a set of conflict guidelines (a conflict covenant) in an organization in connection to CMI and global values. The guidelines should outline the procedures to follow in conflict situations. A quality rubric will be utilized to evaluate the final development of the project. In addition, showcasing of work will be available for veteran government officials and CMI community to attend. Data will be also disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery	On a scale of 1-30 points, 70 percent of students will achieve an average score of 21 points of 30 based on the quality of their final project.
Program (GE) - General Education	ETH 300	SLO 3_Conflict Resolution	Project - Group		

Program (VCARP) - Carpentry Certificate	VCARP 201	SLO 3_Construct	Objective Type Exam - Midterm	In this assessment, the students will construct a full scaled section of a roof showing the correct fixtures from the detailed blueprint and scaled model. The main features will include fixtures of the wall frame to the floor structure and to the roof frame. This practical assessment total is 100% , 70% of the students are expected to score 70% or more to pass .	Number of students present =8 Number of students earned 70% - 80% =3 Number of students who earned 81%-85% =5 The scores ranged from 70%-85%	Benchmark Met	More practice in understanding simple blueprint of a section of a building in relation to a given scale, and these building components from the footing , floor structure ,wall structure up to the roof structure should always be connected by Nuts and bolts, fasteners and nail plates.	No. The SLO statement doesn't need revision.
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				Students will be expected to annotate any text and use any graphic organizer chosen by the instructor from English 87 required texts. Students will do the following:	
				1) Read the chosen text.	
				2) Circle all the signal words.	
				3) Highlight/underline main points/key concepts and phrases.	
				4) Use a graphic organizer chosen by the instructor to organize the text	
				5) Write a one paragraph personal response based on the author's main points/ideas.	70% of students who participated in the activity will achieve 70% or more.
Program (DEV)				(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)	Gade Maitokana
-		SLO			
Developmental		3_Effective			
I Education	ENG 087	Organizer	Project - Individual		

				Students will be expected to annotate any text and use any graphic organizer chosen by the instructor from English 87 required texts. Students will do the following: 1) Read the chosen text. 2) Circle all the signal words. 3) Highlight/underline main points/key concepts and phrases. 4) Use a graphic organizer chosen by the instructor to organize the text 5) Write a one paragraph personal response based on the author's main points/ideas.	
Program (DEV)					
-		SLO		(Silipa Savu, Gade Maitokana,	70% of students who participated in the activity
Developmenta		3_Effective	Jennifer Poquita,	will achieve	Jennifer Juson
I Education	ENG 087	Organizer	Project - Individual	Kara Osborne)	70% or more. Poquita

				Students will be expected to annotate any text and use any graphic organizer chosen by the instructor from English 87 required texts. Students will do the following: 1) Read the chosen text. 2) Circle all the signal words. 3) Highlight/underline main points/key concepts and phrases. 4) Use a graphic organizer chosen by the instructor to organize the text 5) Write a one paragraph personal response based on the author's main points/ideas.		
Program (DEV)				(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)	70% of students who participated in the activity will achieve 70% or more.	Karalaini Osborne
-		SLO				
Developmental Education	ENG 087	3_Effective Organizer	Project - Individual			

				Students will be expected to annotate any text and use any graphic organizer chosen by the instructor from English 87 required texts. Students will do the following:	
				1) Read the chosen text.	
				2) Circle all the signal words.	
				3) Highlight/underline main points/key concepts and phrases.	
				4) Use a graphic organizer chosen by the instructor to organize the text	
				5) Write a one paragraph personal response based on the author's main points/ideas.	70% of students who participated in the activity will achieve 70% or more.
Program (DEV)				(Silipa Savu, Gade Maitokana, Jennifer Poquita, Kara Osborne)	Silipa Savu
-		SLO			
Developmental		3_Effective			
I Education	ENG 087	Organizer	Project - Individual		

[illegible]

			SLO Assessment: In this experiment, the students will conduct experiments on the standard tests for certain Macromolecules such as carbohydrates (sugars & starch), proteins and lipids. They will have to prepare standard solutions of known concentrations required to carry out these Tests. At the end of the experiments, each student will write and submit a formal laboratory report.								
			In this experiment, the students will conduct experiments on the standard tests for certain macromolecules such as carbohydrates (sugars & starch), proteins and lipids. They will have to prepare standard solutions of known concentrations required to carry out these Tests. At the end of the experiments, each student will write and submit a formal laboratory report.	70% of the students taking the assessment will get a grade of C or higher	Kebos Linus	Analysis	Benchmark Met	The semester continuous lab practical(s), laboratory report writing and feedback will continue, as this is yielding good results. Teaching the scientific report writing procedures first before administering SLO assessment will be continued. Practical laboratory experiences are important element of college biology education, creating important opportunities to engage students and build confidence during their practical sessions. To optimize student learning during the lab sessions, it is crucial to address anxiety, enhance preparedness and bridge knowledge gaps among students with diverse backgrounds. To achieve this, videos and other laboratory resources would be incorporated and made easily accessible early in the semester to stimulate students interest in practical(s).	No. The SLO statement doesn't need revision.	The data results provide clear evidence of student learning outcomes, highlighting trends and insights. The analysis explains why 77% of students met the benchmark, and the assessment tool used is effective for the SLO Assessment, aligning with the target SLO. Actions taken in response to the data demonstrate a thoughtful approach to improvement. Thus, this outcome is well-developed, reflecting a strong understanding of student performance and instructional effectiveness.	Approved
Department (STEM) - STEM	BIO 101	SLO 3_ Explain Biological Processes	Experiment or Other Laboratory Experience								

				This is an individual project in where students research a Health related concern in the RMI, develop a plan on a solution for Health concern they choose from the readings in their research. Students will present their research findings in power-point (10 slides) Students research materials will be based on 5 books,5 journals, 5 articles,5 online sources. The guiding questions to their research are as follows, "Why s/he chooses the topic "Causes and effects of the health issue on the people. "Data (most recent update) presented to support the work (locally, regionally and Internationally) "What preventative solution can the student offer to overcome the health concern after personally trialing the solution , and collecting data . (calendar recordings).eg	80% of the students will score 80% or higher in the rubric for the individual project.	Of the 15 students who took the assessment,12 of them passed, getting a grade of 16/20 or 80% and higher. This makes 80% overall passing percentage. The other 3 students (20%) failed the assessment. The benchmark was met. Those who passed the assessment gave a fair to excellent research paper on the content and delivery on the rubric used. This means those who passed the assessment provided most of the required criteria for the content and delivery component of the assessment. The 12 students carried out an in-depth research in the content part of the assessment and also added their own health issues into their research discussion. They also put in a lot of their effort in the delivery of the assessment where they had to carry out the health solution for example exercising everyday to lose	Benchmark Met	Actions to address the gaps of learning that surfaced in the assessment. 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 3. 2. Sharing a written feedback of the first assessment with the students so that improvements can be made before the final assessment Additional: This personal health related topic on the common diseases in the RMI is relevant for the students to find out the causes and also preventative approaches to . There is also a trial of a preventative methods for two months (eg exercise to reduce diabetes, type of diet) and others and recording the outcome of results. Collaboration with the nurses at the College is encouraged whereby individual students are keeping Health passports. Presentations to Physical plant , nearby High schools and communities are also encouraged to share the results	No. The SLO statement doesn't need revision.	The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. The action is clearly tied to the analysis of data results.	Approved	
Program (EDU) - Elementary Education BA	IDS 428	SLO 3_Health Related Activities	Project - Individual									

Program (GE) - General Education	IDS 428	SLO 3_Health Related Activities	Project - Individual	This is an individual project in where students research a Health related concern in the RMI, develop a plan on a solution for Health concern they choose from the readings in their research. Students will present their research findings in power-point (10 slides) Students research materials will be based on 5 books,5 journals, 5 articles,5 online sources. The guiding questions to their research are as follows, "Why s/he chooses the topic "Causes and effects of the health issue on the people. "Data (most recent update) presented to support the work (locally, regionally and Internationally) "What preventative solution can the student offer to overcome the health concern after personally trialing the solution , and collecting data . (calendar recordings).eg	80% of the students will score 80% or higher in the rubric for the individual project.	Of the 15 students who took the assessment,12 of them passed, getting a grade of 16/20 or 80% and higher. This makes 80% overall passing percentage. The other 3 students (20%) failed the assessment. The benchmark was met. Those who passed the assessment gave a fair to excellent research paper on the content and delivery on the rubric used. This means those who passed the assessment provided most of the required criteria for the content and delivery component of the assessment. The 12 students carried out an in-depth research in the content part of the assessment and also added their own health issues into their research discussion. They also put in a lot of their effort in the delivery of the assessment where they had to carry out the health solution for example exercising everyday to lose	Benchmark Met	Actions to address the gaps of learning that surfaced in the assessment. 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 3. 2. Sharing a written feedback of the first assessment with the students so that improvements can be made before the final assessment Additional: This personal health related topic on the common diseases in the RMI is relevant for the students to find out the causes and also preventative approaches to . There is also a trial of a preventative methods for two months (eg exercise to reduce diabetes, type of diet) and others and recording the outcome of results. Collaboration with the nurses at the College is encouraged whereby individual students are keeping Health passports. Presentations to Physical plant , nearby High schools and communities are also encouraged to share the results	No. The SLO statement doesn't need revision.	The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. The action is clearly tied to the analysis of data results.	Approved

Program (LA) - Liberal Arts AA IDS 428	SLO 3_Health Related Activities	Project - Individual	This is an individual project in where students research a Health related concern in the RMI, develop a plan on a solution for Health concern they choose from the readings in their research. Students will present their research findings in power-point (10 slides) Students research materials will be based on 5 books, 5 journals, 5 articles, 5 online sources. The guiding questions to their research are as follows, "Why s/he chooses the topic" "Causes and effects of the health issue on the people." "Data (most recent update) presented to support the work (locally, regionally and Internationally)" "What preventative solution can the student offer to overcome the health concern after personally trialing the solution , and collecting data . (calendar recordings).eg	80% of the students will score 80% or higher in the rubric for the individual project.	Of the 15 students who took the assessment, 12 of them passed, getting a grade of 16/20 or 80% and higher. This makes 80% overall passing percentage. The other 3 students (20%) failed the assessment. The benchmark was met. Those who passed the assessment gave a fair to excellent research paper on the content and delivery on the rubric used. This means those who passed the assessment provided most of the required criteria for the content and delivery component of the assessment. The 12 students carried out an in-depth research in the content part of the assessment and also added their own health issues into their research discussion. They also put in a lot of their effort in the delivery of the assessment where they had to carry out the health solution for example exercising everyday to lose	Benchmark Met	Actions to address the gaps of learning that surfaced in the assessment. 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 3. 2. Sharing a written feedback of the first assessment with the students so that improvements can be made before the final assessment Additional: This personal health related topic on the common diseases in the RMI is relevant for the students to find out the causes and also preventative approaches to . There is also a trial of a preventative methods for two months (eg exercise to reduce diabetes, type of diet) and others and recording the outcome of results. Collaboration with the nurses at the College is encouraged whereby individual students are keeping Health passports. Presentations to Physical plant , nearby High schools and communities are also encouraged to share the results	No. The SLO statement doesn't need revision.	The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment. The action is clearly tied to the analysis of data results.	Approved
Program (BUS) - Accounting Clerkship CC BUS 101	SLO 3_Human Resources	Objective Type Exam/Quiz - In Course	Quiz in Moodle about HR's six core responsibilities.	70% or more of the students will score at least an average of 75% or higher on the quiz.						

Program (BUS) - Business AA	BUS 101	SLO 3_Human Resources	Objective Type	Quiz in Moodle	70% or more of the students will score at least an average of
			Exam/Quiz - In Course	about HR's six core responsibilities.	75% or higher on the quiz.

Students are required to present a hands on activity based on a part of the curriculum from Life Science, Earth Science, Physical Science and/or Environmental Science. The activity is to focus on a selected grade level. They should include a powerpoint presentation that explains the scientific concepts behind the activity they are going to present.. A rubric with scores on organisation. creativity and content will be used to assess the project.75% of the students will be able to successfully design an activity based on the rubric criteria.Data will be also be disaggregated in the following categories- gender, location/age/skill level- introduction/practice/mastery

Program (EDU) - Elementary Education AS	EDU 251	SLO 3_Inquiry- based Science Activities	Project - Individual	75	Peter Robert
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Program (EDU) - Elementary Education AS	EDU 251	SLO 3_Inquiry-based Science Activities	Project - Group	The Science Fair Rubric will be the main tool to assess the group project. Each category is scored from 1 (lowest) to 3(highest). The rubric has two parts; a) Scientific Method b) Appearance The Scientific Method has 8 categories (purpose, Background/Research, Hypothesis, Materials, Procedures/Experiment, Data, conclusion/analysis, and Bibliography) and the Appearance has 4 parts (Graphics/color, organizations and mechanics, originality, presentation)	The EDU 251 is a sixteen-week course, and has officially 15 registered students. 15 out of 15 of the students took the SLO assessment. 14 out of 15 of students are a sophomore and 1 out of 15 is a freshman student. The average score of the SLO assessed was 86% in which and all of the students scored 70% or higher. This means that all of the students have met the SLO. Therefore, benchmark was met.	Gender of Students Who Took Quiz: 1.) 12 out of the 15 students (80%) who took the assessment were female. 2.) 3 out of the 15 students (20%) who took the assessment were male.				
				Based on the Science Fair Rubric scale, 70% or more of the students in EDU 251 will attain a score of 75% or more on their science fair project.	Passing rate based on the gender of the students, 1) 12 out of the 12 students (100%) who took the assessment scored 70% or more were females.	Benchmark Met	The following strategies need to be addressed the following semesters. a) Since 100% of the students passed and their average score was 86%, then benchmark threshold can be uplifted a bit to challenge the learning. b) There are times that students missed class, and it is important that I must email them to remind them about the project so they wont be left behind. c) Let students be more creative by creating their own science fair project because the originality of their project was less than 10%.	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. The action is clearly tied to the analysis of data results.The action clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).	Approved	
							No. The SLO statement doesn't need revision.			

