

Course		SLO		Assessment		Assessment Data & Benchmark		results & analysis, does the		Using	Department Chair	
Owning Unit	Course ID	Name	Assessment Type	Assessment Tool	Benchmark	To	Analysis	Met	Actions	SLO statement needs revision?	The High Quality SLO Assessment Rubric	Approval Status
Program (EDU) - Elementary Education AS	EDU 241	SLO 4_Variety of Sources	Project - Individual	Assessment Tool: Students will select 2 (two) classroom rules and procedures, assess, and adjust each chosen classroom management strategy according to the real school situations in a Marshallese elementary school. The instructor will provide the 4 materials on classroom rules and procedures. The disaggregation of the scores will be done according to gender/location and teaching experience. Benchmark: A 70% of students will receive 70% or higher for this given rubric.	A 70% of students will receive 70% or higher for this given rubric.	Kannea Luissier	The task is a classroom assessment project where students collaborate in pairs to select, evaluate, and adapt classroom rules and procedures specifically for a Marshallese educational context. The project aimed not only to refine theoretical management strategies but also to align them with cultural traditions and practical realities within Marshallese classrooms. The original task, initially individual, evolved into a pair project to accommodate a larger group of 24 participants—7 males and 17 females—within limited course time. Among these, nine were in-service teachers (three	Benchmark Met	As a project topic, include tips or steps on how to deal with outside disturbances that don't follow or ignore the teacher's classroom rules and procedures.	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 BA	EDU 241	SLO 4_Variety of Sources	Project - Individual	Assessment Tool: Students will select 2 (two) classroom rules and procedures, assess, and adjust each chosen classroom management strategy according to the real school situations in a Marshallese elementary school. The instructor will provide the 4 materials on classroom rules and procedures. The disaggregation of the scores will be done according to gender/location and teaching experience.	A 70% of students will receive 70% or higher for this given rubric.	Kannea Luissier	The task is a classroom assessment project where students collaborate in pairs to select, evaluate, and adapt classroom rules and procedures specifically for a Marshallese educational context. The project aimed not only to refine theoretical management strategies but also to align them with cultural traditions and practical realities within Marshallese classrooms. The original task, initially individual, evolved into a pair project to accommodate a larger group of 24 participants—7 males and 17 females—within limited course time. Among these, nine were in-service teachers (three	Benchmark Met	As a project topic, include tips or steps on how to deal with outside disturbances that don't follow or ignore the teacher's classroom rules and procedures.	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
				Benchmark: A 70% of students will receive 70% or higher for this given rubric.			evolved into a pair project to accommodate a larger group of 24 participants—7 males and 17 females—within limited course time. Among these, nine were in-service teachers (three					

Program (EDU) - Elementary Education CCT in Teaching	EDU 241	SLO 4_Variety of Sources	Project - Individual	Assessment Tool: Students will select 2 (two) classroom rules and procedures, assess, and adjust each chosen classroom management strategy according to the real school situations in a Marshallese elementary school. The instructor will provide the 4 materials on classroom rules and procedures. The disaggregation of the scores will be done according to gender/location and teaching experience.	A 70% of students will receive 70% or higher for this given rubric.	Kannea Luissier	The task is a classroom assessment project where students collaborate in pairs to select, evaluate, and adapt classroom rules and procedures specifically for a Marshallese educational context. The project aimed not only to refine theoretical management strategies but also to align them with cultural traditions and practical realities within Marshallese classrooms. The original task, initially individual, evolved into a pair project to accommodate a larger group of 24 participants—7 males and 17 females—within limited course time. Among these, nine were in-service teachers (three	Benchmark Met	As a project topic, include tips or steps on how to deal with outside disturbances that don't follow or ignore the teacher's classroom rules and procedures.	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
				Benchmark: A 70% of students will receive 70% or higher for this given rubric.			teachers (three					

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Program (EDU) - Elementary Education AS	EDU 211	SLO 3_Higher Level Thinking Skills	Presentation	SLO#3: High Level thinking Skills. Students will design 4 classroom activities that promote higher-order thinking skills, aligning with the higher levels of the Blooms Taxonomy- Analyzing, Evaluating and Creating. Students will be use a story from the Grade 3 Students reading book. Using the QPF learning plan students will focus on the variety of connected activities and design one Whole class activity, one small group activity, one pair activity and one individual activity based on the Grade 3 story. Each activity has	70	Rosie Koroi	16 students completed the SLO assignment. There were 8 female and 8 male. This was an individual assignment to assess the students understanding of the Blooms Taxonomy especially the Higher-Level thinking skills- analysis, evaluation and creating. In order for the students to show their understanding and knowledge of the Blooms Higher Order Thinking Skills the assignment warranted them to use the 4 components in the Variety of Connected activities that is found in the Teachers QPF teaching plan. The 4 activities are - Whole Class activity, Group	Benchmark Met	The Blooms Taxonomy is important for our students as future teachers. The Blooms Taxonomy is divided in to two levels- LOTS- Lower Order Thinking Skills and HOTS - Higher Order Thinking Skills. Students are taught to use the 6 learning levels to scaffold learning in the classroom by	No. The SLO statement doesn't need revision.	Well-developed, as the assessment data provides clear quantitative and qualitative evidence of student learning and demonstrates the extent to which students achieved the intended learning outcomes.	Approved
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Program (EDU) - Elementary Education BA	EDU 211	SLO 3_Higher Level Thinking Skills	Presentation	SLO#3: High Level thinking Skills. Students will design 4 classroom activities that promote higher-order thinking skills, aligning with the higher levels of the Blooms Taxonomy- Analyzing, Evaluating and Creating. Students will be use a story from the Grade 3 Students reading book. Using the QPF learning plan students will focus on the variety of connected activities and design one Whole class activity, one small group activity, one pair activity and one individual activity based on the Grade 3 story. Each activity has	70	Rosie Koroi	. 16 students completed the SLO assignment. There were 8 female and 8 male. This was an individual assignment to assess the students understanding of the Blooms Taxonomy especially the Higher-Level thinking skills- analysis, evaluation and creating. In order for the students to show their understanding and knowledge of the Blooms Higher Order Thinking Skills the assignment warranted them to use the 4 components in the Variety of Connected activities that is found in the Teachers QPF teaching plan. The 4 activities are - Whole Class activity, Group	Benchmark Met	The Blooms Taxonomy is important for our students as future teachers. The Blooms Taxonomy is divided in to two levels- LOTS- Lower Order Thinking Skills and HOTS - Higher Order Thinking Skills. Students are taught to use the 6 learning levels to scaffold learning in the classroom by	No. The SLO statement doesn't need revision.	Well-developed, as the assessment data provides clear quantitative and qualitative evidence of student learning and demonstrates the extent to which students achieved the intended learning outcomes.	Approved
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Program (EDU) - Elementary Education CCT in Teaching	EDU 211	SLO 3_Higher Level Thinking Skills	Presentation	SLO#3: High Level thinking Skills. Students will design 4 classroom activities that promote higher-order thinking skills, aligning with the higher levels of the Blooms Taxonomy- Analyzing, Evaluating and Creating. Students will be use a story from the Grade 3 Students reading book. Using the QPF learning plan students will focus on the variety of connected activities and design one Whole class activity, one small group activity, one pair activity and one individual activity based on the Grade 3 story. Each activity has	70	Rosie Koroi	. 16 students completed the SLO assignment. There were 8 female and 8 male. This was an individual assignment to assess the students understanding of the Blooms Taxonomy especially the Higher-Level thinking skills- analysis, evaluation and creating. In order for the students to show their understanding and knowledge of the Blooms Higher Order Thinking Skills the assignment warranted them to use the 4 components in the Variety of Connected activities that is found in the Teachers QPF teaching plan. The 4 activities are - Whole Class activity, Group	Benchmark Met	The Blooms Taxonomy is important for our students as future teachers. The Blooms Taxonomy is divided in to two levels- LOTS- Lower Order Thinking Skills and HOTS - Higher Order Thinking Skills. Students are taught to use the 6 learning levels to scaffold learning in the classroom by	No. The SLO statement doesn't need revision.	Well-developed, as the assessment data provides clear quantitative and qualitative evidence of student learning and demonstrates the extent to which students achieved the intended learning outcomes.	Approved
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Program (MAR) - Marshallese Language Arts CCT	EDU 211	SLO 3_Higher Level Thinking Skills	Presentation	SLO#3: High Level thinking Skills. Students will design 4 classroom activities that promote higher-order thinking skills, aligning with the higher levels of the Blooms Taxonomy- Analyzing, Evaluating and Creating. Students will be use a story from the Grade 3 Students reading book. Using the QPF learning plan students will focus on the variety of connected activities and design one Whole class activity, one small group activity, one pair activity and one individual activity based on the Grade 3 story. Each activity has	70	Rosie Koroi	. 16 students completed the SLO assignment. There were 8 female and 8 male. This was an individual assignment to assess the students understanding of the Blooms Taxonomy especially the Higher-Level thinking skills- analysis, evaluation and creating. In order for the students to show their understanding and knowledge of the Blooms Higher Order Thinking Skills the assignment warranted them to use the 4 components in the Variety of Connected activities that is found in the Teachers QPF teaching plan. The 4 activities are - Whole Class activity, Group	Benchmark Met	The Blooms Taxonomy is important for our students as future teachers. The Blooms Taxonomy is divided in to two levels- LOTS- Lower Order Thinking Skills and HOTS - Higher Order Thinking Skills. Students are taught to use the 6 learning levels to scaffold learning in the classroom by	No. The SLO statement doesn't need revision.	Well-developed, as the assessment data provides clear quantitative and qualitative evidence of student learning and demonstrates the extent to which students achieved the intended learning outcomes.	Approved
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				1. Data Results							
				* Number of students in the class: There were four students who enrolled in this course.							
				* Number of students who participated: There were four students who participated in this course.							
				*Actual numbers and percent of those who met and did not meet the benchmark: The total Number of students who met the benchmark were four. The Percentage is 4/4=100%							
				*Data Disaggregation: (Use which ever applies for your course) *By Participation:** - Regular Attendance: - Passed: 4 (100%) - Did not pass: 0 (0%) Gender - % of female students meeting							
Program (LA) - Liberal Arts AA	SLO 3_Service Learning	MAR 290	Survey	Use online platforms to create multimedia presentations (like blogs or videos) where students can document their experiences creatively, which can be assessed for content and creativity.	70% of the students should be able to achieve a score of 70% or higher.	Pruter Karben		Benchmark Met	Address specific issues cited in the analysis	No. The SLO statement doesn't need revision.	Approved

Program (MAR) - Marshall Social Studies CCT	MAR 290	Learning	Survey	Use online platforms to create multimedia presentations (like blogs or videos) where students can document their experiences creatively, which can be assessed for content and creativity.	70% of the students should be able to achieve a score of 70% or higher.	Pruter Karben	1. Data Results * Number of students in the class: There were four students who enrolled in this course. * Number of students who participated: There were four students who participated in this course. *Actual numbers and percent of those who met and did not meet the benchmark: The total Number of students who met the benchmark were four. The Percentage is $4/4=100\%$ *Data Disaggregation: (Use which ever applies for your course) *By Participation:** - Regular Attendance: - Passed: 4 (100%) - Did not pass: 0 (0%) Gender - % of female students	Benchmark the	Address specific issues cited in	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallse Studies AA	MAR 290	SLO 3_Service Learning	Survey	Use online platforms to create multimedia presentations (like blogs or videos) where students can document their experiences creatively, which can be assessed for content and creativity.	70% of the students should be able to achieve a score of 70% or higher.	Pruter Karben	1. Data Results * Number of students in the class: There were four students who enrolled in this course. * Number of students who participated: There were four students who participated in this course. *Actual numbers and percent of those who met and did not meet the benchmark: The total Number of students who met the benchmark were four. The Percentage is 4/4=100% *Data Disaggregation: (Use which ever applies for your course) *By Participation:** - Regular Attendance: - Passed: 4 (100%) - Did not pass: 0 (0%) Gender - % of female students meeting	Benchmark Met	Address specific issues cited in the analysis	No. The SLO statement doesn't need revision.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 104	SLO 1_Function Keys	Skill Performance	(See Rubric included with this assessment tool)	Curtis Vila	Analysis	Benchmarks	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark.	Approved	
				Assessment Tool Title: Develop skills in using Spreadsheets Function Keys utilizing multimedia.		There are nine (9) out of the thirteen (13) or 69% of the total class population participated in the assessment. Seven (7) out of the nine (9) students passed the assessment, getting a grade of 70 and higher. This makes 78% overall passing percentage. The other two students (28%) failed the assessment. Therefore, the benchmark was met. Four (4) out of the six (6) male or 67% passed the assessment, while three (3) out of the three (3) or 100% of female test takers passed the assessment.					Include the pre- analysis checkpoi nts in homewo rk and labs by requiring students to submit only the organize d data table/set up (Criteria 1) for instructo r feedback before they are allowed to proceed with formulas and calculatio ns (Criteria 2 & 3). This will separate the data
				Assessment Instructions "Watch the given short video clips or view Excel- focused images, which contain step-by-step instructions about various tables containing data, Excel formulas, & Excel functions keys "Use the given Instructor- encrypted Excel workbook as you duplicate or make an actual live copy of the same information or data as shown in the given short		At least 70% of the assessment participants will earn a score of 70% or higher.					

Program (BUS) - Business AA	ICS 104	SLO 1_Function Keys	Skill Performance	(See rubric included with this assessment tool)	Assessment Tool Title: Develop skills in using Spreadsheets Function Keys utilizing multimedia.	Assessment Instructions "Watch the given short video clips or view Excel-focused images, which contain step-by-step instructions about various tables containing data, Excel formulas, & Excel functions keys" Use the given Instructor-encrypted Excel workbook as you duplicate or make an actual live copy of the same information or data as shown in the given short	At least 70% of the assessment participants will earn a score of 70% or higher.	Curtis Vila	Analysis There are nine (9) out of the thirteen (13) or 69% of the total class population participated in the assessment. Seven (7) out of the nine (9) students passed the assessment, getting a grade of 70 and higher. This makes 78% overall passing percentage. The other two students (28%) failed the assessment. Therefore, the benchmark was met. Four (4) out of the six (6) male or 67% passed the assessment, while three (3) out of the three (3) or 100% of female test takers passed the assessment.	Include pre-analysis checkpoints in homework and labs by requiring students to submit only the organized data table/set up (Criteria 1) for instructor feedback before they are allowed to proceed with formulas and calculations (Criteria 2 & 3). This will separate the data	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark.	Approved
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* The students
 will learn this
 contents from
 the western
 perspective and
 will reflect them
 from their
 perspective.
 The steps will be: -
 Read and
 understand what
 the concepts
 means and where
 they are coming
 from.
 - The student will
 take notes about
 their thoughts,
 comments and
 questions about
 the text and they
 will share this in
 class.
 -Class discussions
 about the topic
 and breakdown
 to their reality.
 -Read,
 understand and
 analysis of the
 Constitution of
 the Marshall
 Islands.
 *Reflection
 through reading
 News about the
 political situation

Program (LA) -	SLO	
Liberal Arts	1_Apply	Written
AA	Basic	Assignment or
POL 101	Concepts	Essay

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

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 120	SLO 6_Develo p Career Plans Based on Pathways	Objective Type Exam/Quiz - In Course	1.Exams and Quizzes 2. Group projects 3. Observation 4. Simulation.	70% of each class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Hugo Bugoro	There were 2 female participants and 17 male participants.	Benchmark Met	Students to demonst rate how to tying Marine rope, Hitch, bosun chair, and give feed back.	No. The SLO statement doesn't need revision.
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Program (EDU) - Elementary Education BA	EDU 497	SLO 1_Ethical Issues	Project - Individual	A checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.	70% of Students will score 75% or higher on the checklist. Student teacher will choose one ethical scenario, identify the ethic conflict, stakeholders , and an action plan to the dilemma.
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				70% of Students will score 75% or higher on the checklist Students will demonstrate their ability to apply phonics strategies to support student learning. Further, they will be categorized in levels reflecting Exceeds Expectations (All or nearly all items checked),
				A checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.
Program (EDU) - Elementary Education AS	EDU 285	SLO 3_Develop p Activities	Project - Individual	Meets Expectations (Most items checked), Developing (Some items checked), Beginning (Few or no items checked).

				70% of Students will score 75% or higher on the checklist Students will demonstrate their ability to apply phonics strategies to support student learning. Further, they will be categorized in levels reflecting Exceeds Expectations (All or nearly all items checked),
				A checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.
Program (EDU) - Elementary Education BA	EDU 285	SLO 3_Develop p Activities	Project - Individual	Meets Expectations (Most items checked), Developing (Some items checked), Beginning (Few or no items checked).

Program (MAR) - Marshallese Language Arts CCT	EDU 285	SLO 3_Develop p Activities	Project - Individual	70% of Students will score 75% or higher on the checklist Students will demonstrate their ability to apply phonics strategies to support student learning. Further, they will be categorized in levels reflecting Exceeds Expectations (All or nearly all items checked),
				A checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.
				Meets Expectations (Most items checked), Developing (Some items checked), Beginning (Few or no items checked).

				70% of Students will score 75% or higher on the checklist. Student teachers will use a formative assessment to identify student progress using the RAG model and plan targeted instructional support for students needing intervention.
Program (EDU) - Elementary Education BA	EDU 496	SLO 5_Assess ment	Project - Individual	A checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.

				A fluency checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full-time or PSS in service members.	70% of Students will score 75% or higher on the rubric as an English Reading Fluency Assessment is prepared, assessed, with a written report to target support to improve reading ability. Further, they will be categorized in levels reflecting mastery 90 - 100, proficient (80-89), introduction in the assessment (70-79).	Kelly Sinkey	Assignment Results: 1. 20 out of 35 students took this assessment, and the results are based on those who took this assessment 2. 16 out of 20 (80%) students passed the assessment, and the results are based on 6 of 21 reflecting Mastery; 4 of 21 reflecting Proficiency; 6 of 21 reflecting Introductory skills. 3. 4 out of 20 (20%) of the students did not pass the assessment. Therefore, the benchmark was met for EDU 313 SLO 5 — exceeding the 70% target.	Benchmark Met	1. Integrate in-class modeling and guided practice on designing and interpreting fluency charts before assigning independent tasks. 2. Increase hands-on application opportunities by requiring students to conduct the fluency test with peers, classmates, or community doesn't need revision.	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment.	Approved
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				70% or Students will score 75% or higher on the checklist Students will demonstrate their ability to apply meaning- making strategies by responding to a short text using guided comprehensi on tasks. Further, they will be categorized in levels reflecting Exceeds Expectations
Program (EDU) - Elementary Education AS	EDU 101	SLO 4_Quality Pedagogy Framework	Project - Individual	A fluency checklist will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.
				(All or nearly all items checked), Meets Expectations (Most items checked), Developing (Some items checked), Beginning (Few or no

Program (NURS) - Public Health CCT	AH 104	SLO 3_Promot ion & Preventio n	Project - Individual	A Likert Scale shall be used in order to assess the outputs of the students' projects which are brochures. The criterial will be discussed in class and students are also given the opportunity to make suggestions in the creation of the scale to be used.	A rubric will be used to assess the brochures that the students will submit. The rubric will have the Likert Scale as provided by the instructor and with the suggestions on the criteria made by students. 70% of the students shall be able to get 70% of the total points required in the rubric.
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				A Performance-Based Assessment (PBA) along with the established rubric for the reflective report as assessment tools for this performance activity. This tool will allow for an in-depth evaluation of students engagement and understanding of conflict resolution practices in the context of local governance.	
Program (EDU) - Elementary Education BA	ETH 300	SLO 3_Conflict Resolution	Critique of Performance	Students must achieve a score of 16 points or higher on the rubric (out of a total of 25 points) to meet the benchmark of 70%. This corresponds to at least a "Satisfactory" level of performance.	

Program (GE) - General Education	ETH 300	SLO 3_Conflic t Resolutio n	Critique of Performance	A Performance- Based Assessment (PBA) along with the established rubric for the reflective report as assessment tools for this performance activity. This tool will allow for an in-depth evaluation of students engagement and understanding of conflict resolution practices in the context of local governance.	Students must achieve a score of 16 points or higher on the rubric (out of a total of 25 points) to meet the benchmark of 70%. This corresponds to at least a "Satisfactory " level of performance .

Program (ABE) - Adult Basic Education	MATH 020	SLO 1_Ratio Proportion	Objective Type Exam/Quiz - In Course	A quiz consisted of 20 questions each of ratio and proportions will be administered to evaluate the student's knowledge, skills, and understanding of what they will be learning on these topics.	The rubric will determine the students learning outcomes in Pre-Algebra through quizzes, tests, midterm test, and final exam test involving ratio, proportion and percent, and measurements. 75% of the total students who will take the evaluation must pass with a 70% and more.	Anel N. Philimon	Course Enrollment, Completion, and Performance Report	Benchmark Met	Recomm endation for SLO: Solving Ratio and Proportion Problems Context: The recent quiz results on ratio and proportion problems indicate that a group of students did not meet the expected learning outcome s. This suggests gaps in conceptual understanding, procedural fluency,	No. The SLO statement doesn't need revision.	The instructor provides clear qualitative and quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The instructor's recommendations are clearly articulated and outline specific actions to address student learning and achievement. Overall, the data results, analysis, and proposed actions are well-articulated, using clear, concise language with appropriate grammar and mechanics.	Approved
							1. Introduction This report provides an overview of the course enrollment, student retention, completion rate, and assessment performance for the two sections offered during the reporting period (morning and afternoon sessions). 2. Enrollment Overview At the beginning of the course, a total of 24 students were enrolled across both sections. 3. Retention and Completion Out of the 24 enrolled students, 7 students (29%) discontinued attending after a few weeks. A total of 17 students (71%) completed the course					