				Students are required to present a hands on activity based on a part of the curriculum from Life Science, Earth Science, Physical Science and/or Environmental Science. The activity is to focus on a selected grade level. They should include a powerpoint presentation that explains the scientific concepts behind the activity they are going to present.. A rubric with scores on organisation. creativity and content will be used to assess the project.75% of the students will be able to successfully design an activity based on the rubric criteria.Data will be also be disaggregated in the following categories- gender, location/age/skill level- introduction/practice/mastery		
Program (EDU)- Elementary Education BA	EDU 251	SLO 3_Inquiry-based Science Activities	Project - Individual	75	Peter Robert	

Program (EDU) - Elementary Education BA	EDU 251	SLO 3_Inquiry-based Science Activities	Project - Group	The Science Fair Rubric will be the main tool to assess the group project. Each category is scored from 1 (lowest) to 3(highest). The rubric has two parts; a) Scientific Method b) Appearance The Scientific Method has 8 categories (purpose, Background/Research, Hypothesis, Materials, Procedures/Experiment, Data, conclusion/analysis, and Bibliography) and the Appearance has 4 parts (Graphics/color, organizations and mechanics, originality, presentation)	Based on the Science Fair Rubric scale, 70% or more of the students in EDU 251 will attain a score of 75% or more on their science fair project.	The EDU 251 is a sixteen-week course, and has officially 15 registered students. 15 out of 15 of the students took the SLO assessment. 14 out of 15 of students are a sophomore and 1 out of 15 is a freshman student. The average score of the SLO assessed was 86% in which and all of the students scored 70% or higher. This means that all of the students have met the SLO. Therefore, benchmark was met.	Gender of Students Who Took Quiz: 1.) 12 out of the 15 students (80%) who took the assessment were female. 2.) 3 out of the 15 students (20%) who took the assessment were male.	Passing rate based on the gender of the students, 1) 12 out of the 12 students (100%) who took the assessment scored 70% or more were females.	Benchmark Met	The following strategies need to be addressed the following semesters. a) Since 100% of the students passed and their average score was 86%, then benchmark threshold can be uplifted a bit to challenge the learning. b) There are times that students missed class, and it is important that I must email them to remind them about the project so they won't be left behind. c) Let students be more creative by creating their own science fair project because the originality of their project was less than 10%. Most of their project were taken from a source	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. The action is clearly tied to the analysis of data results. The action clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop).	Approved

Data Results

Quiz Results for
each item;

1. Only 13 out of 21 students enrolled (65%) took the quiz for SLO 02

2. 11 out of 13 students (85%) got a grade above (70%) which is considered as passed (P)

3. 2 out of 13 students (15%) got a grade below (70%) which is considered as not passed(NP)

Therefore,
benchmark was
met for ICS 052
Section 1 class.

Passing Rate in
terms of Students
Gender Who Took
Quiz:

1. There were 6 out of 10 male students (60%) who took the quiz

a. All 6 boys
(100%) got a grade
above (70%) which
is considered as
passed(P)

2. There were 7 out of 11 female students (64%) took the quiz

a. All of the 7 female students (100%) got a grade above (70%) which

Benchmark
Met

Use the same SLO assessment to confirm results.

No. The SLO statement doesn't need revision.

Approved

Program (AHS) - Adult High School	ICS 050	SLO	Individual student	the quiz				
		3_Internet-based	will be sending an email to the	70% of the students will pass with 70% and higher.	a. All of the 7 female students (100%) got a grade above (70%) which	Benchmark Met	Use the same SLO assessment to confirm results.	No. The SLO statement doesn't need revision.
		Productivity Tools	Skill Performance	instructor with an attachment. (TH)				Approved

Program (NURS) - Nursing AS	NURS 260	SLO 3_Issues and Trends	Presentation	SLO 3,students were organized into Groups of 4,to research and present on Issues and trends affecting Nursing Globally and narrowing it down to Nursing Issues here in the Marshall Island. Graded according to the organizing and clarity of nursing Issues presented. Submission within time frame scheduled.	encouraged students to meet target benchmark(70 %) or more .
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Program (EDU) - Elementary Education AS	EDU 210	SLO 3_ Learning Environments	Project - Individual	SLO#3. Upon completion of this course, students will be able to identify elements for constructing positive learning environments. This is an individual project to research on one of the 5 components of a good early learning environment. The project will also assess students perception of positive learning environments that motivate learning for Marshallese learners. The students are to present the outcome of their findings in a 10 slide PowerPoint. They will choose one topic from the given topics below and carry out a research on how the topic chosen impacts the positivity of learning in the classroom. 1. Learning environment 2. Daily routines 3. Adult-child relationships 4. Teaching practices 5. Family engagement.	70	Kannea Kaierua Lussier	Benchmark Met	There were nine participants who presented their individual projects. The participants were given 5 topics to choose from to create a 10 slides PowerPoint presentation. All nine of these participants satisfactory performed well on two of the components of a good early learning environment which are the daily routines and teaching practices. Five selected the teaching practices and three chose the learning environment to do the individual project, while only one participant chose the daily routine. However, no one selected the adult-children relationships and the family engagement. Seven out of the nine participants created different types of readings to support their PowerPoint presentations such as readers theater, autobiography, and favorite family's stories. However, all of the nine participants	Revise syllabi to include four days on the importance of relationship between adult-child and family engagement and a positive learning environment. Introduce students to proven theories on how the relationship between adult-child and family engagement impact learning.	No. The SLO statement doesn't need revision.	Assessment tool is very clearly tied to the SLO. Assessment Tool clearly describes what evidence will be gathered, who it will be gathered from, and how that evidence will be gathered	Approved

Program (EDU) - Elementary Education BA	EDU 210	SLO 3_Learning Environments	Project - Individual	SLO#3. Upon completion of this course, students will be able to identify elements for constructing positive learning environments. This is an individual project to research on one of the 5 components of a good early learning environment. The project will also assess students perception of positive learning environments that motivate learning for Marshallese learners. The students are to present the outcome of their findings in a 10 slide PowerPoint. They will choose one topic from the given topics below and carry out a research on how the topic chosen impacts the positivity of learning in the classroom. 1. Learning environment 2. Daily routines 3. Adult-child relationships 4. Teaching practices 5. Family engagement.	70	Kannea Kaierua Lussier	Benchmark Met	There were nine participants who presented their individual projects. The participants were given 5 topics to choose from to create a 10 slides PowerPoint presentation. All nine of these participants satisfactory performed well on two of the components of a good early learning environment which are the daily routines and teaching practices. Five selected the teaching practices and three chose the learning environment to do the individual project, while only one participant chose the daily routine. However, no one selected the adult-children relationships and the family engagement. Seven out of the nine participants created different types of readings to support their PowerPoint presentations such as readers theater, autobiography, and favorite family's stories. However, all of the nine participants	Revise syllabi to include four days on the importance of relationship between adult-child and family engagement and a positive learning environment. Introduce students to proven theories on how the relationship between adult-child and family engagement impact learning.	No. The SLO statement doesn't need revision.	Assessment tool is very clearly tied to the SLO. Assessment Tool clearly describes what evidence will be gathered, who it will be gathered from, and how that evidence will be gathered	Approved

Program (EDU) - Elementary Education CCT in Teaching	EDU 210	SLO 3_ Learning Environments	Project - Individual	SLO#3. Upon completion of this course, students will be able to identify elements for constructing positive learning environments. This is an individual project to research on one of the 5 components of a good early learning environment. The project will also assess students perception of positive learning environments that motivate learning for Marshallese learners. The students are to present the outcome of their findings in a 10 slide PowerPoint. They will choose one topic from the given topics below and carry out a research on how the topic chosen impacts the positivity of learning in the classroom. 1. Learning environment 2. Daily routines 3. Adult-child relationships 4. Teaching practices 5. Family engagement.	70	Kannea Kaierua Lussier	Benchmark Met	There were nine participants who presented their individual projects. The participants were given 5 topics to choose from to create a 10 slides PowerPoint presentation. All nine of these participants satisfactory performed well on two of the components of a good early learning environment which are the daily routines and teaching practices. Five selected the teaching practices and three chose the learning environment to do the individual project, while only one participant chose the daily routine. However, no one selected the adult-children relationships and the family engagement. Seven out of the nine participants created different types of readings to support their PowerPoint presentations such as readers theater, autobiography, and favorite family's stories. However, all of the nine participants	Revise syllabi to include four days on the importance of relationship between adult-child and family engagement and a positive learning environment. Introduce students to proven theories on how the relationship between adult-child and family engagement impact learning.	No. The SLO statement doesn't need revision.	Assessment tool is very clearly tied to the SLO. Assessment Tool clearly describes what evidence will be gathered, who it will be gathered from, and how that evidence will be gathered	Approved

This task has 2 parts - 1. Written version and 2. Presentation

The Lyric Analysis assignment is designed as a first assignment for the course. The objective is to engage previous training that is combined with new information. The student must select a song lyric and treat the lyric as a poem independent of music in the tradition that resulted in the term "lyric poetry."

The assignment has two parts: The written version is an essay of two pages in the style learned in the prerequisite ENG 111. The essay will be graded using basic requirements of sentence structure and paragraph development as well as the ability to analyze the lyric. The second part of the assignment is

an oral presentation relying on the techniques used in ENG 105. As the students pick lyrics better

70% of the students should be able to get 70% (C grade) or better

Program (GE) -
General
Education

ENG 210

SLO 3_Literary
Genres

Written Assignment
or Essay

ENG 105. As the
students pick lyrics

Kirk Layton

This task has 2 parts - 1. Written version and 2. Presentation

The Lyric Analysis assignment is designed as a first assignment for the course. The objective is to engage previous training that is combined with new information. The student must select a song lyric and treat the lyric as a poem independent of music in the tradition that resulted in the term "lyric poetry."

The assignment has two parts: The written version is an essay of two pages in the style learned in the prerequisite ENG 111. The essay will be graded using basic requirements of sentence structure and paragraph development as well as the ability to analyze the lyric. The second part of the assignment is

an oral presentation relying on the techniques used in ENG 105. As the students pick lyrics

70% of the students should be able to get 70% (C grade) or better

Program (GE) -
General
Education

ENG 210

SLO 3_Literary
Genres

Written Assignment
or Essay

ENG 105. As the
students pick lyrics

better

Va Savu

This task has 2 parts - 1. Written version and 2. Presentation

The Lyric Analysis assignment is designed as a first assignment for the course. The objective is to engage previous training that is combined with new information. The student must select a song lyric and treat the lyric as a poem independent of music in the tradition that resulted in the term "lyric poetry."

The assignment has two parts: The written version is an essay of two pages in the style learned in the prerequisite ENG 111. The essay will be graded using basic requirements of sentence structure and paragraph development as well as the ability to analyze the lyric. The second part of the assignment is

an oral presentation relying on the techniques used in ENG 105. As the students pick lyrics better

70% of the students should be able to get 70% (C grade) or

Program (LA) - Liberal Arts AA ENG 210

SLO 3_Literary Genres Written Assignment or Essay

Kirk Layton

				This task has 2 parts - 1. Written version and 2. Presentation		
				The Lyric Analysis assignment is designed as a first assignment for the course. The objective is to engage previous training that is combined with new information. The student must select a song lyric and treat the lyric as a poem independent of music in the tradition that resulted in the term "lyric poetry." The assignment has two parts: The written version is an essay of two pages in the style learned in the prerequisite ENG 111. The essay will be graded using basic requirements of sentence structure and paragraph development as well as the ability to analyze the lyric. The second part of the assignment is an oral presentation relying on the techniques used in		
Program (LA) - Liberal Arts AA ENG 210				SLO 3_Literary Genres	Written Assignment or Essay	70% of the students should be able to get 70% (C grade) or better
				ENG 105. As the students pick lyrics		
				70% of the students should be able to get 70% (C grade) or better		
				Va Savu		
Program (BUS) - Business AA MKT 241				SLO 3_Market Research Application	Objective Type Exam/Quiz - Standardized	Quiz in Moodle covering the scope of market research and marketing application as it applies to the global economy.
				70% of the students in the class will score 70% or better in the quiz.		

[illegible]

				The problem-solving rubric will be the main tool for this assessment. Each category is scored from 1 (lowest) to 4 (highest). The rubric has four categories namely: On a rubric understanding the scale of 4-16, problem, devising a 70% or more plan, carrying out of the students will looking back. attain an average score	
Program (EDU)		SLO		Students will be required to solve 5-	of not less than 70% .
- Elementary		3_Problem-			
Education AS	EDU 250	Solving Skills	Skill Performance	word problems.	

				The problem-solving rubric will be the main tool for this assessment. Each category is scored from 1 (lowest) to 4 (highest). The rubric has four categories namely: On a rubric understanding the scale of 4-16, problem, devising a 70% or more plan, carrying out of the students will looking back. attain an average score	
Program (EDU)		SLO		Students will be required to solve 5-	of not less than 70% .
- Elementary		3_Problem-			
Education BA	EDU 250	Solving Skills	Skill Performance	word problems.	

				Each student will prepare a poster to show their 70% of the personal health students who promotion and participated in disease prevention, the poster practices and presentation strategies. A rubric will be able to achieve 70% or better from students' output. (MFSumaoang) the rubric.	
Program (NURS) - Public		SLO			
Health CCT	AH 104	3_Promotion & Prevention	Presentation		

			A vocabulary exam test with 5 or more questions in the Marshallese Language Art in both sections will be given to the students to evaluate their skills, understanding, and knowledge in correctly defining the meaning of the words that they will be learning. AP	
Program (AHS)	SLO 3_Proper	Objective Type	75% of the	
- Adult High	Use of	Exam/Quiz - In	total students	
School	Vocabulary	Course	who will be	
			taking the	
			exam test	
			should be	
			passed with a	
			70% passing	
			percentage.	