Department (STEM) - STEM	MATH 121	SLO 1_Proving Trigonometry	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. The assessment aims to evaluate students ability to prove trigonometric identities. This outcome focuses on developing students understanding of fundamental trigonometric concepts, their ability to manipulate and simplify expressions, and their skills in applying logical reasoning to conduct valid proofs. Through a combination of homework, quizzes, exams, and proof-based exercises, students will demonstrate their proficiency in proving Based on the number of students who take the quiz, 70% or higher should be able to prove trigonometric expressions using the appropriate identity.	Waisiki and Rosalinda Sumaoang	The overall assessment result of student that took the quiz and score 70% or better is 100% from both sections 1 and 2. Hence, the benchmark was met. The SLO was assessed in two course sections, involving a total of 11 students (7 from Section 1 and 4 from Section 2). All students achieved a passing score resulting in a 100% success rate for both sections. This outcome demonstrates strong student mastery of algebraic techniques and logical reasoning required in proving identities. Data disaggregation by gender provide meaningful comparison of performance	Benchmark Met	Action: 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 address our unique attendance	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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Program (LA) - Liberal Arts AA	MATH 121	SLO 1_Proving Trigonometry	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. The assessment aims to evaluate students ability to prove trigonometric identities. This outcome focuses on developing students understanding of fundamental trigonometric concepts, their ability to manipulate and simplify expressions, and their skills in applying logical reasoning to conduct valid proofs. Through a combination of homework, quizzes, exams, and proof-based exercises, students will demonstrate their proficiency in proving	Based on the number of students who take the quiz, 70% or higher should be able to prove trigonometric expressions using the appropriate identity.	Waisiki Baleikorocau and Rosalinda Sumaoang	The overall assessment result of student that took the quiz and score 70% or better is 100% from both sections 1 and 2. Hence, the benchmark was met. The SLO was assessed in two course sections, involving a total of 11 students (7 from Section 1 and 4 from Section 2). All students achieved a passing score resulting in a 100% success rate for both sections. This outcome demonstrates strong student mastery of algebraic techniques and logical reasoning required in proving identities.	Data disaggregation by gender provide meaningful comparison of performance	Benchmark Met	Action: 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 address our unique attendance	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved

Department (STEM) - STEM	MATH 099	SLO 4_Utilize Graphs	Objective Type Exam/Quiz - In Course	A quiz shall be given to the students. The quiz consists 4 questions that will represent the different types of graphs that can be used.	It is expected that 70% of the students will be able to perform in identifying 70% of the use of the graphs in the assessment.	Dr. Rosalinda Sumaoang, Rosemary Loeak, Moses Sumaoang, Peter Robert, Maria Ferolino, Necy Soriano	RESULT ACCORDING TO ASSESSMENT TAKERS: 1. There are 133 students who were enrolled in Math 099 classes for Fall 2024- 2025. 2. There are 103 students out of 133 or 77% of the total students who took the Assessment.	RESULT ACCORDING TO GENDER: 1. There are 44 males students out of 103 students who took the Assessment or 42.72% were males. 2. There are 59 female students out of 103 students who took the assessment or	Benchmark Met	The assessme nt tool used was a good one since the problems were all real life situation s. It has been found that students understa nd better the applicati ons of some of some statistical tools like graphs and tables. Most of the students are not very familiar of using graphs and	No. The SLO statement doesn't need revision.	The Assessment tool was used is of High Qualit. the turn out of students taking the Assessment is good. More hands on activities shall be done in order to make students be able to read quantities or data using graphs and tables.	Approved

Program (DEV) - Development al Education	MATH 099	SLO 4_Utilize Graphs	Objective Type Exam/Quiz - In Course	A quiz shall be given to the students. The quiz consists 4 questions that will represent the different types of graphs that can be used.	It is expected that 70% of the students will be able to perform in identifying 70% of the use of the graphs in the assessment.	Dr. Rosalinda Sumaoang, Rosemary Loeak, Moses Sumaoang, Peter Robert, Maria Ferolino, Necy Soriano	RESULT ACCORDING TO ASSESSMENT TAKERS: 1. There are 133 students who were enrolled in Math 099 classes for Fall 2024- 2025. 2. There are 103 students out of 133 or 77% of the total students who took the Assessment.	RESULT ACCORDING TO GENDER: 1. There are 44 males students out of 103 students who took the Assessment or 42.72% were males. 2. There are 59 female students out of 103 students who took the assessment or	Benchmark Met	The assessme nt tool used was a good one since the problems were all real life situation s. It has been found that students understa nd better the applicati ons of some of some statistical tools like graphs and tables. Most of the students are not very familiar of using graphs and	No. The SLO statement doesn't need revision.	The Assessment tool was used is of High Qualit. the turn out of students taking the Assessment is good. More hands on activities shall be done in order to make students be able to read quantities or data using graphs and tables.	Approved

Program (AHS) - Adult High School	VCARP 040	SLO 2_Basic Knowledge of Tool's Usage, Maintenance Care, and Safety	Objective Type Exam/Quiz - In Course	A quiz will be administered to check on the students' skill on basic hand and power tools, their uses, maintenance care, and the safety procedures. Part A: Name the 5 basic carpentry tools and their functions. Part B: Name the 7 safety rules use in a woodworking shop.			Quiz Results for each item; 1. Only 5 out of 7 students enrolled (52%) took the assessment. 2. 2 out of 7 students enrolled (48%) did not take the assessment. 3. 5 out of 5 students (100%) got a grade of (70%) and above which is considered as passed (P). 4. 0 out of 5 students (0%) got a grade below (70%) which is considered as not passed(NP).			The instructor provides clear qualitative and quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The analysis thoughtfully explains possible reasons why a certain percentage of students met the benchmark and addresses underlying factors contributing to those who did not. Overall, the data results, analysis, and proposed actions are well-articulated, using clear, concise language with appropriate grammar and mechanics.		
				70% or more students will get an average score of 70% and above for both parts, A and B.	Tarry Henos	Therefore, benchmark was met for Office Technology OTE 050 Section 1 class.	Passing Rate in terms of Students Gender Who Took Quiz: 1. There are 5 out of 5 male students (100%) who took the quiz and all of	Benchmark Met	More hand on activities or projects will be introduced to motivate the students to come to class every day.	No. The SLO statement doesn't need revision.	Approved	

Program (AHS) - Adult High School	MATH 052	SLO 1_Create Equations	Objective Type Exam/Quiz - In Course	A quiz will be given to the student on how to translate given information into SLOPE INTERCEPT equation and POINT SLOPE FORM. (TH)	70% of the students taking the quiz should pass with 70% and above.	Tarry Henos	MATH 050 ASSESSMENT Results for each item; 1. Only 11 out of 20 students enrolled (55%) took the assessment. 2. 9 out of 20 students enrolled (45%) did not take the assessment. 3. 8 out of 11 students (73%) got a grade of (70%) and above which is considered as passed (P). 4. 3 out of 11 students (27%) got a grade below (70%) which is considered as not passed(NP). Therefore, benchmark was met for Algebra II (MATH 050) Section 1 & 2 class.	Passing Rate in terms of Students Gender Who Took	Benchmark Met	MATH 050 ASSESSMENT Results for each item; 1. Only 11 out of 20 students enrolled (55%) took the assessment. 2. 9 out of 20 students enrolled (45%) did not take the assessment. 3. 8 out of 11 students (73%) got a grade of (70%) and above which is considered as passed (P). 4. 3 out of 11 students (27%) got a grade below (70%) which is considered as not passed(NP). Therefore, benchmark was met for Algebra II (MATH 050) Section 1 & 2 class.	Attendance The attendance was the issue for the students who did not pass the assessment. In the next semester , Spring 2026, I will be given the same questions in the midterm to check the number of passing. I think it would be better if I increase the number of review questions on SLOPE INTERCEPT	No. The SLO statement doesn't need revision.	Assessment of the students is good. Maybe next time add graphs.	Approved
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Program (NURS) - Nursing AS	NURS 245	SLO 3_Practic e Nursing Interventi ons	Case Study	A rubric is used to assess the case study of the students. Cases are given and the students shall choose which topic shall they have to make a case study. No student shall have the same case to research and work on. 70% of the students shall be able to achieve 70% of the total points in order to achieve a passing mark.
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Program (NURS) - Public Health CCT	NURS 245	SLO 3_Practic e Nursing Interventi ons	Case Study	A rubric is used to assess the case study of the students. Cases are given and the students shall choose which topic shall they have to make a case study. No student shall have the same case to research and work on. 70% of the students shall be able to achieve 70% of the total points in order to achieve a passing mark.
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Program (NURS) - Nursing AS	SLO 1_Nursin g Care	Presentation	From the rubric, it is expected that 70% of the students shall be able to achieve
		A rubric is used to assess the presentation of students. It is a Likert Scale.	70% or more of the points of the assessment scale.

Program (EDU) - Elementary Education (SPED)	SPED 262	SLO Concepts	Objective Type Exam/Quiz - In Course	A rubric will assess their final exam. The criteria of the rubric are Vocabulary Identification, Definition and Concepts, Use of vocabulary in context, Application and Integration and Overall accuracy and fluency. The level that students can attain are Exceeds Expectations (4)Meets Expectations (3)Approaching Expectations (2)Needs Improvement (1)(14/20 points or 70% and above suggests that the student demonstrates sufficient understanding according to the rubric, meeting or exceeding expectations .	Jennifer Shoniber	Student 1 Scores · Vocabulary: 3.5 · Definition/Concepts: 3.5 · Use of Vocabulary: 3.5 · Application/Integration: 3.5 · Overall: 4.0 · Final Score: 0.90 (90%) Threshold Comparison · Required Threshold: 70% · Student Score: 90% · Status: Meets and exceeds the threshold Interpretation This semester, there is only one student enrolled in SPED 262, and she demonstrates strong and consistent performance across all essential areas of reading instruction. She earned 3.5 in each of the key rubric categoriesVocabula	Benchmark Met	Education Department will continue to embark on marketing the SPED 262 courses by working closely with the PSS SPED Department to recruit more teachers to register for SPED 262. 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
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Department (STEM) - STEM	SCI 135	SLO 2_Marine Taxa	Objective Type Exam/Quiz - In Course	A short topic test will be given to students to test their knowledge of the different ecological roles played by various marine organisms such as sponges, helminths, corals, mollusks, crustaceans, echinoderms, fish, mammals, seagrasses and mangroves. Students will be graded according to the points allocated to each taxonomic category. The test will be out of 50 points. This test is very important because it gives the students the opportunity to be aware of the different ecological roles performed by different organisms in their ecosystem and to be cautious about		Mr. Nating Dako	There were nine (9) students enrolled in this course which comprised of six (6) males and three (3) females. All nine students took the test. Out of 6 males, 5 (56%) scored 70% or more and out of 3 females, 2 (22%) scored 70% or better. Both males and females performed exceptionally well even though there were more males than females. Moreover, the passing rate of students in the age groups between 21-23 years and 31-40 years were 56% and 22% respectively. With reference to the majors, First Generation and Enrollment Status, this course was purely (100%) comprised of Liberal Arts, Non-first generation and		Benchmark Met	I strongly recommend another SLO to be assessed in the next cycle.	Yes. The SLO statement needs revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark.	Approved
				70% of the students will attain a C grade or better									

Program (GE) - General Education	SCI 135	SLO 2_Marine Taxa	Objective Type Exam/Quiz - In Course	A short topic test will be given to students to test their knowledge of the different ecological roles played by various marine organisms such as sponges, helminths, corals, mollusks, crustaceans, echinoderms, fish, mammals, seagrasses and mangroves. Students will be graded according to the points allocated to each taxonomic category. The test will be out of 50 points. This test is very important because it gives the students the opportunity to be aware of the different ecological roles performed by different organisms in their marine ecosystem and to be cautious about	70% of the students will attain a C grade or better	Mr. Nating Dako	There were nine (9) students enrolled in this course which comprised of six (6) males and three (3) females. All nine students took the test. Out of 6 males, 5 (56%) scored 70% or more and out of 3 females, 2 (22%) scored 70% or better. Both males and females performed exceptionally well even though there were more males than females. Moreover, the passing rate of students in the age groups between 21-23 years and 31-40 years were 56% and 22% respectively. With reference to the majors, First Generation and Enrollment Status, this course was purely (100%) comprised of Liberal Arts, Non-first generation and	Benchmark Met	I strongly recommend another SLO to be assessed in the next cycle.	Yes. The SLO statement needs revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark.	Approved
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Program (LA) - Liberal Arts AA	SCI 135	SLO 2_Marine Taxa	Objective Type Exam/Quiz - In Course	A short topic test will be given to students to test their knowledge of the different ecological roles played by various marine organisms such as sponges, helminths, corals, mollusks, crustaceans, echinoderms, fish, mammals, seagrasses and mangroves. Students will be graded according to the points allocated to each taxonomic category. The test will be out of 50 points. This test is very important because it gives the students the opportunity to be aware of the different ecological roles performed by different organisms in their marine ecosystem and to be cautious about	70% of the students will attain a C grade or better	Mr. Nating Dako	There were nine (9) students enrolled in this course which comprised of six (6) males and three (3) females. All nine students took the test. Out of 6 males, 5 (56%) scored 70% or more and out of 3 females, 2 (22%) scored 70% or better. Both males and females performed exceptionally well even though there were more males than females. Moreover, the passing rate of students in the age groups between 21-23 years and 31-40 years were 56% and 22% respectively. With reference to the majors, First Generation and Enrollment Status, this course was purely (100%) comprised of Liberal Arts, Non-first generation and	Benchmark Met	I strongly recommend another SLO to be assessed in the next cycle.	Yes. The SLO statement needs revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark.	Approved
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Program (AHS) - Adult High School	LIT 050	SLO 2_Literacy Forms	Skill Performance	A video will be used. Poetry analysis, students will choose a poem, recite it, and share the poetry elements in the 3-5 minutes video clip.	A rubric will be used to determine the various skills such as public speaking, voice projection, pacing, understanding of rhythm and intonation, and technical skills. 70% of the students will be able to acquire the mentioned skills in poetry analysis.	Rosemary Loeak	This result represents the two sections of Literacy 050 (Literature Survey). A total of 49 students were enrolled; however, only 8 were active participants who completed this assessment. Among these 8 active participants, 7 met the benchmark by scoring 70% or higher, while 1 student scored below the benchmark. Pass/Not Pass Distribution: Of these 8 participants, 7 (87.5%) achieved the target by scoring 70% or higher. Only 1 (12.5%) did not achieve 70% or higher. Overall performance, the benchmark was met. By Sections: Of the 3 participants that are in Section 1	Benchmark Met	I need to strengthen attendance monitoring, improve student engagement (work on the assessment tool), and provide surveys targeting higher participation in the future assessments.	No. The SLO statement doesn't need revision.	This assessment results clearly explain every criteria in rubric except for the action.	Approved
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Program (EDU) - Elementary Education BA	EDU 314	SLO 4_Standards-based Lessons	Project - Individual	A writing rubric will serve to assess the criteria, followed by reflecting on the disaggregate information based on gender, part-time/full- time or PSS in service members.	70% of Students will score 75% or higher as a model text is created and planned to support the genre-based writing approach. Further, they will be categorized in levels reflecting mastery 90 - 100, proficient (80 - 89), introduction in the assessment (70 - 79)	Kelly Sinkey	Assignment Results		1. Provide explicit modeling and guided practice on selecting and applying mentor texts across instructional contexts. Include scaffolded checkpoints for mentor text integration before final submission. Require peer-sharing and reflection activities	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes. Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
							1. 25 out of 25 students completed the assessment; results are based on all participants.				
							2. 19 out of 25 students (76%) scored 70% or higher (Excellent, Proficient, or Developing).				
							3. 6 out of 25 students (24%) scored in the Needs Improvement range. Therefore, the benchmark was met for EDU 314.				
							Performance Rate in Terms of Student Gender Who Passed the Assignment				
							1. 10 of the 25 participants, 10 were male (40%) and 15 were female (60%).				
							2. 7 of 10 males (70%) passed the assignment, while 3 (30%) did not.				
							3. 12 of 15 females (80%) passed, while	Benchmark Met	No. The SLO statement doesn't need revision.		

Program (AHS) - Adult High School	AUTO 050	SLO 1_Basic Understa nding of Automobi les	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 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.	Yogesh Naidu	Performance Summary		Recommendation		
							Performance Indicator	Number of Students	Percentage	•The students who did not achieve the 70% benchmark in SLO1 need to focus more on homework and classwork to strengthen their understanding of the subject matter.	
							Passed the Test	85%	Failed the Test	15%	•Continuous assessment and personalized feedback will be provided to help these students
							Met Benchmark (=70%)	457%		No. The SLO statement doesn't need revision.	
							Interpretation				
							•A total of 85% of the class successfully passed the test, demonstrating a satisfactory understanding of SLO1.		The instructor presented qualitative and quantitative evidence demonstrating student learning and achievement of outcomes, which aligns clearly with the SLO assessment plan. The assessment tool used is appropriate for the SLO assessment plan. Overall, the instructor used clear and concise language with appropriate grammar. Overall, the analysis is well written.		
							•15% of students did not meet the minimum pass mark and may require additional support or remedial instruction.				
							•4 students (57%) achieved the benchmark score of 70% or above,	Met	Approved		

Program (LA) - Liberal Arts AA	NURS 256	hniques	Skill Performance	After students are taught in class, they will be given scenario to apply therapeutic communication skills technique, this they will role play to apply the therapeutic communication skills appropriate to the scenario given. A check list used to assess the competency on skills delivered to clients/patients.
				A. clarity of communication B. systematic observation C. constructive feedback. develop the above crucial abilities for effective nursing intervention through Therapeutic Communication techniques.
				70% of the students will get a grade of 70 or higher. Students will be competent in skills provided for better nursing care outcome.
		SLO 3_Therap eutic Communi cationTec		

				After students are taught in class, they will be given scenario to apply therapeutic communication skills technique, this they will role play to apply the therapeutic communication skills appropriate to the scenario given. A check list used to assess the competency on skills delivered to clients/patients.
				A. clarity of communication
				B. systematic observation
				C. constructive feedback.
				develop the
				above crucial
				abilities for
				effective nursing
				intervention
				through
				Therapeutic
				Communication
				techniques.
				70% of the students will get a grade of 70 or higher. Students will be competent in skills provided for better nursing care outcome.
Program (NURS) -	NURS 256	hniques	SLO 3_Therapeutic CommunicationTec	
Nursing AS			Skill Performance	

Department (STEM) - STEM	MATH 088	SLO 5_Solve Application Problems	Objective Type Exam/Quiz - In Course	All Math 088 sections will use the same quiz to assess the SLO. The topic is covered in Sec 2.5, Introduction to Problem Solving. Students will use equation- solving skills to solve application problems. The SLO will evaluate students ability to solve application problem using the algebraic tools. Students are expected to solve a number application, geometry application, and/or investment application using linear equation or inequality. Students are expected to use successful problem-solving skill by understanding the problem thoroughly and	70% of the students who took the test will get a grade of C or higher.	Waisiki Tarry Enos, & Peter Robert	All Math 088 sections assessed SLO #5 in Fall 2025 semester. SLO5: Solve application problems using the algebraic tools covered in the course. (DEV Solving Word Problems) All Math 088 sections used the same quiz to assess the SLO #5. The SLO evaluated students' ability to solve application problem using the algebraic tools. Students were expected to solve a number application, geometry application, and/or investment application using linear equation or inequality. The mean of the scores was 81% which indicate	Benchmark Met	Review strategie s for interpreti ng and setting up multi- step linear equation s. Focus extra exercises on problems similar to Question (c). Encour age collabora tion/ peer to peer tutoring between higher- performi ng students and those that need extra help.	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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				All Math U88 sections will use the same quiz to assess the SLO. The topic is covered in Sec 2.5, Introduction to Problem Solving. Students will use equation-solving skills to solve application problems. The SLO will evaluate students ability to solve application problem using the algebraic tools. Students are expected to solve a number application, geometry application, and/or investment application using linear equation or inequality. Students are expected to use successful problem-solving skill by understanding the problem thoroughly and	70% of the students who took the test will get a grade of C or higher.	Waisiki Baleikorocau, Peter Robert	All Math U88 sections assessed SLO #5 in Fall 2025 semester. SLO5: Solve application problems using the algebraic tools covered in the course. (DEV Solving Word Problems) All Math 088 sections used the same quiz to assess the SLO #5. The SLO evaluated students' ability to solve application problem using the algebraic tools. Students were expected to solve a number application, geometry application, and/or investment application using linear equation or inequality. The mean of the scores was 81% which indicate	Benchmark Met	Review strategies for interpreting and setting up multi-step linear equations. Focus extra exercises on problems similar to Question (c). Encourage collaboration/peer to peer tutoring between higher-performing students and those that need extra help.	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
Program (DEV) - Developmental Education	MATH 088	SLO 5_Solve Application Problems	Objective Type Exam/Quiz - In Course				Assessment Data and Analysis					