Program (AHS) - Adult High School	SOC 051	SLO 3_Similarities and Differences	Presentation	Students will interview an individual from a different cultural and geographic regions in the Pacific Ocean using the questions provided and present their findings in a PowerPoint Presentation to the class . RL	70% of students will satisfactorily perform the 3 skills listed in the rubric.	For section 2, 25 students (16 girls and 9 boys) took the quiz. Only 3 students (2 girls and 1 boy) passed the quiz with 70% and above.	Benchmark Not Met	I will provide study guides (on paper) prior to the quiz because not all of the students have internet access at home to log in to Moodle.	Yes. The SLO statement needs revision.	Approved
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Program (GE) - General Education	SOC 130	SLO 3_Social Study Methods	Project - Individual	1. Develop your research (paper, audio or video). Describe the background and the concepts you want to use. Describe what type of field study you want to do and how you are going to do it? What are your questions and your hypothesis? 2. Your research proposal must include the following features: a. Hypothesis; b. Research method; c. Literature review; and d. Awareness of the American Sociological Associations Code of Ethics. 3. Ensure that you reference your sources correctly using the American Psychological Association (APA) citation style. Reminder: * all assignments must be submitted in moodle *your paper must be in Times New Roman, 12-point font, and 1.5 spaced and	This is the result of the Midterm: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 65 % of the Students in this class met this goal and scored a C grade or better, 45% not. Six students are still enrolled but did not attend classes. If we do the calculations with those two fewer students then the results change as follows: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 79 % of the Students in this class met this goal and scored a C grade or better, 22% not. These results are in the table in orange.	Benchmark Met	Due to the lack of student participation in class, I changed the method this semester and will continue to implement it next semester as well. I decided to interact with students individually three times during the semester. This has produced better results because you can see what they don't understand and what they are doing.	No. The SLO statement doesn't need revision.	well done. Thorough assessment.	Approved
				a very important	70					

Program (LA) - Liberal Arts AA SOC 130	SLO 3_Social Study Methods	Project - Individual	1. Develop your research (paper, audio or video). Describe the background and the concepts you want to use. Describe what type of field study you want to do and how you are going to do it? What are your questions and your hypothesis? 2. Your research proposal must include the following features: a. Hypothesis; b. Research method; c. Literature review; and d. Awareness of the American Sociological Associations Code of Ethics. 3. Ensure that you reference your sources correctly using the American Psychological Association (APA) citation style. Reminder: * all assignments must be submitted in moodle *your paper must be in Times New Roman, 12-point font, and 1.5 spaced and	70	This is the result of the Midterm: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 65 % of the Students in this class met this goal and scored a C grade or better, 45% not. Six students are still enrolled but did not attend classes. If we do the calculations with those two fewer students then the results change as follows: Meeting the SLO benchmark means that a student scored a C grade (70% out of a 100) or better, which is the passing mark for this course. 79 % of the Students in this class met this goal and scored a C grade or better, 22% not. These results are in the table in orange.	Benchmark Met	Due to the lack of student participation in class, I changed the method this semester and will continue to implement it next semester as well. I decided to interact with students individually three times during the semester. This has produced better results because you can see what they don't understand and what they are doing.	No. The SLO statement doesn't need revision.	well done. Thorough assessment.	Approved
			a very important							

			Spring 2024 Assessment:		Spring 2024:			
			The Spring 2024 assessment result shows that out of 19 students enrolled in the course, 12 of them took the quiz. Of these, 11 students (91.7%) scored 70% or better. The bench mark was met.		1. Attendance: Attendance is one of the major challenges that have huge impact on students’ performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue. Another reason could be the schedule of the class – this class meets every Tuesday, Thursday, and Friday from 8am – 9:25am.			
			This is the second last math an LA majors might take if they prefer to specialize in math. Based on the data disaggregated by gender, there are 9 males and 3 females with males have 88.9% passing rate compared to 100% passing rate for females (figure 1). The female group outperformed the male group by 11.1 percentage points in terms of passing rate. While the difference in passing rates may seem substantial, the small sample size (3 females) should be noted when drawing conclusions, as it limits the generalizability of these results. The disparity in passing		2. Increase Participation: Only 63.2% of enrolled students participated in the quiz. Strategies to improve participation include: o Enhancing communication about the importance of assessments. o Offering additional incentives or reminders to encourage engagement. o Addressing potential barriers to participation, such as scheduling conflicts or accessibility issues.			
			Based on the number of students who take the quiz, 70% or higher should be able to solve application problems involving angles of elevation and depression.		3. Support Male Students: While males performed well overall, their passing rate (88.9%) was slightly lower than that of females. Interventions could include: o Targeted workshops or study groups. o Providing additional academic support resources. o Monitoring engagement levels to identify at-risk students early.		The development of the assessment is quite robust, as the data outcomes derived from it clearly offer both qualitative and quantitative evidence regarding student learning as well as the achievement of specified outcomes. The thorough analysis of these data results articulates in detail the reasons why a certain percentage of students were able to meet the established benchmark. Furthermore, the disaggregation of data was effectively utilized in the analysis, which distinctly identifies both the achievements and the challenges outlined in the report. This comprehensive approach to analyzing the data not only highlights areas of success but also sheds light on aspects that may require further attention and improvement, ensuring a balanced view of student performance and learning outcomes.	
Department (STEM) - STEM MATH 121	SLO 3_ Trigonometric Functions	Objective Type Exam/Quiz - In Course	Marking scheme is provided.		Benchmark Met	Fall 2024:	No. The SLO statement doesn't need revision.	Approved

			A quiz consisting of two problems will be used to assess the SLO. Each problem is worth 10 marks. Q1. A surveyor standing on a hill sees a building that he knows is 55 feet tall. The angle of depression to the bottom of the building is 27° and the angle of elevation to the top of the building is 35°. Find the straight-line distance (d) from the surveyor to the building. Q2. Michael measures the angle of elevation to the top of a radio antenna as 74°, then he walks back 50 feet and measures the angle of elevation again to the top of the antenna to be 61° as shown in the diagram below. Find the height of the radio antenna.	Based on the number of students who take the quiz, 70% or higher should be able to solve application problems involving angles of elevation and depression.	Spring 2024 Assessment: The Spring 2024 assessment result shows that out of 19 students enrolled in the course, 12 of them took the quiz. Of these, 11 students (91.7%) scored 70% or better. The benchmark was met. This is the second last math an LA majors might take if they prefer to specialize in math. Based on the data disaggregated by gender, there are 9 males and 3 females with males have 88.9% passing rate compared to 100% passing rate for females (figure 1). The female group outperformed the male group by 11.1 percentage points in terms of passing rate. While the difference in passing rates may seem substantial, the small sample size (3 females) should be noted when drawing conclusions, as it limits the generalizability of these results. The disparity in passing	Benchmark Met	Spring 2024: 1. ~~A~~ Attendance: Attendance is one of the major challenges that have huge impact on students’ performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue. Another reason could be the schedule of the class – this class meets every Tuesday, Thursday, and Friday from 8am – 9:25am. 2. ~~I~~ Increase Participation: Only 63.2% of enrolled students participated in the quiz. Strategies to improve participation include: o ~~E~~ nhancing communication about the importance of assessments. o ~~O~~ ffering additional incentives or reminders to encourage engagement. o ~~A~~ ddressing potential barriers to participation, such as scheduling conflicts or accessibility issues. 3. ~~S~~ upport Male Students: While males performed well overall, their passing rate (88.9%) was slightly lower than that of females. Interventions could include: o ~~T~~ argeted workshops or study groups. o ~~P~~ roviding additional academic support resources. o ~~M~~ onitoring engagement levels to identify at-risk students early. 4. ~~F~~ ocus on Younger Students: Although the younger age group had a high passing rate, they scored slightly lower than their older peers. Tailored strategies could include: o ~~P~~ roviding mentoring or peer support systems led by older, successful students. o ~~R~~ eviewing course materials to ensure alignment with the needs of younger students. 5. ~~C~~ ontinuous Monitoring and Evaluation: Conduct periodic assessments to track performance trends over time. This will help identify areas requiring further attention and ensure sustained academic success.	The development of the assessment is quite robust, as the data outcomes derived from it clearly offer both qualitative and quantitative evidence regarding student learning as well as the achievement of specified outcomes. The thorough analysis of these data results articulates in detail the reasons why a certain percentage of students were able to meet the established benchmark. Furthermore, the disaggregation of data was effectively utilized in the analysis, which distinctly identifies both the achievements and the challenges outlined in the report. This comprehensive approach to analyzing the data not only highlights areas of success but also sheds light on aspects that may require further attention and improvement, ensuring a balanced view of student performance and learning outcomes.	No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA MATH 121	SLO 3_ Trigonometric Functions	Objective Type Exam/Quiz - In Course	Marking scheme is provided.				Fall 2024:			

			Assignment 3 Article Review and One paragraph on difference There are 2 parts to Assignment 3: Part 1: The instructor will either select the article or you will select from your research of 3- 5 articles one of them to be used for this task and write: 1. the citation 2. a summary (key ideas of the article; include a quote) 3. an evaluation, using the 6 questions; include a quote The summary and evaluation must: · be written using the MLA standard · be written in complete sentences and in paragraph forms (can be of one -two paragraph for each). · have one quote with correct in-text attributive tags and citations in the summary AND evaluation of each source.				Assessment Tool There are 2 parts to this Assignment 2: Part 1: The students were asked to choose a topic and research a relevant article from a trusted academic source like Google Scholar, the article will be approved by the instructor and then the students work on the following: 1. the citation 2. a summary (key ideas of the article; include a quote) 3. an evaluation of the article and discussion on how the article will be used in their essay using the 6 questions and a quote were to be implemented as well in the task. The summary and evaluation must: · be written using the MLA standard · be written in complete sentences and paragraph forms (can be one to two paragraphs for each). · have one quote with correct in-text attributive tags and citations in the summary AND evaluation of				The faculty should consider: 1. Focused Workshops: Implement workshops that specifically address research methods and critical analysis techniques. This could allow students who scored just below the benchmark to improve their skills. 2. Peer Review Sessions: Introduce peer-to-peer review opportunities to encourage collaborative learning. This format can enable students to receive constructive feedback from classmates. Assignments 1 and 2 had peer reviews but not in the case for this assignment in some sections. 3. Enhanced Resource Access: Ensure that students have easy access to a variety of academic resources, including workshops on how to effectively use library databases and online journals. In summary, the data from this assignment reflects a successful application of research skills among students in the English Composition I course, with a notable opportunity for further instructional improvements to support those who may need additional assistance in their academic pursuits. 4. Directing students to seek extra help from the Writing Centers here at the college. 5. A proactive student services department that could try to engage and support struggling students. 6. Review the number of assignments in this course as it is now taught as an AP class (8 weeks). 7. Consider offering at least 2 sections as regular 16-week classes.				No. The SLO statement doesn't need revision.	Approved
Program (BUS)			Part 2:													
- Accounting Clerkship CC	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	You will be	70%	Alexander Isaiah Velasquez	the summary AND evaluation of	Benchmark Met	VU							

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Program (BUS)			Part 2:	70%	Ana Bulavakura	Benchmark	VU									
- Accounting Clerkship CC	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	You will be	AND evaluation of	Met										

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Program (BUS)				Part 2:	70%	Jennifer Seru	Benchmark	VU	No. The SLO statement doesn't need revision.	Approved			
- Accounting Clerkship CC	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	You will be			Met						

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Program (BUS)										
- Accounting Clerkship CC	ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Part 2: You will be	70%	Litiana Nabukabuka	Benchmark Met	VU		

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Program (LA) - Liberal Arts AA ENG 111	SLO 3_Use Basic Skills	Written Assignment or Essay	Assignment 3 Article Review and One paragraph on difference There are 2 parts to Assignment 3: Part 1: The instructor will either select the article or you will select from your research of 3- 5 articles one of them to be used for this task and write: 1. the citation 2. a summary (key ideas of the article; include a quote) 3. an evaluation, using the 6 questions; include a quote The summary and evaluation must: · be written using the MLA standard · be written in complete sentences and in paragraph forms (can be of one -two paragraph for each). · have one quote with correct in-text attributive tags and citations in the summary AND evaluation of each source.	70%	Alexander Isaiah Velasquez	Assessment Tool There are 2 parts to this Assignment 2: Part 1: The students were asked to choose a topic and research a relevant article from a trusted academic source like Google Scholar, the article will be approved by the instructor and then the students work on the following: 1. the citation 2. a summary (key ideas of the article; include a quote) 3. an evaluation of the article and discussion on how the article will be used in their essay using the 6 questions and a quote were to be implemented as well in the task. The summary and evaluation must: · be written using the MLA standard · be written in complete sentences and paragraph forms (can be one to two paragraphs for each). · have one quote with correct in-text attributive tags and citations in the summary AND evaluation of	Benchmark Met	The faculty should consider: 1. Focused Workshops: Implement workshops that specifically address research methods and critical analysis techniques. This could allow students who scored just below the benchmark to improve their skills. 2. Peer Review Sessions: Introduce peer-to-peer review opportunities to encourage collaborative learning. This format can enable students to receive constructive feedback from classmates. Assignments 1 and 2 had peer reviews but not in the case for this assignment in some sections. 3. Enhanced Resource Access: Ensure that students have easy access to a variety of academic resources, including workshops on how to effectively use library databases and online journals. In summary, the data from this assignment reflects a successful application of research skills among students in the English Composition I course, with a notable opportunity for further instructional improvements to support those who may need additional assistance in their academic pursuits. 4. Directing students to seek extra help from the Writing Centers here at the college. 5. A proactive student services department that could try to engage and support struggling students. 6. Review the number of assignments in this course as it is now taught as an AP class (8 weeks). 7. Consider offering at least 2 sections as regular 16-week classes. No. The SLO statement doesn't need revision.	Approved
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Department (STEM) - STEM	AGR 101	SLO 4_Application of Basic Practices	Project - Group	Students will be assigned in groups of 3-5 and they will be conducting a mini research activity to find out the impacts of fertilizer application on Chinese cabbage productivity or growth and also to investigate if there is a relationship between plant yield and the type of fertilizer applied. To implement this project, each group will be assigned a flat row (growing bed) and forty (40) three weeks old bino Chinese cabbage variety seedlings. They will prepare their rows and plant their vegetables according to the methodology shown in the template uploaded. Furthermore, they will observe the appearance and the growth of their cabbages and take microbial biomass readings using the microbiometer kit on a weekly basis and record them. Moreover, at the end of the project each group will weigh the total	75% of the students will attain a C grade or better.	Dako Nating	Only ten (10) students completed and submitted their research projects. Out of these, nine (9) were females and one (1) was a male. Moreover, the passing rate in terms of age groups, younger students in the age groups between 18-20 years and 21-23 years did better compared to older adults in the age group between 27-30 years. Coupled with that, female students performed way better than males. Furthermore, female students majoring in LA achieved better performance followed by EDU female students. From this pool of students, only four (4) females scored 75% or more and therefore the benchmark was not achieved. Most students did not complete their mini research project because they were always absent and never bother to check and maintain daily contacts through their SONIS emails and therefore it was	Benchmark Not Met	From experience, the majority of students often attended the afternoon AGR101 class. The re-scheduling of this class to the morning could be a major reason for higher number of student absenteeism. Therefore, I strongly recommend the class to be re-scheduled back to the afternoon. In addition, students must be prompt to class and come prepared to participate in both indoor and outdoor work. Furthermore, students must check their SONIS emails daily in order to get daily updates and to maintain connection with their instructor all throughout the duration of the course. And finally, a lot of students need more time to complete their research work and therefore in the future research write up must start on the first week with weekly progress reports to be submitted. In this way, struggling students will be identified and helped.	The well-developed framework indicates that the data results effectively reflect both the qualitative and quantitative evidence related to student learning, as well as their achievements throughout the semester. This comprehensive analysis not only highlights the strengths and weaknesses of the SLO employed but also provides valuable insights into the course that may require improvement. Furthermore, the action steps outlined are clearly tied to the thorough analysis of the data results, ensuring that each outcome is informed by the evidence gathered. This connection between data analysis and action planning is crucial for fostering an environment of continuous improvement in AGR 101 course. Also please attached the final report in the repository.	Approved
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Program (GE) - General Education	AGR 101	SLO 4_Application of Basic Practices	Project - Group	Students will be assigned in groups of 3-5 and they will be conducting a mini research activity to find out the impacts of fertilizer application on Chinese cabbage productivity or growth and also to investigate if there is a relationship between plant yield and the type of fertilizer applied. To implement this project, each group will be assigned a flat row (growing bed) and forty (40) three weeks old bino Chinese cabbage variety seedlings. They will prepare their rows and plant their vegetables according to the methodology shown in the template uploaded. Furthermore, they will observe the appearance and the growth of their cabbages and take microbial biomass readings using the microbiometer kit on a weekly basis and record them. Moreover, at the end of the project each group will weigh the total	75% of the students will attain a C grade or better.	Dako Nating	Only ten (10) students completed and submitted their research projects. Out of these, nine (9) were females and one (1) was a male. Moreover, the passing rate in terms of age groups, younger students in the age groups between 18-20 years and 21-23 years did better compared to older adults in the age group between 27-30 years. Coupled with that, female students performed way better than males. Furthermore, female students majoring in LA achieved better performance followed by EDU female students. From this pool of students, only four (4) females scored 75% or more and therefore the benchmark was not achieved. Most students did not complete their mini research project because they were always absent and never bother to check and maintain daily contacts through their SONIS emails and therefore it was	Benchmark Not Met	From experience, the majority of students often attended the afternoon AGR101 class. The re-scheduling of this class to the morning could be a major reason for higher number of student absenteeism. Therefore, I strongly recommend the class to be re-scheduled back to the afternoon. In addition, students must be prompt to class and come prepared to participate in both indoor and outdoor work. Furthermore, students must check their SONIS emails daily in order to get daily updates and to maintain connection with their instructor all throughout the duration of the course. And finally, a lot of students need more time to complete their research work and therefore in the future research write up must start on the first week with weekly progress reports to be submitted. In this way, struggling students will be identified and helped.	Yes. The SLO statement needs revision.	The well-developed framework indicates that the data results effectively reflect both the qualitative and quantitative evidence related to student learning, as well as their achievements throughout the semester. This comprehensive analysis not only highlights the strengths and weaknesses of the SLO employed but also provides valuable insights into the course that may require improvement. Furthermore, the action steps outlined are clearly tied to the thorough analysis of the data results, ensuring that each outcome is informed by the evidence gathered. This connection between data analysis and action planning is crucial for fostering an environment of continuous improvement in AGR 101 course. Also please attached the final report in the repository.	Approved