Department (STEM) - STEM	MATH 089	SLO 2_Numerical Expressions	Objective Type Exam/Quiz - In Course	All Math 089 sections will use the same quiz to assess the SLO. The topic is covered in Chapter 1- Real Numbers and their properties - of Beginning and Intermediate Algebra: A Guided Approach, 7th Edition(eBook). Students will use basic mathematic skills to simplify numerical expressions involving rational numbers. The SLO will evaluate students ability to solve numerical expression involving rational numbers. Students are expected to simplify the numerical expressions following the order of operations.	70% of the students who took the test will get a grade of C or higher.	Pam Kaious, Jennifer Shoniber, Sumaoang, Maria Ferolino, Ricky Bokadrik & Peter Robert	1. Data Results * All Math 089 sections used the same quiz to assess SLO #2, Simplifying numerical expressions involving rational numbers. There was a total of six sections (MA09-1, MA089-3, MA089-4, MA089-5, MA089-6 and MA089-9) of this course. The SLO evaluated students ability to solve numerical expression involving rational numbers. Students were expected to simplify the numerical expressions following the order of operations. MA089 FA2025 has a total of 129 students but only 88 of them were able to take the SLO assessment. Among 88 of these participants, 44 of them were females	Benchmark Met	1. Let students dive more deeper into fractional problems . 2. Focus extra exercises on question s that entails fractions. 3. Encourage students to work collaboratively and ask question s. 4. Attendance is an issue that needs to be addressed. d. No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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Department (STEM) - STEM	MATH 098	SLO 3_Graph Linear Inequalities	Objective Type Exam/Quiz - Standardized	All Math 098 sections will use the same quiz to assess the SLO. A quiz consisting of four problems will be used to assess the concepts covered in Sec 3.7 Linear Inequalities in two variables, and Sec 8.1 Solve Systems of Linear Equations by Graphing of the book Beginning and Intermediate Algebra by Karr, Massey, and Gustafon. The SLO will evaluate students ability to graph linear inequalities in two variables and solving systems of linear equations by graphing. Students are expected to demonstrate proficiency in plotting linear inequalities, shading the Based on the number of students who take the quiz, 70% or higher should be able to graph algebraic equations and inequalities. Waisiki Baleikorocau and Peter Robert	The Fall 2025 result from the two Math 098 sections is provided: Math 098-01, 7 out of 11 students (63.6%) scored 70% or better. Math 098-03, 10 out of 10 students (100%) scored 70% or better. Overall result shows that 17 students out of 21 (80.95%) scored above 70% which indicates that the benchmark was met. Analysis of the Math 098 Student Learning Outcome (SLO) assessment result provide some notable differences in the performance amongst genders in the course sections. In Section 1 male students scored an average of 50% while female students scored higher with an average of 80%. This indicates that	Benchmark Met	Action: 1. Targeted Support: Provide supplemental instruction, tutoring sessions, or structured study groups for students in Section 1 to reinforce foundational skills and improve mastery of challenging concepts. Continue to provide targeted review and	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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Program (DEV) - Developmental Education	MATH 098	SLO 3_Graph Linear Inequalities	Objective Type Exam/Quiz - Standardized	All Math 098 sections will use the same quiz to assess the SLO. A quiz consisting of four problems will be used to assess the concepts covered in Sec 3.7 Linear Inequalities in two variables, and Sec 8.1 Solve Systems of Linear Equations by Graphing of the book Beginning and Intermediate Algebra by Karr, Massey, and Gustafon. The SLO will evaluate students ability to graph linear inequalities in two variables and solving systems of linear equations by graphing. Students are expected to demonstrate proficiency in plotting linear inequalities, shading the	Based on the number of students who take the quiz, 70% or higher should be able to graph algebraic equations and inequalities.	Waisiki Baleikorocau and Peter Robert	The Fall 2025 result from the two Math 098 sections is provided: Math 098-01, 7 out of 11 students (63.6%) scored 70% or better. Math 098-03, 10 out of 10 students (100%) scored 70% or better. Overall result shows that 17 students out of 21 (80.95%) scored above 70% which indicates that the benchmark was met. Analysis of the Math 098 Student Learning Outcome (SLO) assessment result provide some notable differences in the performance amongst genders in the course sections. In Section 1 male students scored an average of 50% while female students scored higher with an average of 80%. This indicates that	Benchmark Met	Action: 1. Targeted Support: Provide supplemental instruction, tutoring sessions, or structured study groups for students in Section 1 to reinforce foundational skills and improve mastery of challenging concepts.	Continue to provide targeted review and	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved

Department (STEM) - STEM	MATH 102	SLO 2_Numbers	Objective Type Exam/Quiz - In Course	All Math 102 sections will use the same quiz to assess the SLO. The topic is covered in Chapter 5- Number theory and real numbers of Topics in Contemporary Mathematics 10E(eBook). Students will apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and classifying real numbers as natural, integers, or irrational numbers. The SLO will evaluate students understanding of number theory and real numbers. Students are	70% of the students who took the test will get a grade of C or higher.	Dean Edward Alfonso, & Peter Robert	MA102 FA2025: SLO Assessment Result All Math 088 sections assessed SLO #5 in Fall 2025 semester. SLO5: Apply the basic properties of number theory and real numbers. (LA Quantitative/Scientific Literacy) (GE Quantitative Literacy) All Math 102 sections used the same quiz to assess the SLO #2. The SLO evaluated students understanding of number theory and real numbers. Students were expected to apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and	Benchmark Met	To mitigate errors in final answers, the instructor suggests emphasizing and providing more time in explaining the given topic in classifying the real number and determining the LCM and GCF. This practice is crucial as it will be imperative for the upcoming topics that they will be	No. The SLO statement doesn't need revision.	This assessment is well-developed because the data clearly offers strong quantitative evidence of student learning, showing how effectively students met the intended learning outcomes. - Dean Edward	Approved
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Program (BUS) - Accounting Clerkship CC	MATH 102	SLO 2_Numerical Sequence	Objective Type Exam/Quiz - In Course	All Math 102 sections will use the same quiz to assess the SLO. The topic is covered in Chapter 5- Number theory and real numbers of Topics in Contemporary Mathematics 10E(eBook). Students will apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and classifying real numbers as natural, integers, or irrational numbers. The SLO will evaluate students understanding of number theory and real numbers. Students are	70% of the students who took the test will get a grade of C or higher.	Dean Edward Soriano, & Peter Robert	MA102 FA2025: SLO Assessment Result All Math 088 sections assessed SLO #5 in Fall 2025 semester. SLO5: Apply the basic properties of number theory and real numbers. (LA Quantitative/Scientific Literacy) (GE Quantitative Literacy) All Math 102 sections used the same quiz to assess the SLO #2. The SLO evaluated students understanding of number theory and real numbers. Students were expected to apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and	Benchmark Met	mitigate errors in final answers, the instructor suggests emphasizing and providing more time in explaining the given topic in classifying the real number and determining the LCM and GCF. This practice is crucial as it will be imperative for the upcoming topics that they will be	No. The SLO statement doesn't need revision.	This assessment is well-developed because the data clearly offers strong quantitative evidence of student learning, showing how effectively students met the intended learning outcomes. - Dean Edward	Approved
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		SLO	All Math 102 sections will use the same quiz to assess the SLO.	The topic is covered in Chapter 5- Number theory and real numbers of Topics in Contemporary Mathematics 10E(eBook). Students will apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and classifying real numbers as natural, integers, or irrational numbers. The SLO will evaluate students understanding of number theory and real numbers.	70% of the students who took the test will get a grade of C or higher.	Dean Edward Alfonso, Necy Soriano, & Peter Robert	MA102 FA2025: SLO Assessment Result All Math 088 sections assessed SLO #5 in Fall 2025 semester. SLO5: Apply the basic properties of number theory and real numbers. (LA Quantitative/Scientific Literacy) (GE Quantitative Literacy) All Math 102 sections used the same quiz to assess the SLO #2. The SLO evaluated students understanding of number theory and real numbers. Students were expected to apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and	Benchmark Met	mitigate errors in final answers, the instructor suggests emphasizing and providing more time in explaining the given topic in classifying the real number and determining the LCM and GCF. This practice is crucial as it will be imperative for the upcoming topics that they will be	No. The SLO statement doesn't need revision.	This assessment is well-developed because the data clearly offers strong quantitative evidence of student learning, showing how effectively students met the intended learning outcomes. - Dean Edward	Approved
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Program (IT) - Support Level 1 CC	MATH 102	SLO 2_Numbe r Sequence s	Objective Type Exam/Quiz - In Course	All Math 102 sections will use the same quiz to assess the SLO. The topic is covered in Chapter 5- Number theory and real numbers of Topics in Contemporary Mathematics 10E(eBook). Students will apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and classifying real numbers as natural, integers, or irrational numbers. The SLO will evaluate students understanding of number theory and real numbers. Students are	70% of the students who took the test will get a grade of C or higher.	Dean Edward Alfonso, Neco Soriano, & Peter Robert	MA102 FA2025: SLO Assessment Result All Math 088 sections assessed SLO #5 in Fall 2025 semester. SLO5: Apply the basic properties of number theory and real numbers. (LA Quantitative/Scient ific Literacy) (GE Quantitative Literacy) All Math 102 sections used the same quiz to assess the SLO #2. The SLO evaluated students understanding of number theory and real numbers. Students were expected to apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and	Benchmark Met	mitigate errors in final answers, the instructo r suggests emphasiz ing and providing more time in explainin g the given topic in classifyin g the real number and determin ing the LCM and GCF. This practice is crucial as it will be imperati ve for the upcomin g topics that they will be	No. The SLO statement doesn't need revision.	This assessment is well- developed because the data clearly offers strong quantitative evidence of student learning, showing how effectively students met the intended learning outcomes. - Dean Edward	Approved
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Program (LA) - Liberal Arts AA	MATH 102	SLO 2_Numerical Sequence	Objective Type Exam/Quiz - In Course	All Math 102 sections will use the same quiz to assess the SLO. The topic is covered in Chapter 5- Number theory and real numbers of Topics in Contemporary Mathematics 10E(eBook). Students will apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and classifying real numbers as natural, integers, or irrational numbers. The SLO will evaluate students understanding of number theory and real numbers. Students are	70% of the students who took the test will get a grade of C or higher.	Dean Edward Alfonso, Necy Soriano, & Peter Robert	MA102 FA2025: SLO Assessment Result All Math 088 sections assessed SLO #5 in Fall 2025 semester. SLO5: Apply the basic properties of number theory and real numbers. (LA Quantitative/Scientific Literacy) (GE Quantitative Literacy) All Math 102 sections used the same quiz to assess the SLO #2. The SLO evaluated students understanding of number theory and real numbers. Students were expected to apply the basic properties of number theory and real numbers by determining if a natural number is prime or composite, finding the prime factorization of a number, and	Benchmark Met	that they will be	No. The SLO statement doesn't need revision.	This assessment is well-developed because the data clearly offers strong quantitative evidence of student learning, showing how effectively students met the intended learning outcomes. - Dean Edward	Approved
							mitigate errors in final answers, the instructor suggests emphasizing and providing more time in explaining the given topic in classifying the real number and determining the LCM and GCF. This practice is crucial as it will be imperative for the upcoming topics					

Department (STEM) - STEM	MATH 111	SLO 2_World Problems	Objective Type Exam/Quiz - Standardized	All Math 111 sections will use the same quiz to assess the SLO. A quiz consisting of four problems involving work covered in chapter 4 on Exponential function (compound interest) and Logarithmic function. Students will learn to apply formulas such as the compound interest ($A=P(1+r/n)^{nt}$ or $A=Pe^{rt}$) and exponential growth/decay models ($A(t)=A_0 e^{kt}$). They will analyze scenarios like calculating investment growth, loan interest, population growth, or radioactive decay. By interpreting	70% of the students who take quiz will score 70% or higher.	Waisiki Baleikorocau and Rosalinda Sumaoang	The Fall 2025 result from the three sections is provided: Math 111-01, 11 out of 11 students (100%) scored 70% or better. Math 111-02, 4 out of 4 students (100%) scored 70% or better. Math 111-03, 11 out of 11 students (100%) scored 70% or better. The overall result shows that 26 students out of 26 (100%) scored above 70% which indicates that the benchmark was met. The SLO assessment evaluate students ability to apply real-world problems by utilizing selected functions and equations. The assessment consisted of four contextual problems related to	Benchmark Met	Action: 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	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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Program (LA) - Liberal Arts AA	MATH 111	SLO 2_World Problems	Objective Type Exam/Quiz - Standardized	All Math 111 sections will use the same quiz to assess the SLO. A quiz consisting of four problems involving work covered in chapter 4 on Exponential function (compound interest) and Logarithmic function. Students will learn to apply formulas such as the compound interest ($A = P(1 + r/n)^{nt}$ or $A = Pe^{rt}$) and exponential growth/decay models ($A(t) = A_0 e^{kt}$). They will analyze scenarios like calculating investment growth, loan interest, population growth, or radioactive decay. By interpreting	70% of the students who take quiz will score 70% or higher.	Waisiki Baleikorocau and Rosalinda Sumaoang	The Fall 2025 result from the three sections is provided: Math 111-01, 11 out of 11 students (100%) scored 70% or better. Math 111-02, 4 out of 4 students (100%) scored 70% or better. Math 111-03, 11 out of 11 students (100%) scored 70% or better. The overall result shows that 26 students out of 26 (100%) scored above 70% which indicates that the benchmark was met. The SLO assessment evaluate students ability to apply real-world problems by utilizing selected functions and equations. The assessment consisted of four contextual problems related to	Benchmark Met	Action: 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	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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Program (AHS) - Adult High School	ENG 053	SLO 4_Interpret Figurative Meanings	Objective Type Exam/Quiz - In Course	An exam will be given to the students. Students will add image/text for each of the figurative language.	70% of students will be able to understand figurative language and be able to interpret words and phrases	Telita Kaneko	The students were given a test of 15 questions in total. There were two sections who participated in the test. A total of 14 students participated from section 1 and 11 students from section 2. A total of 11 students from section 1 passed the test, 5 female students and 6 male students. There were 3 students who failed the test, 1 female and 2 male students. A total of 9 students from section 2 passed the test, 6 females and 3 male students. Two students failed the test from section 2, 1 female and 1 male student.	Benchmark Met	1. Revise course syllabus to incorporate interactive lessons that will help engage students in the lesson(s) such as education games through Kahoot, Trivia, Jeopardy games, etc. 2. Analyze rubric results, recommended instructional follow up, & document impact	No. The SLO statement doesn't need revision.	This is a very good analysis of the SLO Interpret Figurative Meanings. The instructor's feedback of her plan does show who pass, also segregation of male and females. Excellent feed back.	Approved
Program (GE) - General Education	MAR 101	SLO 1_Simple Conversation	Skill Performance	An oral exam section where students carry on a simple dialogue/conversation in Marshallese.	80 % of the students will earn 75% or better in the mid-Term test							