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				Students use the standards in the RMI Math Curriculum and scheme of work to develop a resource-based QPF lesson plan. Students knowledge of the RMI Curriculum and skill in QPF will be assessed in the project. Data will be also	70% of students will be able to achieve a score of 75% or higher on the associated QPF lesson plan rubric.
Program (EDU)					
- Elementary			SLO		
Education BA	EDU 324	4_Assessment	Project - Individual	Page).	

				This is an individual work based on the students performances for 12 weeks during their student teaching practicum in the schools. The students will be creating QPF lesson plans. One of the components of the lesson plan is the Variety of Connected activities.. The SLO assesses the students' skills in aligning the Variety of Connected Activities in their assigned classroom to show the flow of learning that is taking place with the students, on 12 lessons taught by the students.75% of the students will score 75% or higher on the given rubric out of 100..Data will also be disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery	
Program (EDU)		SLO		75% of the	
- Elementary		4_Content-area		score 75% or higher on the	
Education BA	EDU 496	Instruction	Project - Individual	given rubric out of 100.	

The SLO will be evaluated in a writing assessment and a presentation.

For the writing assessment the students have to analyse a Film reflecting the concepts seen in class.

The following areas will be examined:

- *Submission on time.
- *Participation in class.
- *Correct use of the concepts seen (e.g. mise-en-scene, genre, narrative, camera movement, audio, etc.)
- *Correct use of citation of authors and literature.
- *Correct format: Times New Roman, 12-point font is the only acceptable font/size

For the presentation the students have to decide together with the instructor which topic and when they will present it.

70% of the students should be able to get 70% (C grade) or better

Program (GE) -
General
Education ENG 230

SLO
4_Contextuali
ze Film Written Assignment
or Essay

For the presentation following areas will be examined:

Va Savu

The SLO will be evaluated in a writing assessment and a presentation.

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The following areas will be examined:

- *Submission on time.
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Program (GE) -
General
Education ENG 230

SLO
4_Contextuali
ze Film Written Assignment
or Essay

For the presentation following areas will be examined:

Viviana Uriona

Program (LA) - Liberal Arts AA ENG 230	SLO 4_Contextuali ze Film	Written Assignment or Essay	The SLO will be evaluated in a writing assessment and a presentation.		
			For the writing assessment the students have to analyse a Film reflecting the concepts seen in class.		
			The following areas will be examined:		
			*Submission on time. *Participation in class. *Correct use of the concepts seen (e.g. mise-en-scene, genre, narrative, camera movement, audio, etc.) *Correct use of citation of authors and literature. *Correct format: Times New Roman, 12-point font is the only acceptable font/size		
			For the presentation the students have to decide together with the instructor which topic and when they will present it.		
			70% of the students should be able to get 70% (C grade) or better		
			For the presentation following areas will be examined:		Va Savu

Program (LA) - Liberal Arts AA ENG 230	SLO 4_Contextuali ze Film	Written Assignment or Essay	The SLO will be evaluated in a writing assessment and a presentation.		
			For the writing assessment the students have to analyses a Film reflecting the concepts seen in class.		
			The following areas will be examined:		
			*Submission on time. *Participation in class. *Correct use of the concepts seen (e.g. mise-en-scene, genre, narrative, camera movement, audio, etc.) *Correct use of citation of authors and literature. *Correct format: Times New Roman, 12-point font is the only acceptable font/size		
			For the presentation the students have to decide together with the instructor which topic and when they will present it.	70% of the students should be able to get 70% (C grade) or better	Viviana Uriona
			For the presentation following areas will be examined:		

Program (LA) - Liberal Arts AA SCI 235	SLO 4_Coral Reef Conservation	Written Assignment or Essay	In this practical, each student was tasked to watch between 8-10 videos or documentaries on coral reef conservation and restoration projects that were done throughout the globe and in the end each student was asked to write two pages of reflection on what they have learned in terms of the conservation strategies, challenges, threats or efforts adopted by individuals, communities or regional organizations throughout the world. Students were graded according to the important issues mentioned above. This lab activity was very important because coral reefs provided so many services namely supporting services such nutrient cycling and provisioning services like food and medicine. In other words, coral reefs provided habitats, food, and protection to over 25% of all marine	70% of the students will attain a C grade or better.	Eight (8) students comprised of six (6) males and two (2) females have completed this lab. This class was dominated by male students. There were seven students enrolled in LA Major of which five (5) were males and two (2) were females and they had a passing rate of 88%. Only one (1) male student enrolled in BUS Major which had a passing rate of 12%. Moreover, all (100%) males and (100%) females passed this lab. In addition, the passing rate of students in the age groups between 18-20 years, 21-23 years and 24 years and older were 25%, 38% and 38% respectively. Overall, 100% of students which comprised of 75% passing rate for males and 25% for females scored 75% or more and therefore the Benchmark was Achieved. The majority of students completed this practical exercise because of their good work attitude	Benchmark Met	This practical exercise is not only interesting but motivating. However, in the future, it is recommended that students conduct research on the conservation status of coral reefs and coral reef restoration projects in the Marshall Islands and deliver their findings through power point presentation and rubrics will be used to grade their performance.	Yes. The SLO statement needs revision.	The data results effectively address the target Student Learning Outcome (SLO) through necessary disaggregation. The analysis highlights the importance of Coral Reef Restoration, significantly contributing to the 70% benchmark met. This approach emphasizes the impact of marine science topics on environmental conservation. The findings stress the need for ongoing commitment to coral reef restoration initiatives, vital for preserving marine ecosystems. It is important also to upload in the repository the assessment report for future reference.	Approved

Program (MSCI) - Marine Science CCT	SCI 235	SLO 4_Coral Reef Conservation	Written Assignment or Essay	In this practical, each student was tasked to watch between 8-10 videos or documentaries on coral reef conservation and restoration projects that were done throughout the globe and in the end each student was asked to write two pages of reflection on what they have learned in terms of the conservation strategies, challenges, threats or efforts adopted by individuals, communities or regional organizations throughout the world. Students were graded according to the important issues mentioned above. This lab activity was very important because coral reefs provided so many services namely supporting services such nutrient cycling and provisioning services like food and medicine. In other words, coral reefs provided habitats, food, and protection to over 25% of all marine	70% of the students will attain a C grade or better.	Eight (8) students comprised of six (6) males and two (2) females have completed this lab. This class was dominated by male students. There were seven students enrolled in LA Major of which five (5) were males and two (2) were females and they had a passing rate of 88%. Only one (1) male student enrolled in BUS Major which had a passing rate of 12%. Moreover, all (100%) males and (100%) females passed this lab. In addition, the passing rate of students in the age groups between 18-20 years, 21-23 years and 24 years and older were 25%, 38% and 38% respectively. Overall, 100% of students which comprised of 75% passing rate for males and 25% for females scored 75% or more and therefore the Benchmark was Achieved. The majority of students completed this practical exercise because of their good work attitude	Benchmark Met	This practical exercise is not only interesting but motivating. However, in the future, it is recommended that students conduct research on the conservation status of coral reefs and coral reef restoration projects in the Marshall Islands and deliver their findings through power point presentation and rubrics will be used to grade their performance.	Yes. The SLO statement needs revision.	The data results effectively address the target Student Learning Outcome (SLO) through necessary disaggregation. The analysis highlights the importance of Coral Reef Restoration, significantly contributing to the 70% benchmark met. This approach emphasizes the impact of marine science topics on environmental conservation. The findings stress the need for ongoing commitment to coral reef restoration initiatives, vital for preserving marine ecosystems. It is important also to upload in the repository the assessment report for future reference.	Approved

Department (STEM) - STEM MATH 201	SLO 4_Definite Integral	Objective Type Exam/Quiz - In Course	A 3-item quiz in- course shall be given to the students individually in order to measure in how much they can solve the definite integral and be able to use the different properties in solving the integral.	A in-course quiz to be answered individually by the students in order to gauge the performance of the students. 70% of the students will be able to achieve 70% or better scores in the quiz.	The instructor developed an in- class assessment in order to measure students understanding and be able to use the skills in performing problems needed to measure SLO # 3.	Evaluate the following definite integral. Identify the property (Rule) that you use in evaluating the definite integral. Each item is worth 5 points. Show your complete answer.	$\int_{-3}^1 6x^2 - 5x + 2 \, dx$ $\int_0^2 (t - 2) dt$ $\int_0^{\pi/3} 2 \sin x \, dx$ $\int (1 + x^2) x^5 \, dx$	These are the actions to be taken in order to improve in the next cycle: 1. Some of the items were not perfectly answered because students were not able to use the properties of the derivative. The instructor has to incorporate in the quizzes and in the class works that the students shall identify the properties so that they will always be able to connect their solutions with the properties. 2. Sometimes students are very careless in writing the correct numbers. Develop in the students the awareness to always be careful with the signs and other mathematical operations. 3. There are instances that students have difficulty in doing the arithmetic. 4. A student commented that only if there is more time for Calculus 1 so that they can do better next class. With the present Calculus 1 offering, this is an integration of two Calculus subjects - namely, Differential Calculus and Integral Calculus. It will be helpful if Calculus 1 shall be split into two courses so that more time shall be allocated to each of them. Besides, this is a good curricular offering for those who will be taking the BS in STEM sooner.	No. The SLO statement doesn't need revision.	The program's development is well-supported by clear data demonstrating student learning outcomes. However, the in- depth analysis in the Actions section should focus on next steps for the Student Learning Outcomes (SLO) instead of detailing the assessment process. This shift would enhance clarity and improve discussions on advancing student learning and refining the target SLO.	Approved

[illegible]

Program (EDU) - Elementary Education AS	PSY 201	SLO 4_Developme nt of Individuals	Term Paper	Students will be expected to explain the relationships among these two concepts Nature and Nurture. A rubric will be use to grade the paper in the following ways to know: 1.Their knowledge of each of the concepts. 2.How nature and nurture influrences behavior. 3. The content and relative terms used. 3.Application of relevant theories. 4.Writing skill and use of APA format. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as enviromental factors and Nature as genetic dispositions.	PSY 201 SLO ANALYSIS In the 2024 Fall semester, 18 students enrolled for the PSY 201 course, section 1. Four (4) of the students withdrew meaning that 14 students were assessed for SLO 4: Identify and analyse the mechanics of heredity and environment and their role in the development of individual.). A rubric was used to grade the paper as follows: 1. knowledge of each concept. 2. How nature and nurture influence behavior. 3. The content and relative terms used. 4. Application of relevant theories. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as environmental factors and Nature as genetic dispositions. And 7. Writing skill and use of APA format. The first 6 criteria were graded at three (3) points each while the last criterion was graded 2 points. The table below	Benchmark Met	Plans of Action Prepare students more to be able to understands the concepts well by engaging them more in class activities Follow up on absent students through the social media. Motivate the students more and give rewards in the classroom for participating.	No. The SLO statement doesn't need revision.
				Students will be required to write a term paper on the developmental of individuals looking at the impact of Nature and Nurture on individual development. They will be expected to write on the importance of these two concepts on human development. A rubric will be use to grade this paper 75% of the students who write the term paper will score 75% and above.				

Program (GE) - General Education	PSY 201	SLO 4_Developme nt of Individuals	Term Paper	Students will be expected to explain the relationships among these two concepts Nature and Nurture. A rubric will be use to grade the paper in the following ways to know: 1.Their knowledge of each of the concepts. 2.How nature and nurture influrences behavior. 3. The content and relative terms used. 3.Application of relevant theories. 4.Writing skill and use of APA format. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as enviromental factors and Nature as genetic dispositions.	PSY 201 SLO ANALYSIS In the 2024 Fall semester, 18 students enrolled for the PSY 201 course, section 1. Four (4) of the students withdrew meaning that 14 students were assessed for SLO 4: Identify and analyse the mechanics of heredity and environment and their role in the development of individual.). A rubric was used to grade the paper as follows: 1. knowledge of each concept. 2. How nature and nurture influence behavior. 3. The content and relative terms used. 4. Application of relevant theories. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as environmental factors and Nature as genetic dispositions. And 7. Writing skill and use of APA format. The first 6 criteria were graded at three (3) points each while the last criterion was graded 2 points. The table below	Benchmark Met	Plans of Action Prepare students more to be able to understands the concepts well by engaging them more in class activities Follow up on absent students through the social media. Motivate the students more and give rewards in the classroom for participating.	No. The SLO statement doesn't need revision.
				Students will be required to write a term paper on the developmental of individuals looking at the impact of Nature and Nurture on individual development. They will be expected to write on the importance of these two concepts on human development. A rubric will be use to grade this paper 75% of the students who write the term paper will score 75% and above.				

Program (NURS) - Nursing AS	PSY 201	SLO 4_Developme nt of Individuals	Term Paper	Students will be expected to explain the relationships among these two concepts Nature and Nurture. A rubric will be use to grade the paper in the following ways to know: 1.Their knowledge of each of the concepts. 2.How nature and nurture influrences behavior. 3. The content and relative terms used. 3.Application of relevant theories. 4.Writing skill and use of APA format. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as enviromental factors and Nature as genetic dispositions.	PSY 201 SLO ANALYSIS In the 2024 Fall semester, 18 students enrolled for the PSY 201 course, section 1. Four (4) of the students withdrew meaning that 14 students were assessed for SLO 4: Identify and analyse the mechanics of heredity and environment and their role in the development of individual.). A rubric was used to grade the paper as follows: 1. knowledge of each concept. 2. How nature and nurture influence behavior. 3. The content and relative terms used. 4. Application of relevant theories. 5. The conclusion of Nature/ Nurture controversy. 6, Nurture as environmental factors and Nature as genetic dispositions. And 7. Writing skill and use of APA format. The first 6 criteria were graded at three (3) points each while the last criterion was graded 2 points. The table below	Benchmark Met	Plans of Action Prepare students more to be able to understands the concepts well by engaging them more in class activities Follow up on absent students through the social media. Motivate the students more and give rewards in the classroom for participating.	No. The SLO statement doesn't need revision.
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		All Math 088 sections will use the same quiz to assess the SLO. In the course, students learn to factor algebraic expressions using the a) greatest common factor (GCF); b) factor by grouping; c) factor trinomial expressions where the leading coefficient is 1; d) factor trinomial expressions when the leading coefficient is greater than 1; e) difference of two squares; f) sum and difference of two cubes. Students should be able to recognize the algebraic expressions and utilize the appropriate method(s) of factoring. To assist in the overall analysis of data, Instructors will provide the following information together with the quiz result, a) gender; b) program major; c) campus; and d) course mode, whether the course is offered			The Fall 2024 result from the four sections are as follows: Math 088-01, 12 out of 13 students (92.3%) scored 70% or better. Math 088-02, 9 out of 11 students (81.8%) scored 70% or better. Math 088-04, 3 out of 7 students (42.9%) scored 70% or better. Math 088-05, 4 out of 11 students (36.4%) scored 70% or better. The overall result shows that 28 students out of 42 (66.7%) scored above 70% which indicates that the benchmark was not met. In Section 1, 4 males and 9 females participated in the quiz. Male students achieved a 100% passing rate, demonstrating consistent success. Female students on the other hand recorded an 88.9% passing rate, indicating that one of the nine female participants did not pass the quiz. While the difference between male and female passing				
Department (STEM) - STEM	MATH 088	SLO 4_Factoring	Objective Type Exam/Quiz - In Course	Christopher Barenz	Benchmark Not Met	Action: 1. Provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. Offer supplementary classes or tutoring sessions targeted at sections with lower performance 2. Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue.	No. The SLO statement doesn't need revision.	The program is well developed, as the data results provide a clear and comprehensive description of both qualitative and quantitative evidence regarding the students' learning outcomes. The thorough analysis of the data results, along with the tools utilized, reveals the reasons why the student did not meet the established benchmark. This assessment is crucial for understanding the gaps in learning and identifying areas for improvement. The action plan focuses on implementing various interventions aimed at ensuring that, in the next cycle, there will be a noticeable improvement in this specific Student Learning Outcome (SLO). By carefully considering the factors at play and devising targeted strategies, we are optimistic about fostering better academic performance among the students moving forward.	Approved

[illegible]

[illegible]

[illegible]

Program (DEV) - Developmental Education	MATH 088	SLO 4_Factoring	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz to assess the SLO. In the course, students learn to factor algebraic expressions using the a) greatest common factor (GCF); b) factor by grouping; c) factor trinomial expressions where the leading coefficient is 1; d) factor trinomial expressions when the leading coefficient is greater than 1; e) difference of two squares; f) sum and difference of two cubes. Students should be able to recognize the algebraic expressions and utilize the appropriate method(s) of factoring. To assist in the overall analysis of data, Instructors will provide the following information together with the quiz result, a) gender; b) program major; c) campus; and d) course mode, whether the course is offered	The Fall 2024 result from the four sections are as follows: Math 088-01, 12 out of 13 students (92.3%) scored 70% or better. Math 088-02, 9 out of 11 students (81.8%) scored 70% or better. Math 088-04, 3 out of 7 students (42.9%) scored 70% or better. Math 088-05, 4 out of 11 students (36.4%) scored 70% or better. The overall result shows that 28 students out of 42 (66.7%) scored above 70% which indicates that the benchmark was not met. In Section 1, 4 males and 9 females participated in the quiz. Male students achieved a 100% passing rate, demonstrating consistent success. Female students on the other hand recorded an 88.9% passing rate, indicating that one of the nine female participants did not pass the quiz. While the difference between male and female passing	Benchmark Not Met	Action: 1. Provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. Offer supplementary classes or tutoring sessions targeted at sections with lower performance 2. Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue.	No. The SLO statement doesn't need revision.	The program is well developed, as the data results provide a clear and comprehensive description of both qualitative and quantitative evidence regarding the students' learning outcomes. The thorough analysis of the data results, along with the tools utilized, reveals the reasons why the student did not meet the established benchmark. This assessment is crucial for understanding the gaps in learning and identifying areas for improvement. The action plan focuses on implementing various interventions aimed at ensuring that, in the next cycle, there will be a noticeable improvement in this specific Student Learning Outcome (SLO). By carefully considering the factors at play and devising targeted strategies, we are optimistic about fostering better academic performance among the students moving forward.	Approved
				Based on the number of students who take the quiz, 70% or higher should be able to factor polynomial expressions.	Edward Alfonso					

Program (DEV) - Developmental Education	MATH 088	SLO 4_Factoring	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz to assess the SLO. In the course, students learn to factor algebraic expressions using the a) greatest common factor (GCF); b) factor by grouping; c) factor trinomial expressions where the leading coefficient is 1; d) factor trinomial expressions when the leading coefficient is greater than 1; e) difference of two squares; f) sum and difference of two cubes.								
				Students should be able to recognize the algebraic expressions and utilize the appropriate method(s) of factoring.								
				To assist in the overall analysis of data, Instructors will provide the following information together with the quiz result, a) gender; b) program major; c) campus; and d) course mode, whether the course is offered	Based on the number of students who take the quiz, 70% or higher should be able to factor polynomial expressions.	Waisiki Baleikorocau	The Fall 2024 result from the four sections are as follows: Math 088-01, 12 out of 13 students (92.3%) scored 70% or better. Math 088-02, 9 out of 11 students (81.8%) scored 70% or better. Math 088-04, 3 out of 7 students (42.9%) scored 70% or better. Math 088-05, 4 out of 11 students (36.4%) scored 70% or better. The overall result shows that 28 students out of 42 (66.7%) scored above 70% which indicates that the benchmark was not met. In Section 1, 4 males and 9 females participated in the quiz. Male students achieved a 100% passing rate, demonstrating consistent success. Female students on the other hand recorded an 88.9% passing rate, indicating that one of the nine female participants did not pass the quiz. While the difference between male and female passing	Benchmark Not Met	Action: 1. Provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings depending on the percentage of the class not demonstrating mastery of a prioritized skill. Use the results of this SLO to develop targeted interventions in areas where students are weakest. Offer supplementary classes or tutoring sessions targeted at sections with lower performance 2. Attendance is one of the major challenges that have huge impact on students performances. Though this is a recurring issue, the college should conduct a study on attendance pattern and develop solution(s) that will addresses our unique attendance issue.	No. The SLO statement doesn't need revision.	The program is well developed, as the data results provide a clear and comprehensive description of both qualitative and quantitative evidence regarding the students' learning outcomes. The thorough analysis of the data results, along with the tools utilized, reveals the reasons why the student did not meet the established benchmark. This assessment is crucial for understanding the gaps in learning and identifying areas for improvement. The action plan focuses on implementing various interventions aimed at ensuring that, in the next cycle, there will be a noticeable improvement in this specific Student Learning Outcome (SLO). By carefully considering the factors at play and devising targeted strategies, we are optimistic about fostering better academic performance among the students moving forward.	Approved

				SUMMARY OF THE STUDENTS PERFORMANCE IN POSTER PRESENTATION						
				Student Coverage Graphics Organization Design Sources Mechanics Presentation TOTAL						
Program (NURS) - Public Health CCT	AH 107	SLO 4_Health Education Materials	Project - Individual	Each student is required to submit a poster as a resource material to be used in educating community about good health practices. A rubric is used to measure the effectiveness and efficacy of the poster.	75% of the students shall be able to present a poster that can cover 75% of the salient features in offering health education.	100	300			
						2	300			
						300	300			
						200	200			
						18				
						200	400			
						300	400			
						300	300			
						300	300			
						23				
						300	400			
						400	400			
						400	400			
						300	300			
						26				
Program (NURS) - Public Health CCT	AH 107	SLO 4_Health Education Materials	Project - Individual			400	4			
						400	400			
						300	300			
						300	300			
						26				
						500	400			
						400	400			
						400	300			
						300	300			
						25				
						600	400			
						300	300			
						400	300			
						300	300			
						23				
Program (NURS) - Public Health CCT	AH 107	SLO 4_Health Education Materials	Project - Individual			700	300			
						300	200			
						300	300			
						Benchmark Met				
				Actions:						
				1. I recommend that the same SLO # 4 shall be assessed again but at this time, the students shall make a video/audio to complement the posters.						
				2. The students shall use their resources in doing community outreach so that they will be able to communicate effectively with the community people.						
				3. I will be able to connect students learning in AH 107 to other Allied Health and Nursing Courses.						
				No. The SLO statement doesn't need revision.						

Program (EDU) - Elementary Education BA	EDU 322	SLO 4_Implement Instructional Strategies	Project - Group	This is a group-project for students to create grade appropriate QPF (Quality Pedagogy Framework) lessons using a variety of social studies tools in an elementary classroom setting. This lesson revisits and encourages students to use the QPF as the instructional strategy and will be assessed on the following: 1. Creating and master an engaging Social Studies on the 6 components of the QPF Teaching Plan. 2. The teaching presentation is to be in audio visual form as evidence of. teaching, The QPF rubric will be used to assess the group project. 80% of students will score 80 or higher in the rubric.Data will also be disaggregated in the following categories- gender, location/age/skill level- introduction/practice/mastery	Analysis Of the 11 students who took the assessment, the 10 of them passed. 10 of them getting a grade of 90/100 or 80% and higher while one (1) student scored below the 80% benchmark. One student (9%) failed the assessment. The benchmark was met. Those who passed the assessment gave a fair to excellent 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, creating a grade appropriate QPF (Quality Pedagogy Framework), used a variety of social studies instructional strategies, master the presentation of QPFs by being very clear with the six components , including fun and engaging activities, and providing appropriate assessments.	Benchmark Met	Actions to address the gaps of learning that surfaced in the assessment. 1. Modify the project by focusing and assessing only one or two steps of the project to meet the requirements of SLO 4. 2. Sharing a written feedback of the first assessment with the students so that improvements can be made before the final assessment. 3.Engaging the students in the assessment of other group projects and collaborating on improving all the projects	No. The SLO statement doesn't need revision.
				80% of the students will score 80% or higher in the QPF rubric.				

[illegible]

Program (BUS) - Business AA	ENG 220	SLO 4_Present Research Results	Presentation	Va Savu	Power-point presentation	Assessment Tool Students were required to prepare a PowerPoint presentation of about 10-12 slides based on the same photos that they took for their photo essay, in Assignment 2. The Assignment requires students to pick the same theme and construct a topic from the theme given under any issue that they can identify in the RMI. The themes and topics are below: " Food/Diet " Health " Environment " Education System " Housing condition " Road conditions Students were to select a theme and take 6 relevant photos of the issue identified in Majuro based on the topic they have selected. The issue needs to be identified, the cause(s), make recommendations, and resolution on how this issue could be resolved using the same photos from the photo essay. They are required to present	Benchmark Met	It is recommended that: 1. Narrow the themes down to three instead of six. 2. Constantly discuss the expectations and marking rubric with students and keep checking their PowerPoint slides before they make their video presentation.	No. The SLO statement doesn't need revision.	Approved
					Assignment 4- Power point presentation Expectation and Description of the Assignment Assignment 4: This is a buildup Assignment from the Assignment 1; thus, you will choose one from the two Articles that you have used in Assignment 1 to prepare for this Assignment. Prepare a PowerPoint presentation on your Article (At least 8-10) slides with a Cover page, Introduction and Conclusion/Questi on slide). Also note to include the following information in your power point presentation slides; "What type of Article it is, whether it's a book review, book chapter, a thesis paper, magazine article, a journal etc. "Author/authors "Brief information about the authors "The theme and background	70% of the students should be able to get 70% (C grade) or better				

Program (LA) - Liberal Arts AA ENG 220	SLO 4_Present Research	Presentation	Power-point presentation	70% of the students should be able to get 70% (C grade) or better	Kirk Layton	Assessment Tool Students were required to prepare a PowerPoint presentation of about 10-12 slides based on the same photos that they took for their photo essay, in Assignment 2. The Assignment requires students to pick the same theme and construct a topic from the theme given under any issue that they can identify in the RMI. The themes and topics are below: " Food/Diet " Health " Environment " Education System " Housing condition " Road conditions	It is recommended that: 1. Narrow the themes down to three instead of six. 2. Constantly discuss the expectations and marking rubric with students and keep checking their PowerPoint slides before they make their video presentation.	Benchmark Met VU	No. The SLO statement doesn't need revision.	Approved
			Assignment 4- Power point presentation Expectation and Description of the Assignment Assignment 4: This is a buildup Assignment from the Assignment 1; thus, you will choose one from the two Articles that you have used in Assignment 1 to prepare for this Assignment. Prepare a PowerPoint presentation on your Article (At least 8-10) slides with a Cover page, Introduction and Conclusion/Questi on slide). Also note to include the following information in your power point presentation slides; "What type of Article it is, whether it's a book review, book chapter, a thesis paper, magazine article, a journal etc. "Author/authors Brief information about the authors The theme and background			Students were to select a theme and take 6 relevant photos of the issue identified in Majuro based on the topic they have selected. The issue needs to be identified, the cause(s), make recommendations, and resolution on how this issue could be resolved using the same photos from the photo essay. They are required to present				