Program (LA) - Liberal Arts AA	MAR 101	SLO 1_Simple Conversa tion	Skill Performance	An oral exam section where students carry on a simple dialogue/convers ation in Marshallese.	80 % of the students will earn 75% or better in the mid-Term test
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Program (MAR) - Marshallese Language Arts CCT	MAR 101	SLO 1_Simple Conversa tion	Skill Performance	An oral exam section where students carry on a simple dialogue/convers ation in Marshallese.	80 % of the students will earn 75% or better in the mid-Term test
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Program (MAR) - Marshallese Social Studies CCT	MAR 101	SLO 1_Simple Conversa tion	Skill Performance	An oral exam section where students carry on a simple dialogue/convers ation in Marshallese.	80 % of the students will earn 75% or better in the mid-Term test
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Program (MAR) - Marshallese Studies AA	MAR 101	SLO 1_Simple Conversa tion	Skill Performance	An oral exam section where students carry on a simple dialogue/convers ation in Marshallese.	80 % of the students will earn 75% or better in the mid-Term test
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Program (NURS) - Nursing AS	NURS 222	SLO 2_Interve ntion Rehabilita tion	Case Study	Application of the nursing process, which they already learned and used in previous nursing courses (NURS 110 & NURS 122), will allow the students to assess the kind of patient they're working with, analyze the data collected, identify the nursing diagnosis (patient's problem), and then to figure out what course of actions or what nursing interventions or rehabilitation care will help patient to maintain autonomy, self-control & independence. 70% of the students who participated in this assessment will pass with a 70% and above
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Program (CHOW) - Community Health Outreach Worker CC	AH 121	SLO 7_ Health Education Presentation	Assessment plan- Individual Presentation of posters on Nutrition for all stages of life from Birth to Adults,Dental Care,Maternal and Child Health Care (2 weeks) Communicated with the Team Leaders within the Public Health Bureau to alert them that the students will be presenting their posters to Reproductive health unit,Clinic without wall clinics in the community,Immu nization department. Students were assessed on their knowledge on the health education given to them. Conduct Assessment based on the creativity of their	70 percent of the students participate will earn 70 % or more.	Tavaita Suvirara	12 students passed this AH 121 successfully Female- 9 students 30yrs-39yrs- 5 female students 20yrs-29yrs-4 students Male- 3 students 30yrs-39yrs- 1 20yrs-29yrs- 2 The students exceeded the benchmark in the AH 121 program because: 1. They were exposed more into the field that enabled them to build this confidence in them. 2.All students were given a day to practice in the Neighboring island office with their poster presentations by practicing 2 to 3 times and when they passed i took them out to all Public Health field to conduct Health	Benchmark Met	To have a conversa tion with the leadershi p team at Ministry of Health for improve ments and support.	No. The SLO statement doesn't need revision.	Well-developed. The analysis of the data clearly demonstrates that 100% of students met the benchmark, providing strong evidence of achievement. Furthermore, the assessment tool appears highly appropriate for evaluating the SLO, as it aligns with the intended depth of knowledge and level of difficulty. The clarity and relevance of both the analysis and the assessment tool reinforce the validity of the results and support informed decision- making for future instructional planning.	Approved
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Program (CHOW) - Community Health Outreach Worker CC	AH 120	SLO 2_Community Awareness and Sensitivity	Skill Performance	Assessment Plan: Field Work (Week long Activity from 1-5pm) Students will conduct a NCD Screening in a local community. During the field work, they will demonstrate and observe the following cultural protocols:		No. participated: 12 students No. scored 70% and above: 12 9-female students -20yrs to 29yrs- 4 female -30yrs to 39yrs-5 female						
				Request permission from the Council woman Rairok Meet up with the Alap of the Weto Seek permission from the Alap Granted permission from Alap Began our Community Work Conducted a household survey, house-to-house, using a designed community Profile form.	70 percent of the students who particpate in the activity will score 70 percent or higher	Tavaita Suvirara	3 male students 20yrs-29yrs-2 30yrs to 39yrs-1 % - 100% for 9 female students 100% for 3 male students Factors contributed to the effective achievements include: 1. Motivations is higher because they are from the outer island. 2. The trust we have established as an instructor and students. 3. Always update them on time especially on messenger since that's the only social media	Benchmark Met	I wanted to complete their DOT program with TB departm ent	No. The SLO statement doesn't need revision.	Well-developed. The analysis of the data clearly explains why 100% of students met the benchmark, and the actions outlined provide clear guidance for future pedagogical decisions to address this SLO and enhance student learning and achievement.	Approved

Program (LA) - Liberal Arts AA	SCI 235	SLO 1_Marine Ecosystems	Objective Type Exam/Quiz - In Course	Assessment Tool Plan Title: Quiz on Tropical Marine Ecosystems of the Pacific	Kendal Romany	Quiz Results and Analysis 1. General Information	Benchmark Met	Recommendation s Review Weak Topics: Conduct a targeted review session on areas where students showed difficulty, such as ecosystem functions and environmental processes.	Well-developed: The data results present clear qualitative and quantitative evidence of student learning and outcome achievement. The resulting actions are directly aligned with the data analysis.	No. The SLO statement doesn't need revision.	Approved
				Purpose: To assess students understanding of major tropical marine ecosystems, the environmental processes that shape them, their ecological functions, and conservation strategies relevant to Pacific island environments.		Course: Tropical Marine Ecosystems of the Pacific Number of Students Enrolled: 9 Number of Students Who Participated: 7 Participation Rate: 77.8% Total Marks per Quiz: 100 Duration: 4560 minutes					
				Type of Assessment:		Summary Statistics Indicator Result		Interactive			
				Written Quiz 10 questions (10 marks each; total 100 marks)		Average Score (%) 75.7% Highest Score (%) 90% Lowest Score (%) 20% Average Age of Participants 21.3 years		Tutorials: Introduce short, guided tutorials using visuals, diagrams			
				Target Group:							
				Students enrolled 70							

Program (MSCI) - Marine Science CCT	SCI 235	SLO 1_Marine Ecosystems	Objective Type Exam/Quiz - In Course	Assessment Tool	Quiz Results and Analysis	Recommendation	Well-developed: The data results present clear qualitative and quantitative evidence of student learning and outcome achievement. The resulting actions are directly aligned with the data analysis.	Approved
				Title: Quiz on Tropical Marine Ecosystems of the Pacific	1. General Information	Review Weak Topics: Conduct a targeted review session on areas where students showed difficulty, such as ecosystem functions and environmental processes.		
				Purpose:	Course: Tropical Marine Ecosystems of the Pacific			
				To assess students understanding of major tropical marine ecosystems, the environmental processes that shape them, their ecological functions, and conservation strategies relevant to Pacific island environments.	Number of Students Enrolled: 9			
					Number of Students Who Participated: 7			
					Participation Rate: 77.8%			
					Total Marks per Quiz: 100			
					Duration: 4560 minutes			
				Type of Assessment:	Summary Statistics	Interactive		
				Written Quiz 10 questions (10 marks each; total 100 marks)	Result Average Score (%)75.7% Highest Score (%)90% Lowest Score (%)20% Average Age of Participants 21.3 years	Tutorials: Introduce short, guided tutorials using visuals, diagrams , and		
Target Group: Students enrolled 70	Benchmark Met	No. The SLO statement doesn't need revision.						

[illegible]

[illegible]

Program (EDU) - Elementary Education CCT in Teaching	EDU 210	SLO 3_Learnin g Environm ents	Project - Individual	Assessment tool: The students need to do a research to identify the cognitive and effective needs of an elementary student in relationship with 5 of the components of the good early learning environment. Students will also be graded by gender, location and by mastery levels based on these criteria: introduction 70 to 79, proficient 80-89, and mastery 90-100. A rubric will serve to assess the 10- slide PowerPoint presentation of the outcome of their findings.	A 70% of the students will receive 70% or higher for this individual work base on the given rubric.	Kannea Lussier and Rosie Koroi	EDU 210 Section 2. Analysis by Rosie Koroi 15 students participated in the SLO assessment. It was an individual assignment. Disaggregation of the participants are below, Gender- Male- 7 Female- 8 Status- Full-time- 15 Part-time - 0 Experience- Pre- service- 10 Inservice- 5 Location- Majuro- 12 CMI Centers- 0 Neighboring Islands- 3	Students will be given the experien ce to go to the elementa ry schools on Majuro to observe positive learning classroom environ ments of experien ced teachers and reflect on what strategie s they can use as future teachers.	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
				The participants are to choose only one from these given topics: a. Impacts of a			The SLO required students to identify elements for constructing positive learning environments. There were 5 topics that students had to choose from. The 15 students choose topic one, Impacts of a daily				

				Assignment 1- Annotated Bibliography			A total of 91 students enrolled for this course this Fall 2025 semester but 79 students (39 males and 40 females) attempted this first assignment. All belonged to the Uliga campus. The high grades for this assignment indicate that the instructional material was sufficient for the students. This is a second-year course, so students were more familiar with the requirements of a college course and were therefore more engaged. Those students that did well in this task showcased good research skills in looking for sources to annotate. However, the 23 students that did not meet the benchmark were regular absentees		Actions It is recomm ended that: "Studen ts attend classes and meet deadline s. "Alter the requirem ents that students only use Google scholar for their articles. At least one of their articles is scholarly. "Elimin ate the evaluatio n requirem ent so that students only do summari			
Program (BUS) - Business AA	ENG 220	SLO 1_Research and Composit ion Skills	Written Assignment or Essay	Expectation and Description of the Assignment: This First Assignment is worth 20% and requires you to; 1. Choose a Topic (The theme should be centered around any Issues that is faced by the people of the Marshall Islands at current, for your Annotated Bibliography Assignment. This same topic and the 2 articles that you have seen and chosen for your Annotated Bibliography & MLA would also be useful for your Proposal research Paper under the Literature Review chapter	70	James Henry Sa'a Finiasi	Benchmark Met	only do summari	No. The SLO statement doesn't need revision.	Approved		

Program (LA) - Liberal Arts AA	ENG 220	SLO 1_Research and Composition Skills	Written Assignment or Essay	Assignment 1- Annotated Bibliography	70	James Henry Sa'a Finiasi	A total of 91 students enrolled for this course this Fall 2025 semester but 79 students (39 males and 40 females) attempted this first assignment. All belonged to the Uliga campus. The high grades for this assignment indicate that the instructional material was sufficient for the students. This is a second-year course, so students were more familiar with the requirements of a college course and were therefore more engaged. Those students that did well in this task showcased good research skills in looking for sources to annotate. However, the 23 students that did not meet the benchmark were regular absentees	Benchmark Met	Actions It is recommended that: "Students attend classes and meet deadlines. "Alter the requirements that students only use Google scholar for their articles. At least one of their articles is scholarly. "Eliminate the evaluation requirement so that students only do	No. The SLO statement doesn't need revision.	Approved
				Expectation and Description of the Assignment: This First Assignment is worth 20% and requires you to; 1. Choose a Topic (The theme should be centered around any Issues that is faced by the people of the Marshall Islands at current, for your Annotated Bibliography Assignment. This same topic and the 2 articles that you have seen and chosen for your Annotated Bibliography & MLA would also be useful for your Proposal research Paper under the Literature Review chapter							

Program (GE) - General Education	ENG 112	SLO 1_MLA Standards	Written Assignment or Essay	Assignment 2: Cause and Effect Essay	70	Saa Finiasi, James Henry and Alexander Velasquez	Assessment Data and Analysis	Benchmark Not Met	Actions To enhance student success for future assignments, the following recommendations are proposed by instructors: "Students need to learn how to do thorough research from a variety of sources" "Attendance to class is crucial" "Visiting the library to get help and find sources	No. The SLO statement doesn't need revision.	All LA English instructors will meet to finalize the content and adjust the number of essays to do and which types for 2026.	Approved
				You will have three to four (3-4) pages to write a Cause and Effect paper, preferably based on the major topic that you had previously chosen for your other assignments on the evaluation and the proposal papers.			Out of the 68 students (34 males and 34 females) who attempted the assignment, 40 students (58.82%) achieved a passing score above 70%. Conversely, 28 students (41.18%) scored below the 70% threshold. Except for one student from the Wotje center, the rest belonged to Uliga campus. This distribution indicates a concerning trend: the benchmark for success in this assignment was not met, suggesting a need for intervention. Those students who did poorly in this assignment were either lost or unaware of the assignment requirements. Some of the contributing factors					

Program (LA) - Liberal Arts AA	ENG 112	SLO 1_MLA Standards	Written Assignment or Essay	Assignment 2: Cause and Effect Essay	70	Saa Finiasi, James Henry and Alexander Velasquez	Assessment Data and Analysis	Benchmark Not Met	Actions To enhance student success for future assignments, the following recommendations are proposed by instructors: "Students need to learn how to do thorough research from a variety of sources" "Attendance to class is crucial" "Visiting the library to get help and find sources	No. The SLO statement doesn't need revision.	All LA English instructors will meet to finalize the content and adjust the number of essays to do and which types for 2026.	Approved
				You will have three to four (3-4) pages to write a Cause and Effect paper, preferably based on the major topic that you had previously chosen for your other assignments on the evaluation and the proposal papers.			Out of the 68 students (34 males and 34 females) who attempted the assignment, 40 students (58.82%) achieved a passing score above 70%. Conversely, 28 students (41.18%) scored below the 70% threshold. Except for one student from the Wotje center, the rest belonged to Uliga campus. This distribution indicates a concerning trend: the benchmark for success in this assignment was not met, suggesting a need for intervention. Those students who did poorly in this assignment were either lost or unaware of the assignment requirements. Some of the contributing factors					

			Assignment 4 – Major Essay (30%)	The theme for this paper is Pacific Literature. You are expected to write an academic essay answering the following questions:	• Why is Pacific Literature important and its impact on society?	• What is the role of literature (Pacific and in general) to social society?	• What is unique about Pacific Literature?	• What are some aspects of Pacific Literature that appeals to you? You may wish to focus on a particular text, author, nation – state island, region, critical claim, etc.	Please correctly	70	Sa'a Finiasi	Assessment Data and Analysis	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. All the students who submitted their final essay were from Uliga campus comprising of 7 males and 6 females. From the thirteen students work submitted, their marks ranged from 12.5 - 23.75 out of 25%. The bulk of these students marks fell in the range between 17 - 20 out of 25% showing good use of expression and research to support their views. The students who scored below 17 reflected poor or limited research skills and failed to	Benchmark Met	I need faculty should consider: 1. Focus ed Worksho ps: Impleme nt worksho ps that specifical ly address research methods and critical analysis techniques. 2. Direct ing students to seek extra help from the Writing Centers here at the college. 3. A proactive student doesn't need revision.	No. The SLO statement	Approved
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Department (STEM) - STEM	SCI 111	SLO 3_ Sustain ability	Video or Audio Recording	Assignment Overview Environmental issues pose significant threats to ecosystems, communities, and livelihoods, especially in vulnerable island nations like the Marshall Islands. This assignment requires students to create a short film documentary that identifies a prevailing environmental issue in the Marshall Islands, explores its impacts on ecosystems and the community, and proposes feasible solutions as appropriate mitigation mechanisms. This project aims to encourage critical thinking, environmental awareness, and creative storytelling, while	Students must achieve a score of at least 70% or higher	KendalRoman y	Assessment 100: Environmental Short Film Documentary	Course: Environmental Science Instructor: [Your Name] Location: College of the Marshall Islands Benchmark: 70% (students must achieve e70% to meet course competency)	Recomm endation s	1. Encourag e peer review sessions before final submissi on to refine structure and clarity.	Approved. The assessment was properly conducted and that it is a highly quality SLO Assessment Rubric.	Approved
				Summary of Results StudentsScore (%)GenderPerfor mance LevelRemarks 185FemaleExcel lentDemonstrated strong research and creativity. 2100MaleOutst andingExceptional documentary with high visual and analytical quality. 382MaleVery GoodWell- organized and informative	2. Provide worksho ps on video editing and scientific storytelli ng for future cohorts.		3. Incorpor ate local partners hips (e.g., No. The SLO statement doesn't need revision.					

Program (GE) - General Education	SCI 111	SLO 3_ Sustainability	Video or Audio Recording	Assignment Overview	Students must achieve a score of at least 70% or higher	Kendal Roman	Assessment 1001: Environmental Short Film Documentary	Benchmark	Recomm	endation	Approved. The assessment was properly conducted and that it is a highly quality SLO Assessment Rubric.	Approved
				Environmental issues pose significant threats to ecosystems, communities, and livelihoods, especially in vulnerable island nations like the Marshall Islands. This assignment requires students to create a short film documentary that identifies a prevailing environmental issue in the Marshall Islands, explores its impacts on ecosystems and the community, and proposes feasible solutions as appropriate mitigation mechanisms. This project aims to encourage critical thinking, environmental awareness, and creative storytelling, while	Students must achieve a score of at least 70% or higher	Kendal Roman	Assessment 1001: Environmental Short Film Documentary	Benchmark	Recomm	endation		
				Environmental issues pose significant threats to ecosystems, communities, and livelihoods, especially in vulnerable island nations like the Marshall Islands. This assignment requires students to create a short film documentary that identifies a prevailing environmental issue in the Marshall Islands, explores its impacts on ecosystems and the community, and proposes feasible solutions as appropriate mitigation mechanisms. This project aims to encourage critical thinking, environmental awareness, and creative storytelling, while	Students must achieve a score of at least 70% or higher	Kendal Roman	Assessment 1001: Environmental Short Film Documentary	Benchmark	Recomm	endation		

			Assignment Overview				Assessment 100: Environmental Short Film Documentary	Recommendation				
			Environmental issues pose significant threats to ecosystems, communities, and livelihoods, especially in vulnerable island nations like the Marshall Islands. This assignment requires students to create a short film documentary that identifies a prevailing environmental issue in the Marshall Islands, explores its impacts on ecosystems and the community, and proposes feasible solutions as appropriate mitigation mechanisms. This project aims to encourage critical thinking, environmental awareness, and creative storytelling, while				Course: Environmental Science Instructor: [Your Name] Location: College of the Marshall Islands Benchmark: 70% (students must achieve e70% to meet course competency)	1. Encourage peer review sessions before final submission to refine structure and clarity.				
							Summary of Results	2. Provide workshops on video editing and scientific storytelling for future cohorts.				
							Score (%)Gender PerformanceLevelRemarks185FemaleExcellentDemonstrated strong research and creativity.2100MaleOutstandingExceptional documentary with high visual and analytical quality.382MaleVery GoodWell-organized and informative					
Program (LA) - Liberal Arts AA	SCI 111	SLO 3_ Sustainability	Video or Audio Recording	Students must achieve a score of at least 70% or higher	KendalRomany		Benchmark Met		Incorporate local partners (e.g.,	No. The SLO statement doesn't need revision.	Approved. The assessment was properly conducted and that it is a highly quality SLO Assessment Rubric.	Approved

Program (GE) - General Education	SOC 130	SLO 3_Social Study Methods	Written Assignment or Essay	Assignment: Identify your research area: Proposal 1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and/ or better or they think it's important to share it with the world. The Students have to describe the topic as precisely as they can and highlight what they find special about it. This first step will developed during the semester to a research proposal.	70% of the students should be able to get 70% (C grade) or better	Dr. Viviana Uriona	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. About 56% of the Students (5 out of 9 Students) in this class met this goal and scored a C grade or better, 45% not (4 out of 9 Students).	Benchmark Not Met	to address the challenge s identified this semester and to better support student achieve ment of the SOC 130 learning outcome s, I plan to impleme nt the following actions: 1. Introduc e Structure d Weekly Modules The current 15-week structure will also be reorganiz	No. The SLO statement doesn't need revision.	Great work. Very detailed.	Approved
				2. the research proposal must include the			Seven students are still enrolled but did not submitted this assignment.(VUrion a) Reflection Due to insufficient student participation in class, I modified my instructional approach last year and continued implementing it this year. However, the revised method did not produce the expected results. Student					

Program (LA) - Liberal Arts AA	SOC 130	SLO 3_Social Study Methods	Written Assignment or Essay	Assignment: Identify your research area: Proposal 1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and/ or better or they think it's important to share it with the world. The Students have to describe the topic as precisely as they can and highlight what they find special about it. This first step will developed during the semester to a research proposal. 2. the research include the	70% of the students should be able to get (C grade) or better	Dr. Viviana Uriona	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. About 56% of the Students (5 out of 9 Students) in this class met this goal and scored a C grade or better, 45% not (4 out of 9 Students). Seven students are still enrolled but did not submitted this assignment.(VUuriona) Reflection Due to insufficient student participation in class, I modified my instructional approach last year and continued implementing it this year. However, the revised method did not produce the expected results.	Benchmark Not Met	be reorganiz	No. The SLO statement doesn't need revision.	Great work. Very detailed.	Approved