Program (LA) - Liberal Arts AA ENG 220	SLO 4_Present Research	Presentation	Power-point presentation	70% of the students should be able to get 70% (C grade) or better	Litiana Nabukabuka	Assessment Tool Students were required to prepare a PowerPoint presentation of about 10-12 slides based on the same photos that they took for their photo essay, in Assignment 2. The Assignment requires students to pick the same theme and construct a topic from the theme given under any issue that they can identify in the RMI. The themes and topics are below: " Food/Diet " Health " Environment " Education System " Housing condition " Road conditions	It is recommended that: 1. Narrow the themes down to three instead of six. 2. Constantly discuss the expectations and marking rubric with students and keep checking their PowerPoint slides before they make their video presentation.	No. The SLO statement doesn't need revision.	Approved
			Assignment 4- Power point presentation Expectation and Description of the Assignment Assignment 4: This is a buildup Assignment from the Assignment 1; thus, you will choose one from the two Articles that you have used in Assignment 1 to prepare for this Assignment. Prepare a PowerPoint presentation on your Article (At least 8-10) slides with a Cover page, Introduction and Conclusion/Questi on slide). Also note to include the following information in your power point presentation slides; "What type of Article it is, whether it's a book review, book chapter, a thesis paper, magazine article, a journal etc. "Author/authors Brief information about the authors The theme and background			Students were to select a theme and take 6 relevant photos of the issue identified in Majuro based on the topic they have selected. The issue needs to be identified, the cause(s), make recommendations, and resolution on how this issue could be resolved using the same photos from the photo essay. They are required to present			

Program (LA) - Liberal Arts AA ENG 220	SLO 4_Present Research	Presentation	Power-point presentation	70% of the students should be able to get 70% (C grade) or better	Va Savu	Assessment Tool Students were required to prepare a PowerPoint presentation of about 10-12 slides based on the same photos that they took for their photo essay, in Assignment 2. The Assignment requires students to pick the same theme and construct a topic from the theme given under any issue that they can identify in the RMI. The themes and topics are below: " Food/Diet " Health " Environment " Education System " Housing condition " Road conditions	It is recommended that: 1. Narrow the themes down to three instead of six. 2. Constantly discuss the expectations and marking rubric with students and keep checking their PowerPoint slides before they make their video presentation.	Benchmark Met VU	No. The SLO statement doesn't need revision.	Approved
			Assignment 4- Power point presentation Expectation and Description of the Assignment Assignment 4: This is a buildup Assignment from the Assignment 1; thus, you will choose one from the two Articles that you have used in Assignment 1 to prepare for this Assignment. Prepare a PowerPoint presentation on your Article (At least 8-10) slides with a Cover page, Introduction and Conclusion/Questi on slide). Also note to include the following information in your power point presentation slides; "What type of Article it is, whether it's a book review, book chapter, a thesis paper, magazine article, a journal etc. "Author/authors Brief information about the authors The theme and background			Students were to select a theme and take 6 relevant photos of the issue identified in Majuro based on the topic they have selected. The issue needs to be identified, the cause(s), make recommendations, and resolution on how this issue could be resolved using the same photos from the photo essay. They are required to present				

[illegible]

Program (GE) - General Education	ENG 151	SLO 4_ Reproduce Literature	Written Assignment or Essay	Assignment 1 Poetry composition After analyzing a few Pacific poets' work students will be tasked with composing their own poems (not exceeding 2 pages in length). Their poems must use some poetic devices with a Marshallese context. Class will narrow down the themes to 6 from which students can pick one and write their original poems. You need to select one (1) from the six (6) themes to construct your poem: "Climate Change "Nuclear Legacy "Culture "Social ills/issues "Technology "Education These are broad themes so I strongly advise you to narrow it down to something specific. This will make things easier for you as the poet. Please follow MLA format - Times New Roman + header + pagination + Information details	ENG 151: Pacific Literature Instructor: Saa Finiasi Assessment Data and Analysis GradeFrequency Percentage A33.33 B+33.33 B33.33 C+33.33 C0 D16.67 F27.78 Total100 This course was run from Weeks 9 - 16 as part of the AP program in Spring 2024. A total of 18 students enrolled in this course [15 in the AP class; 1 as an Independent Study and 2 under the Recognition of Prior Learning Procedures (RPL)]. SLO 4: Reproduce literary techniques and devices used by Pacific authors. Students were required as their first assignment to write their original poems based on one of the six themes given in class which were: "Climate Change "Nuclear Legacy "Culture "Social ills/issues "Technology "Education	It is recommended that: 1. Narrow the themes down to three instead of six. 2. Have a peer edit exercise on it and closely monitor students so that the work is submitted.	SLO has been assessed appropriately and students have met the SLO (83%)	Approved
				70% Va Savu	Benchmark Met			

Program (LA) - Liberal Arts AA	ENG 151	SLO	4_Reproduce Literature	Written Assignment or Essay	Assignment 1 Poetry composition	Sa'a Lijiana Finiasi	Benchmark Met	It is recommended that: 1. Narrow the themes down to three instead of six. 2. Have a peer edit exercise on it and closely monitor students so that the work is submitted.	No. The SLO statement doesn't need revision.	SLO has been assessed appropriately and students have met the SLO (83%)	Approved
					After analyzing a few Pacific poets' work students will be tasked with composing their own poems (not exceeding 2 pages in length). Their poems must use some poetic devices with a Marshallese context. Class will narrow down the themes to 6 from which students can pick one and write their original poems. You need to select one (1) from the six (6) themes to construct your poem: "Climate Change" "Nuclear Legacy" "Culture" "Social ills/issues" "Technology" "Education" These are broad themes so I strongly advise you to narrow it down to something specific. This will make things easier for you as the poet. Please follow MLA format - Times New Roman + header + pagination + Information details						
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Program (LA) - Liberal Arts AA	ENG 151	SLO	4_Reproduce Literature	Written Assignment or Essay	Assignment 1 Poetry composition	70%	Va Savu	Benchmark Met	ENG 151: Pacific Literature Instructor: Saa Finiasi Assessment Data and Analysis GradeFrequency Percentage A33.33 B+33.33 B33.33 C+33.33 C0 D16.55 F0 Total100	It is recommended that: 1.Narrow the themes down to three instead of six. 2.Have a peer edit exercise on it and closely monitor students so that the work is submitted.	No. The SLO statement doesn't need revision.	SLO has been assessed appropriately and students have met the SLO (83%)	Approved
					After analyzing a few Pacific poets' work students will be tasked with composing their own poems (not exceeding 2 pages in length). Their poems must use some poetic devices with a Marshallese context. Class will narrow down the themes to 6 from which students can pick one and write their original poems.				This course was run from Weeks 9 - 16 as part of the AP program in Spring 2024. A total of 18 students enrolled in this course [15 in the AP class; 1 as an Independent Study and 2 under the Recognition of Prior Learning Procedures (RPL)].				
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Program (GE) - General Education	EDU 150	SLO 4_RMI Mathematics Curricula	Skill Performance	The math Jeopardy game rubric will be the main tool for this assessment. Each category is scored from 1 (lowest) to 4 (highest). The rubric has four categories namely: accuracy of content, sequencing of information, spelling and grammar, and effectiveness. Students will be required complete a math jeopardy project. (Peter Robert)	On a rubric scale of 4-16, 70% of the students will attain an average score of 12 out of 16 or 75%.	The EDU 150 class for Fall 2024 semester has 12 officially registered students. The EDU 150(2) was implemented during the first 8 weeks. 3 out of 10 of the students are freshmen and 7 out of 10 of them are sophomore students. All of these students are majored in Education. Out of the total 12 active students, only 10 students participated in the assessment. Among the 10 participants, all of them had 75% or higher. The benchmark was 70% of the students will attain an average score of 12 out of 16 or 75% or more in which all of them have attained an average score of 75% or more. Therefore, benchmark was met.	Gender of Students Who Took Quiz: 1.) 7 out of the 10 students (70%) who took the assessment were female. 2.) 3 out of the 10 students (30%) who took the	Benchmark Met	The following strategies need to be addressed the following semesters. a) Work with all students of EDU 150 to enhance their basic computer skills and mathematics skills b) Provide proactive learning strategies to improve students' creativity and mathematics skills. c) keep track of students especially when they incur successive absences without notice and refer them to counseling office if necessary d) Give students chance to make up for missed assignments e) Get to know students very well and know their background. d) Support to be given to the students on basic computer skills through academic coaching in the department.	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 explains why a certain percentage of students met the benchmark. The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. dresses the underlying reasons for why students did not (or did) meet the benchmark. The action is clearly tied to the analysis of data results.	Approved

Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis clearly explains why a certain percentage of students met the benchmark. The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. dresses the underlying reasons for why students did not (or did) meet the benchmark. The action is clearly tied to the analysis of data results.

Program (EDU) - Elementary Education AS	HIS 132	SLO 4_Self Government and Free Association	Critique of Performance	Students will get a reading on the road to self-government and free association supplemented with some videos like the one below if time permits and they will write a short essay answering the following in response tot he reading material and the video below. Their essay responses can be supplemented with follow up conversation with instructor. https://www.youtube.com/watch?v=QiNs9r-LkpQ&t=147s https://elearning.cmi.edu/course/view.php?id=2666	Out of 22 students, 19 chose to participate indicating a high 86.36 percent participation rate. 7 boys and 12 females indicating a higher female participation rate. Out of the 19 that chose to participate, 16 passed with a 70 percent or higher while 3 failed indicating a passing rate of 84.21%	Benchmark Met	Provide more time for students to do assessment.	No. The SLO statement doesn't need revision.	Great participation rate this time around.	Approved
				What does Free Association Mean? How was the Compact of Free Association passed? What were the politics involved? Can you develop a political entity with no economic base? Is any nation truly and definitely independent or do we coexist in an interdependent world?	70% of participants score a 70 percent or higher on essay	where benchmark was met.				

Program (LA) - Liberal Arts AA HIS 132	SLO 4_Self Government and Free Association	Critique of Performance	Students will get a reading on the road to self-government and free association supplemented with some videos like the one below if time permits and they will write a short essay answering the following in response to the reading material and the video below. Their essay responses can be supplemented with follow up conversation with instructor. https://www.youtube.com/watch?v=QINs9r-LkpQ&t=147s https://elearning.cmi.edu/course/view.php?id=2666	70% of participants score a 70 percent or higher on essay	What does Free Association Mean? How was the Compact of Free Association passed? What were the politics involved? Can you develop a political entity with no economic base? Is any nation truly independent or do we coexist in an interdependent world?	Out of 22 students, 19 chose to participate indicating a high 86.36 percent participation rate. 7 boys and 12 females indicating a higher female participation rate. Out of the 19 that chose to participate, 16 passed with a 70 percent or higher while 3 failed indicating a passing rate of 84.21% where benchmark was met.	Benchmark Met	Provide more time for students to do assessment.	No. The SLO statement doesn't need revision.	Great participation rate this time around.	Approved

Program (MAR) - Marshallese Social Studies CCT	HIS 132	SLO 4_Self Government and Free Association	Critique of Performance	Students will get a reading on the road to self-government and free association supplemented with some videos like the one below if time permits and they will write a short essay answering the following in response to the reading material and the video below. Their essay responses can be supplemented with follow up conversation with instructor. https://www.youtube.com/watch?v=QINs9r-LkpQ&t=147s https://elearning.cmi.edu/course/view.php?id=2666	70% of participants score a 70 percent or higher on essay	What does Free Association Mean? How was the Compact of Free Association passed? What were the politics involved? Can you develop a political entity with no economic base? Is any nation truly independent or do we coexist in an interdependent world?	Out of 22 students, 19 chose to participate indicating a high 86.36 percent participation rate. 7 boys and 12 females indicating a higher female participation rate. Out of the 19 that chose to participate, 16 passed with a 70 percent or higher while 3 failed indicating a passing rate of 84.21% where benchmark was met.	Benchmark Met	Provide more time for students to do assessment.	No. The SLO statement doesn't need revision.	Great participation rate this time around.	Approved

Department (STEM) - STEM	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	At least 70% of participants will be able to earn a grade of at least 70%.	ICS104 SLO 4 Assessment Results Narrative Fall Semester 2024- Prepared by Curtis Vila Overall, 78% or 7 out of 9 groups met the benchmark. About 72% or 18 out of 22 individual participants met the benchmark. Background Context The groupings and planning stage for the ICS104 Final Project was presented to learners starting from the second week of the semester. The instructor decided on groupings composition at random. The instructor scheduled three checkpoints to assess the learners in their project development. These checkpoints are an opportunity for each group to demonstrate their individual level of progress in logic, critical thinking, and whatnot, especially hands-on in Excel formulas. At the final defence Zoom	Benchmark Met	To address the issue of learners not being able to meet the requirements of criteria 6, learners should be able to print their project tables which has been laid out as part of the learning process.	No. The SLO statement doesn't need revision.	The analysis of the data results is well-developed and provides a clear explanation for why an impressive 72% of the students successfully met the established benchmark. This action taken is intricately linked to the thorough analysis of the data results, ensuring that decisions are informed and strategic. The department is anticipating even greater improvement regarding this benchmark as we work diligently to resolve several issues that have been impacting the overall achievement of the students. By addressing these challenges head-on, we aim to enhance student outcomes further and foster a more conducive learning environment.	Approved

				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	At least 70% of participants will be able to earn a grade of at least 70%.	ICS104 SLO 4 Assessment Results Narrative Fall Semester 2024- Prepared by Curtis Vila	Overall, 78% or 7 out of 9 groups met the benchmark. About 72% or 18 out of 22 individual participants met the benchmark.	Background Context The groupings and planning stage for the ICS104 Final Project was presented to learners starting from the second week of the semester. The instructor decided on groupings composition at random. The instructor scheduled three checkpoints to assess the learners in their project development. These checkpoints are an opportunity for each group to demonstrate their individual level of progress in logic, critical thinking, and whatnot, especially hands-on in Excel formulas. At the final defence Zoom	Benchmark Met	To address the issue of learners not being able to meet the requirements of criteria 6, learners should be able to print their project tables which has been laid out as part of the learning process.	No. The SLO statement doesn't need revision.	The analysis of the data results is well-developed and provides a clear explanation for why an impressive 72% of the students successfully met the established benchmark. This action taken is intricately linked to the thorough analysis of the data results, ensuring that decisions are informed and strategic. The department is anticipating even greater improvement regarding this benchmark as we work diligently to resolve several issues that have been impacting the overall achievement of the students. By addressing these challenges head-on, we aim to enhance student outcomes further and foster a more conducive learning environment.	Approved	
Program (BUS)	- Accounting Clerkship CC	ICS 104	SLO 4_Skills Application	Project - Group										

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	ICS104 SLO 4 Assessment Results Narrative Fall Semester 2024- Prepared by Curtis Vila	Benchmark Met	To address the issue of learners not being able to meet the requirements of criteria 6, learners should be able to print their project tables which has been laid out as part of the learning process.	No. The SLO statement doesn't need revision.	The analysis of the data results is well-developed and provides a clear explanation for why an impressive 72% of the students successfully met the established benchmark. This action taken is intricately linked to the thorough analysis of the data results, ensuring that decisions are informed and strategic. The department is anticipating even greater improvement regarding this benchmark as we work diligently to resolve several issues that have been impacting the overall achievement of the students. By addressing these challenges head-on, we aim to enhance student outcomes further and foster a more conducive learning environment. Approved
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Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Instructors made the following suggestions: 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research.	No. The SLO statement doesn't need revision.	Approved
			The speech must contain an academic thesis within the introduction. The speech should establish the speakers credibility and goodwill in the introduction. The speechs body must contain more than one main point that reflects				
			70% of the students should be able to get 70% (C grade) or better	Alexander Isaiah Velasquez	Benchmark A total of 65 students attempted this task of which 31 (47.7%) were	Benchmark Met	

Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.		Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.			
			The speech must contain an academic thesis within the introduction. The speech should establish the speakers credibility and goodwill in the introduction. The speechs body must contain more than one main point that reflects	70% of the students should be able to get 70% (C grade) or better	Ana Bulavakarua	Benchmark A total of 65 students attempted this task of which 31 (47.7%) were Met	Instructors made the following suggestions: 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research.	No. The SLO statement doesn't need revision.

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Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	The speech must contain an academic thesis within the introduction. The speech should establish the speakers credibility and goodwill in the introduction. The speech's body must contain more than one main point that reflects	70% of the students should be able to get 70% (C grade) or better	Desmond Doulatram	Benchmark	A total of 65 students attempted this task of which 31 (47.7%) were	Benchmark Met				Approved

Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Instructors made the following suggestions: 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research.	No. The SLO statement doesn't need revision.	Approved
			70% of the students should be able to get 70% (C grade) or better	Benchmark A total of 65 students attempted this task of which 31 (47.7%) were	Benchmark Met			
			Jennifer Seru					

Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Instructors made the following suggestions: 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research.	No. The SLO statement doesn't need revision.	Approved
			The speech must contain an academic thesis within the introduction. The speech should establish the speakers credibility and goodwill in the introduction. The speechs body must contain more than one main point that reflects	70% of the students should be able to get 70% (C grade) or better	Litiana Nabukabuka	Benchmark A total of 65 students attempted this task of which 31 (47.7%) were Met		

Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Instructors made the following suggestions: 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research.	Benchmark A total of 65 students attempted this task of which 31 (47.7%) were Met	Benchmark Met	No. The SLO statement doesn't need revision.	Approved
			iiThe speech must contain an academic thesis within the introduction.						
			iiiThe speech should establish the speakers credibility and goodwill in the introduction.						
			70% of the students should be able to get 70% (C grade) or better	Sa'a Lijana Finiasi					

Program (LA) - Liberal Arts AA ENG 105	SLO 4_Speech Sources	Presentation	Students will present an Informative Speech for three (3) to four (4) minutes to inform their classmates about an object, process, event, or person, or define a term, system, or theory. The topic chosen will be school appropriate, something they are passionate about, and something they can discuss in three to four minutes. The speech should be more polished and practiced than the previous speeches. The speech should have support from sources outside their own knowledge. Before presenting their speech, they will turn in an outline for approval.	Assessment Tool This is the first speech where students are expected to cite sources, as the previous speeches focus emphatically on confidence in public speaking. Students must write and present an Informative Speech based on a three (3) to five (5) minute presentation informing their classmates about an object, process, event, or person, or define a term, system, or theory. The topic they choose should be school-appropriate, something they are passionate about, and something they can discuss in three to five minutes. The speech should be more polished and practiced than the previous speeches they have presented. Before giving their speech, they must turn in an outline for approval.	Instructors made the following suggestions: 1. More emphasis in class on presentation strategies and ensure student understanding. 2. Allow students to do a mock presentation and gauge student feedback before the final presentation. 3. Discuss the marking Rubric with students while assigning the task regularly. 4. Have students write their speaking notes, or have them do an outline of their presentation before delivery. 5. Emphasize how to cite sources in speech delivery as well as how to insert citations correctly in their write-ups. 6. Teach students how to do proper research. A visit to the library with hands-on practice on research.	Benchmark A total of 65 students attempted this task of which 31 (47.7%) were Met	Benchmark Met	No. The SLO statement doesn't need revision.	Approved
			1. The speech must contain an academic thesis within the introduction.						
			2. The speech should establish the speakers credibility and goodwill in the introduction.						
			3. The speechs body must contain more than one main point that reflects better	70% of the students should be able to get 70% (C grade) or better					

			SLO 4: Variety of Sources Upon completion of this course, student will be able to evaluate a variety of sources regarding classroom management methods. Students will be provided with 4 materials on classroom rules and procedures. They will select 2 from the 4 materials provided by the instructor and to do an assessment for the 2 chosen classroom management strategy on how effective the management strategy is for Marshallese Learners performance in the classroom. A rubric will be used to assess the project and 70% of students will score 70 or higher in the rubric.Data will be disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery	The participants successfully did all of the given assignments, however, the data shows that there is still room for improvement. Resource: Classroom Management Poster Math Learning Center Attention Grabber QPF/Board Management Plan Sitting Arrangement Overall Grade 72.75 90.32 91.26 70.15 82.15 Two girls and four boys made up the six participants that fully delivered all five of their assignments. A total of five assignments involving more engagement and hands-on work were assigned to the participants. Although students are graded according to how well their final projects adhere to the curriculum, content, instructional design, and environmental					
Program (EDU)									
- Elementary Education AS	EDU 241	SLO 4_Variety of Sources	Project - Individual	70	Benchmark Met	Action: Revise the syllabi and add two more days for both the QPF management and board plan, as well as the sitting arrangements assignments, and hold an additional discussion on how traditional methods affect management routines.	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.	Approved

Program (EDU) - Elementary Education BA	EDU 241	SLO 4_Variety of Sources	Project - Individual	SLO 4: Variety of Sources Upon completion of this course, student will be able to evaluate a variety of sources regarding classroom management methods. Students will be provided with 4 materials on classroom rules and procedures. They will select 2 from the 4 materials provided by the instructor and to do an assessment for the 2 chosen classroom management strategy on how effective the management strategy is for Marshallese Learners performance in the classroom. A rubric will be used to assess the project and 70% of students will score 70 or higher in the rubric.Data will be disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery	The participants successfully did all of the given assignments, however, the data shows that there is still room for improvement.	Resource: Classroom Management Poster Math Learning Center Attention Grabber QPF/Board Management Plan Sitting Arrangement Overall Grade 72.75 90.32 91.26 70.15 82.15	Two girls and four boys made up the six participants that fully delivered all five of their assignments. A total of five assignments involving more engagement and hands-on work were assigned to the participants. Although students are graded according to how well their final projects adhere to the curriculum, content, instructional design, and environmental	Action: Revise the syllabi and add two more days for both the QPF management and board plan, as well as the sitting arrangements assignments, and hold an additional discussion on how traditional methods affect management routines.	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.	Approved
				70			Met				

Program (EDU) - Elementary Education CCT in Teaching	EDU 241	SLO 4_Variety of Sources	Project - Individual	70	SLO 4: Variety of Sources Upon completion of this course, student will be able to evaluate a variety of sources regarding classroom management methods. Students will be provided with 4 materials on classroom rules and procedures. They will select 2 from the 4 materials provided by the instructor and to do an assessment for the 2 chosen classroom management strategy on how effective the management strategy is for Marshallese Learners performance in the classroom. A rubric will be used to assess the project and 70% of students will score 70 or higher in the rubric.Data will be disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery	The participants successfully did all of the given assignments, however, the data shows that there is still room for improvement. Resource: Classroom Management Poster Math Learning Center Attention Grabber QPF/Board Management Plan Sitting Arrangement Overall Grade 72.75 90.32 91.26 70.15 82.15	Two girls and four boys made up the six participants that fully delivered all five of their assignments. A total of five assignments involving more engagement and hands-on work were assigned to the participants. Although students are graded according to how well their final projects adhere to the curriculum, content, instructional design, and environmental	Benchmark Met	Action: Revise the syllabi and add two more days for both the QPF management and board plan, as well as the sitting arrangements assignments, and hold an additional discussion on how traditional methods affect management routines.	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.	Approved

Program (VCARP) - Carpentry Certificate	VCARP 051	SLO 4_Write Common Work	Written Assignment or Essay	In this assessment, the student will write an "Accident report " from the list of the most common accidents that happened in the workplace, A template will be used	In this assessment ,70% of the class is expected to score 70% and above, Total score will be 10 = 100 % , 9 =90% , 8 = 80% , 7=70%. 6 =60% and below is a non- pass	Number of students present = 07 Number of students that earned 70% or better (benchmark) = 06 Percentage of students who earned 70% or better =85.7 %	Benchmark Met	Most of the students had difficulties in starting this work. They should have been given more practice on this topic, Most of them had to be reminded the importance of clarifying what and how it happened. A student's task sheet on a daily basis will help them in building vocabulary words in describing events.	No. The SLO statement doesn't need revision.

Program (VCARP) - Carpentry Certificate	VCARP 051	SLO 4_Write Common Work	Presentation	Students in groups of (3) will write a summery of works carried out in order (sequence). They will choose any stage of the work and briefly outline the work,skills and the tools used along the stages of work.	75% of the students are expected to score 75% or more in this assessment.
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Program (GE) - General Education	ENG 112	SLO 4_ Writing Texts	Written Assignment or Essay	The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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)	Assessment Tool Students were tasked to write three to four (3-4) pages of an Evaluation Paper, preferably based on the same theme that they had previously chosen for their Cause and Effect Paper. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited. This report presents an analysis of the results from Assignment 3, the Evaluation Paper, for the English Composition I course. This assignment directly aligns with Student Learning Objective (SLO) 4, which requires students to produce mechanically and technically sound texts	To enhance student success for future assignments, the following recommendations are proposed by instructors: 1. Enhanced Instructional Support: Provide additional resources and workshops focused specifically on the writing process, particularly on mechanics and technical writing skills. This could also encompass peer review sessions where students can collaboratively assess each other's work. 2. Remedial work from what was taught in ENG 111 Composition I so that students are reminded that what they learned about essay writing is brought forward. Many times students tend to think that what they learnt in a previous course does not connect with the next corresponding course. For example, Grammar in isolation where grammar is taught separately, without linking it to literature or writing. 3. Feedback Mechanisms: Implement a structured feedback system where students receive more detailed assessments of their writing, enabling them to understand their weaknesses before submitting the final assignment. 4. Diverse Assessment Methods: Explore alternative assessment methods that could include varying formats for the evaluation paper, such as presentations or group work, to cater to different learning styles. 5. Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention. 6. Reconsider the 8-week class maybe have one regular 16-week class.	No. The SLO statement doesn't need revision.	Approved
				70% of the students should be able to get 70% (C grade) or better Ana Bulavakuraa	demonstrating evidence of the Not Met			

				The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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Program (GE) - General Education	ENG 112	SLO 4_ Writing Texts	Written Assignment or Essay count)	70% of the students should be able to get 70% (C grade) or better	Sa'a Lijana Finiasi	demonstrating evidence of the	Benchmark Not Met	one regular 16-week class. VU	No. The SLO statement doesn't need revision.	Approved

			The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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)			Assessment Tool Students were tasked to write three to four (3-4) pages of an Evaluation Paper, preferably based on the same theme that they had previously chosen for their Cause and Effect Paper. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited. This report presents an analysis of the results from Assignment 3, the Evaluation Paper, for the English Composition I course. This assignment directly aligns with Student Learning Objective (SLO) 4, which requires students to produce mechanically and technically sound texts demonstrating evidence of the			To enhance student success for future assignments, the following recommendations are proposed by instructors: 1. Enhanced Instructional Support: Provide additional resources and workshops focused specifically on the writing process, particularly on mechanics and technical writing skills. This could also encompass peer review sessions where students can collaboratively assess each other's work. 2. Remedial work from what was taught in ENG 111 Composition I so that students are reminded that what they learned about essay writing is brought forward. Many times students tend to think that what they learnt in a previous course does not connect with the next corresponding course. For example, Grammar in isolation where grammar is taught separately, without linking it to literature or writing. 3. Feedback Mechanisms: Implement a structured feedback system where students receive more detailed assessments of their writing, enabling them to understand their weaknesses before submitting the final assignment. 4. Diverse Assessment Methods: Explore alternative assessment methods that could include varying formats for the evaluation paper, such as presentations or group work, to cater to different learning styles. 5. Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention. 6. Reconsider the 8-week class maybe have one regular 16-week class.		No. The SLO statement doesn't need revision.	
Program (GE) - General Education	ENG 112	SLO 4_ Writing Texts	Written Assignment or Essay	70% of the students should be able to get 70% (C grade) or better	Va Savu		Benchmark Not Met					Approved

		The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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	Assessment Tool Students were tasked to write three to four (3-4) pages of an Evaluation Paper, preferably based on the same theme that they had previously chosen for their Cause and Effect Paper. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited. This report presents an analysis of the results from Assignment 3, the Evaluation Paper, for the English Composition I course. This assignment directly aligns with Student Learning Objective (SLO) 4, which requires students to produce mechanically and technically sound texts		To enhance student success for future assignments, the following recommendations are proposed by instructors: 1. Enhanced Instructional Support: Provide additional resources and workshops focused specifically on the writing process, particularly on mechanics and technical writing skills. This could also encompass peer review sessions where students can collaboratively assess each other's work. 2. Remedial work from what was taught in ENG 111 Composition I so that students are reminded that what they learned about essay writing is brought forward. Many times students tend to think that what they learnt in a previous course does not connect with the next corresponding course. For example, Grammar in isolation where grammar is taught separately, without linking it to literature or writing. 3. Feedback Mechanisms: Implement a structured feedback system where students receive more detailed assessments of their writing, enabling them to understand their weaknesses before submitting the final assignment. 4. Diverse Assessment Methods: Explore alternative assessment methods that could include varying formats for the evaluation paper, such as presentations or group work, to cater to different learning styles. 5. Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention. 6. Reconsider the 8-week class maybe have one regular 16-week class.	No. The SLO statement doesn't need revision.		
Program (LA) - Liberal Arts AA ENG 112	SLO 4_Writing Texts	Written Assignment or Essay count)	70% of the students should be able to get 70% (C grade) or better	Ana Bulavakuraa	demonstrating evidence of the	Benchmark Not Met	VU	Approved

		The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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	Assessment Tool Students were tasked to write three to four (3-4) pages of an Evaluation Paper, preferably based on the same theme that they had previously chosen for their Cause and Effect Paper. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited. This report presents an analysis of the results from Assignment 3, the Evaluation Paper, for the English Composition I course. This assignment directly aligns with Student Learning Objective (SLO) 4, which requires students to produce mechanically and technically sound texts		To enhance student success for future assignments, the following recommendations are proposed by instructors: 1. Enhanced Instructional Support: Provide additional resources and workshops focused specifically on the writing process, particularly on mechanics and technical writing skills. This could also encompass peer review sessions where students can collaboratively assess each other's work. 2. Remedial work from what was taught in ENG 111 Composition I so that students are reminded that what they learned about essay writing is brought forward. Many times students tend to think that what they learnt in a previous course does not connect with the next corresponding course. For example, Grammar in isolation where grammar is taught separately, without linking it to literature or writing. 3. Feedback Mechanisms: Implement a structured feedback system where students receive more detailed assessments of their writing, enabling them to understand their weaknesses before submitting the final assignment. 4. Diverse Assessment Methods: Explore alternative assessment methods that could include varying formats for the evaluation paper, such as presentations or group work, to cater to different learning styles. 5. Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention. 6. Reconsider the 8-week class maybe have one regular 16-week class.	No. The SLO statement doesn't need revision.		
Program (LA) - Liberal Arts AA ENG 112	SLO 4_Writing Texts	Written Assignment or Essay count)	70% of the students should be able to get 70% (C grade) or better	Kirk Layton	demonstrating evidence of the Not Met	Benchmark Not Met	VU	Approved

			The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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	70% of the students should be able to get 70% (C	grade) or better	Sa'a Lijiana Finiasi	Assessment Tool Students were tasked to write three to four (3-4) pages of an Evaluation Paper, preferably based on the same theme that they had previously chosen for their Cause and Effect Paper. Students will be required to write this essay with a clear introduction with an academic thesis; a body that explains, discusses, and supports the thesis; and a general conclusion. The essay must use and correctly cite at least four credible and relevant sources both in the text and in the Works Cited. This report presents an analysis of the results from Assignment 3, the Evaluation Paper, for the English Composition I course. This assignment directly aligns with Student Learning Objective (SLO) 4, which requires students to produce mechanically and technically sound texts demonstrating evidence of the	Benchmark Not Met	To enhance student success for future assignments, the following recommendations are proposed by instructors: 1. Enhanced Instructional Support: Provide additional resources and workshops focused specifically on the writing process, particularly on mechanics and technical writing skills. This could also encompass peer review sessions where students can collaboratively assess each other's work. 2. Remedial work from what was taught in ENG 111 Composition I so that students are reminded that what they learned about essay writing is brought forward. Many times students tend to think that what they learnt in a previous course does not connect with the next corresponding course. For example, Grammar in isolation where grammar is taught separately, without linking it to literature or writing. 3. Feedback Mechanisms: Implement a structured feedback system where students receive more detailed assessments of their writing, enabling them to understand their weaknesses before submitting the final assignment. 4. Diverse Assessment Methods: Explore alternative assessment methods that could include varying formats for the evaluation paper, such as presentations or group work, to cater to different learning styles. 5. Continuous Monitoring: Establish practices for ongoing assessment throughout the semester to monitor student progress and identify trends that may require immediate attention. 6. Reconsider the 8-week class maybe have one regular 16-week class.	No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA	SLO 4_Writing	Written Assignment	count)	70% of the students should be able to get 70% (C	grade) or better	Sa'a Lijiana Finiasi	demonstrating evidence of the	Benchmark Not Met	one regular 16-week class.	No. The SLO statement doesn't need revision.	Approved

						The Evaluation Paper is the third type of paper learnt in the semester. The students will have three to four (3-4) pages to write an Evaluation Paper, preferably based on the major topic that you had previously chosen for your Cause and Effect Paper. Remaining with the same topic from Assignments 2 will perhaps be easier on you since you have already begun researching on that topic, and you can use some of the same sources. 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						
						70% of the students should be able to get 70% (C grade) or better						

				Students will be given a project to examine how social and environmental issues affect pregnancies in Majuro. Notes.The students will be taught about Prenatal Development and Birth from Chapter 4 of the textbook The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students will then be asked to interview at least three pregnant women with different backgrounds about their exposure to agents that are harmful to the developing fetus. The students will be assessed through individual term paper. The reason for this project is to give the students opportunity to understand the teratology (risk analysis) of birth defects.	
Program (EDU)		SLO 5_Current		Students are expected to identify the risk factors that cause	Benchmark: 70% of students who did the project will score 70% and above.
- Elementary Education AS	PSY 201	Field of Human Development	Term Paper		

Program (GE) - General Education	PSY 201	SLO 5_Current Issues in the Field of Human Development	Term Paper	Students will be given a project to examine how social and environmental issues affect pregnancies in Majuro. Notes. The students will be taught about Prenatal Development and Birth from Chapter 4 of the textbook The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students will then be asked to interview at least three pregnant women with different backgrounds about their exposure to agents that are harmful to the developing fetus. The students will be assessed through individual term paper. The reason for this project is to give the students opportunity to understand the teratology (risk analysis) of birth defects.	Benchmark: 70% of students who did the project will score 70% and above.
				Students are expected to identify the risk factors that cause	

Program (LA) - Liberal Arts AA PSY 201	SLO 5_Current Issues in the Field of Human Development Term Paper	Students will be given a project to examine how social and environmental issues affect pregnancies in Majuro. Notes.The students will be taught about Prenatal Development and Birth from Chapter 4 of the textbook The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students will then be asked to interview at least three pregnant women with different backgrounds about their exposure to agents that are harmful to the developing fetus. The students will be assessed through individual term paper. The reason for this project is to give the students opportunity to understand the teratology (risk analysis) of birth defects. Benchmark: 70% of students who did the project will score 70% and above.
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Program (NURS) - Nursing AS	PSY 201	SLO 5_Current Issues in the Field of Human Development Term Paper	Students will be given a project to examine how social and environmental issues affect pregnancies in Majuro. Notes.The students will be taught about Prenatal Development and Birth from Chapter 4 of the textbook The Developing Person Through Childhood and Adolescence by Kathleen Stassen Berger (11th Edition). The students will then be asked to interview at least three pregnant women with different backgrounds about their exposure to agents that are harmful to the developing fetus. The students will be assessed through individual term paper. The reason for this project is to give the students opportunity to understand the teratology (risk analysis) of birth defects. Students are expected to identify the risk factors that cause Benchmark: 70% of students who did the project will score 70% and above.
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Program (EDU) - Elementary Education BA	EDU 313	SLO 5_Literacy Instruction	Project - Individual	Design a Reading fluency assessment in Marshallese. Students will design a reading fluency assessment in the Marshallese Language Arts. The fluency test will be given to elementary students and the scores attained will be analyzed to see fluency levels of students.	70% of Students will score 75% or higher on the rubric as a Marshallese Reading Fluency Assessment is prepared, assessed, and a written report of student results presented.	Kelly Lorraine Sinkey	14 of the 15 students passed the assessment, getting a grade of 70 and higher. This makes 93% overall passing percentage. The other 1 student (7%) failed the assessment. 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 fluency assessment three 3, 1-minute attempts, tracking words read per minute and an error count for each. Second, the students assessed an elementary student and finally created an instructional plan to implement in the future. These students displayed attention to detail, correct application analysis and strategy application. The student who failed was absent	Benchmark Met	The following are the actions are recommended: 1. Encourage students to come to class on time and ask more questions about assignments. 2. Create checklists for each step of the assignment as a self-check guide. 3. Add time for a peer-conference to check through assignments before submission.	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 explains why a certain percentage of students met the benchmark. The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. The action is clearly tied to the analysis of data results.	Approved

				70% of teachers will be able to self-assess their knowledge
				Students practice and skills applying SOLO developed in Taxonomy Rubric Khan
				to self assess their progress in Math Academy at the upper multistructura
				using Khan Academy. Data will I level using also be the SOLO
				disaggregated in to taxonomy the following scale as a
				categories- gender, rubric (this location/age/skill corresponds
				level- to Analyzing in introduction/practi Blooms
				ce/mastery Taxonomy)
Program (EDU)				
- Elementary				
Education BA	EDU 325	SLO 5_Rubrics	Project - Individual	

			Students will work individually and create 2 teaching materials. They will choose a topic from the following subjects, English Language Arts, Mathematics, Health Science, Social Studies and Health Science and create two teaching materials that they can use to teach the topic in a grade 1-3 elementary classroom. Students will be assessed on the following criteria- 1.. Relevancy and Justification of the 2 teaching materials 2.Creativity/Presentation of the 2 teaching materials- 3.Oral Presentation of teaching materials to their peers.showing knowledge and confidence of using the teaching materials. Students will be assessed on a rubric out of 100 mks. Rubric will be attached. 70% of the students will score 75 or higher in the rubric score.Data will be			19 out of the 19 students passed the assessment, getting a grade of 75 and higher. This makes 100% overall passing percentage. Therefore, the benchmark was met. The 19 students who passed the assessment gave a good to very good result and provided all the criteria for the assessment. The students followed the rubric requirements and sought clarification before they worked on the assessment. Their results showed their understanding and knowledge of the alignment of teaching materials to the grade level of the students. The justification of the relevancy of the teaching materials for the grade level also brought out the students background experience of being an elementary student and they were able to identify the level of learning suitable for the grade level. The oral presentation showed that while researching and	Benchmark Met	1. Students to be given more opportunities to justify teaching materials suitable for the topics they will teach through oral presentations the class. 2. Create the teaching materials and go out into the schools and use them in a QPF lesson.	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 explains why a certain percentage of students met the benchmark	Approved
Program (EDU) - Elementary Education AS	EDU 211	SLO 5_ Teaching Materials	Project - Individual	Rosie Koroi	75						

Program (EDU) - Elementary Education BA	EDU 211	SLO 5_ Teaching Materials	Project - Individual	Students will work individually and create 2 teaching materials. They will choose a topic from the following subjects, English Language Arts, Mathematics, Health Science, Social Studies and Health Science and create two teaching materials that they can use to teach the topic in a grade 1-3 elementary classroom. Students will be assessed on the following criteria- 1.. Relevancy and Justification of the 2 teaching materials 2.Creativity/Presentation of the 2 teaching materials- 3.Oral Presentation of teaching materials to their peers.showing knowledge and confidence of using the teaching materials. Students will be assessed on a rubric out of 100 mks. Rubric will be attached. 70% of the students will score 75 or higher in the rubric score.Data will be	19 out of the 19 students passed the assessment, getting a grade of 75 and higher. This makes 100% overall passing percentage. Therefore, the benchmark was met. The 19 students who passed the assessment gave a good to very good result and provided all the criteria for the assessment. The students followed the rubric requirements and sought clarification before they worked on the assessment. Their results showed their understanding and knowledge of the alignment of teaching materials to the grade level of the students. The justification of the relevancy of the teaching materials for the grade level also brought out the students background experience of being an elementary student and they were able to identify the level of learning suitable for the grade level. The oral presentation showed that while researching and	Benchmark Met	1. Students to be given more opportunities to justify teaching materials suitable for the topics they will teach through oral presentations the class. 2. Create the teaching materials and go out into the schools and use them in a QPF lesson. revision.	No. The SLO statement doesn't need	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis clearly explains why a certain percentage of students met the benchmark	Approved
				disaggregated in to 75	Rosie Korozi					

Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 5_ Teaching Materials	Project - Individual	Students will work individually and create 2 teaching materials. They will choose a topic from the following subjects, English Language Arts, Mathematics, Health Science, Social Studies and Health Science and create two teaching materials that they can use to teach the topic in a grade 1-3 elementary classroom. Students will be assessed on the following criteria- 1.. Relevancy and Justification of the 2 teaching materials 2.Creativity/Presentation of the 2 teaching materials- 3.Oral Presentation of teaching materials to their peers.showing knowledge and confidence of using the teaching materials. Students will be assessed on a rubric out of 100 mks. Rubric will be attached. 70% of the students will score 75 or higher in the rubric score.Data will be disaggregated in to 75	Rosie Koroi	19 out of the 19 students passed the assessment, getting a grade of 75 and higher. This makes 100% overall passing percentage. Therefore, the benchmark was met. The 19 students who passed the assessment gave a good to very good result and provided all the criteria for the assessment. The students followed the rubric requirements and sought clarification before they worked on the assessment. Their results showed their understanding and knowledge of the alignment of teaching materials to the grade level of the students. The justification of the relevancy of the teaching materials for the grade level also brought out the students background experience of being an elementary student and they were able to identify the level of learning suitable for the grade level. The oral presentation showed that while researching and	Benchmark Met	1. Students to be given more opportunities to justify teaching materials suitable for the topics they will teach through oral presentations the class. 2. Create the teaching materials and go out into the schools and use them in a QPF lesson. revision.	No. The SLO statement doesn't need	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis clearly explains why a certain percentage of students met the benchmark	Approved
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Program (MAR) - Marshallese Language Arts CCT	EDU 211	SLO 5_ Teaching Materials	Project - Individual	Students will work individually and create 2 teaching materials. They will choose a topic from the following subjects, English Language Arts, Mathematics, Health Science, Social Studies and Health Science and create two teaching materials that they can use to teach the topic in a grade 1-3 elementary classroom. Students will be assessed on the following criteria- 1.. Relevancy and Justification of the 2 teaching materials 2.Creativity/Presentation of the 2 teaching materials- 3.Oral Presentation of teaching materials to their peers.showing knowledge and confidence of using the teaching materials. Students will be assessed on a rubric out of 100 mks. Rubric will be attached. 70% of the students will score 75 or higher in the rubric score.Data will be disaggregated in to 75	Rosie Koroi	19 out of the 19 students passed the assessment, getting a grade of 75 and higher. This makes 100% overall passing percentage. Therefore, the benchmark was met. The 19 students who passed the assessment gave a good to very good result and provided all the criteria for the assessment. The students followed the rubric requirements and sought clarification before they worked on the assessment. Their results showed their understanding and knowledge of the alignment of teaching materials to the grade level of the students. The justification of the relevancy of the teaching materials for the grade level also brought out the students background experience of being an elementary student and they were able to identify the level of learning suitable for the grade level. The oral presentation showed that while researching and	Benchmark Met 1. Students to be given more opportunities to justify teaching materials suitable for the topics they will teach through oral presentations the class. 2. Create the teaching materials and go out into the schools and use them in a QPF lesson. revision. No. The SLO statement doesn't need	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis clearly explains why a certain percentage of students met the benchmark	Approved
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Applied filters:

Assessment

Cycle is MAPS

Cycle 5 Group

2 (SP24 -

SP25), MAPS

Cycle 5 Group

1 (FA23 -

FA24), or

MAPS Cycle 5

Group 3 (2023 -

2024)