Program (NURS) - Nursing AS	SOC 130	SLO 3_Social Study Methods	Written Assignment or Essay	Assignment: Identify your research area: Proposal 1. Identify your research area: The students will check their own environment, look around themselves and find out one behavior or tradition which they want to understand deeper and/ or better or they think it's important to share it with the world. The Students have to describe the topic as precisely as they can and highlight what they find special about it. This first step will developed during the semester to a research proposal.	70% of the students should be able to get 70% (C grade) or better	Dr. Viviana Uriona	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. About 56% of the Students (5 out of 9 Students) in this class met this goal and scored a C grade or better, 45% not (4 out of 9 Students).	Benchmark Not Met	to address the challenge s identified this semester and to better support student achieve ment of the SOC 130 learning outcome s, I plan to impleme nt the following actions: 1. Introduc e Structure d Weekly Modules The current 15-week structure will also be reorganiz	No. The SLO statement doesn't need revision.	Great work. Very detailed.	Approved
				2. the research proposal must include the			Seven students are still enrolled but did not submitted this assignment.(VUrion a) Reflection Due to insufficient student participation in class, I modified my instructional approach last year and continued implementing it this year. However, the revised method did not produce the expected results. Student					

Program (AHS) - Adult High School	CLT 051	SLO 1_Analyze Properties of Advanced Materials	Collaborative Group Activity	CLT 051 Clothing and Textile 2 assessment is a group activity. It has 6 items for each group to answer at the end of this topic. The marks of each item are placed beside. The total mark is 15.	70% of students should score 70% and above.	Ms. Voice Ogariko	There are only two students who were taking CLT. Clothing and Textile 2. One male and a female. Both of these two students were put in one group because only two of them and they did the group activity together. Moreover, both these two students are at the age of 18- 19 and they are continued students from this program. Also, these two students live close to the College of the Marshall Islands. The group activity was done successfully, meaning the benchmark was achieved. All of them passed above 70%. Possible reasons why these two students met the benchmark. The assessment given was the group work and	Benchmark Met	1. Continue with this teaching method (Group work) activity. It works well for Marshall Island students. 2. These two students are continued students so they already know what is like in the program. 3. Encourage them to speak their vernacular especially in group	Yes. The SLO statement needs revision.	The instructor presents a well-developed analysis of the data and results. She clearly articulates future pedagogical decisions to address this SLO and support student learning achievement. The explanation is delivered using concise and appropriate language, with only a few grammatical errors. Additionally, the instructor includes a student work sample and relevant data, offering thoughtful insights into the possible reasons why students succeeded on the assessment. Overall, this is a very strong and insightful analysis.	Approved
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[illegible]

Program (VCARP) - Carpentry Certificate	VCARP 102	SLO 3_Tools	Presentation	Each student will be tested individually in this assessment. The student will: choose a power saw from the list of saws, identify the parts, select and install the proper blade for the cut tested on, adjust correctly, and operate safely.	70% of the students or higher will perform satisfactorily.
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Program (EDU) - Elementary Education AS	EDU 250	SLO 4_RMI Mathematics Curriculum	Presentation	EDU 250 students will create and implement a lesson based on the topics covered which must be aligned to the RMI Mathematics Curriculum standards. After creating/planning their plan, they will implement their lesson in primary schools of their choice. Before implementing lesson at primary school, students will be given a letter seeking permission to implement their plan from schools. With approval, student will give the cooperating teacher (CT) a grading rubric to observe/rate and give score to the student. CT will reflect on the students	70% of the students who will implement the lesson plan will have a field teaching grade of C or higher	Alvin Page	9 students were registered in section 2 of the EDU 250 course. Three students (33%) are female and 6 students (67%) are male. Five of the students (56%) are pre- service teachers, and four of the students (44%) have never taught in a classroom before. Four of the students (44%) are classroom teachers who are completing their ASEE degrees. Of the 9 students, 7 (78%) completed the teaching project associated with SLO #4. 5 of the 7 students (71%) were male and 2 of the 7 students (29%) were female. One student (14%) scored between 75- 79% for their classroom teaching experience. Two of the students (29%)	Benchmark Met	Some of the rubrics were not complete ly filled out. In future, I might ask the classroom teachers to be more precise in filling out all aspects of the rubric. I might also see about getting the rubric translated into Marshall ese to assist classroom teachers in the completi	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
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[illegible]

Program (EDU) - Elementary Education BA	EDU 250	SLO 4_RMI Mathematics Curriculum	Presentation	EDU 250 students will create and implement a lesson based on the topics covered which must be aligned to the RMI Mathematics Curriculum standards. After creating/planning their plan, they will implement their lesson in primary schools of their choice. Before implementing lesson at primary school, students will be given a letter seeking permission to implement their plan from schools. With approval, student	70% of the students who will implement the lesson plan will have a field teaching grade of C or higher	Alvin Page	9 students were registered in section 2 of the EDU 250 course. Three students (33%) are female and 6 students (67%) are male. Five of the students (56%) are pre- service teachers, and four of the students (44%) have never taught in a classroom before. Four of the students (44%) are classroom teachers who are completing their ASEE degrees. Of the 9 students, 7 (78%) completed the teaching project associated with SLO #4. 5 of the 7 students (71%) were male and 2 of the 7 students (29%) were female.	Benchmark	Some of the rubrics were not complete ly filled out. In future, I might ask the classroom m teachers to be more precise in filling out all aspects of the rubric. I might also see about getting the rubric translate d into Marshall ese to assist classroom m teachers in the	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
				will give the cooperating teacher (CT) a grading rubric to observe/rate and give score to the student. CT will reflect on the students			One student (14%) scored between 75- 79% for their classroom teaching experience. Two of the students (29%)	Met				

Program (EDU) - Elementary Education BA	EDU 250	SLO 4_RMI Mathematics Curriculum	Presentation	EDU 250 students will create and implement a lesson based on the topics covered which must be aligned to the RMI Mathematics Curriculum standards. After creating/planning their plan, they will implement their lesson in primary schools of their choice. Before implementing lesson at primary school, students will be given a letter seeking permission to implement their plan from schools. With approval, student		70% of the students who will implement the lesson plan will have a field teaching grade of C or higher	Marson Ralpho	EDU 250 SLO		The assessme nt of SLO #4 for EDU 250 Fall 25 revealed significan t strengths , with a high percenta ge of students demonst rating excellent or proficien t capabiliti es in lesson planning, instructio nal strategie s, and the appropri ate use of resource s and materials . This is	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
				EDU 250 students will create and implement a lesson based on the topics covered which must be aligned to the RMI Mathematics Curriculum standards. After creating/planning their plan, they will implement their lesson in primary schools of their choice. Before implementing lesson at primary school, students will be given a letter seeking permission to implement their plan from schools. With approval, student				For the EDU 250 course for Fall 25 we assessed SLO #4 - Plan and present a lesson that addresses RMI Mathematics Curriculum standards. 19 students were registered in section 2 of the EDU 250 course. Three students (33%) are female and 6 students (67%) are male. Five of the students (56%) are pre-service teachers, and have never taught in a classroom before. Four of the students (44%) are classroom teachers who are completing their ASEE degrees. 10 of the 9 students, 7 (78%) completed the teaching project associated with SLO #4. 15 of the 7 students					

Program (AHS) - Adult High School	ENG 055	SLO 1_Conver sations	Collaborative Group Activity	ENG 055 Assessment is a group discussion and presentation based on the rubric given. The group has three items to discuss and presentation will follow after the discussion. This is to see how confident they are and to think critically.	70% of students should pass with 70% and above.	Telita Kaneko	Students were given 3 questions to work in groups of three for ENG 055-1. There were 6 students who participated in this assessment. Three students in each group. The first group consisted of 2 female and 1 male. Using the rubric, the first group had a total score of 21/28. The first group's overall percentage came to a 75%. The second group also consisted of two female students and on male	Benchmark Met	Revise course syllabus to include more practice on group presenta tion skills and public speaking skills.	No. The SLO statement doesn't need revision.	The instructor has use examples of great analysis. She has utilized the students scores, also rubric to show how the students are learning and segregation between male and female groups. Excellent analysis.	Approved
							student. Using the same rubric, the students were able to get a total score of 24/28, which is 86%. For Eng 055-2, there were three students that took the assessment. Two female students and 1 male student, as					

Program (DEV) - Developmental Education	ENG 096	SLO 4_Speaking & Listening Skills	Skill Performance	ENG 096 SLO #4 Assessment Plan SLO #4: Upon completion of this course, students will be able to apply appropriate pronunciation in advanced level listening and speaking context. Re-approve by CC on May 13, 2024.	Dev Ed 096 English Department Data Summary and Analysis Report	Rosalie, Ron, Silipa, Kara, Jenn, David	Benchmark Not Met	See recommended actions in the report	No. The SLO statement doesn't need revision.	Clear and well defined analysis of students performance level and strong highlights gaps that will need laser attention in class. Proposed actions presents pedagogical skills that can make positive impacts in students performance level.	Approved
				Assessment Tool: Modeling/Speech Shadowing This objective supports learners in acquiring foundational pronunciation skills that will enhance their speaking and listening abilities, enabling clearer communication. Assessment Plan: The plan aims to improve students pronunciation, rhythm, intonation, and fluency through a shadowing							
				"70% of the participants will be able to check off more than 70% all the items on Checklist 1 "70% of the participants will score more than 70 % of the recorded presentation (graded based on the rubric)							
				Dev Ed 096 English Department Data Summary and Analysis Report Overview This report summarizes and analyzes student participation and performance data across multiple English speaking/listening sections, based on reports submitted by 7 educators for the purpose of the departments SLO. The analysis identifies participation trends, performance outcomes, gender-based observations, and areas for instructional improvement. Recommendations are also provided to address identified gaps and strengthen future learning outcomes.							

Program (DEV) - Developmental Education	ENG 096	SLO 4_Speaking & Listening Skills	Skill Performance	ENG 096 SLO #4 Assessment Plan SLO #4: Upon completion of this course, students will be able to apply appropriate pronunciation in advanced level listening and speaking context. Re-approve by CC on May 13, 2024.	Dev Ed 096 English Department Data Summary and Analysis Report	Rosalie, Ron, Silipa, Kara, Jenn, David	Benchmark Not Met	See recommended actions in the report	No. The SLO statement doesn't need revision.	Clear and well defined analysis of students performance level and strong highlights gaps that will need laser attention in class. Proposed actions presents pedagogical skills that can make positive impacts in students performance level.	Approved
				Assessment Tool: Modeling/Speech Shadowing This objective supports learners in acquiring foundational pronunciation skills that will enhance their speaking and listening abilities, enabling clearer communication. Assessment Plan: The plan aims to improve students pronunciation, rhythm, intonation, and fluency through a shadowing							
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				Assessment Tool: Modeling/Speech Shadowing This objective supports learners in acquiring foundational pronunciation skills that will enhance their speaking and listening abilities, enabling clearer communication. Assessment Plan: The plan aims to improve students pronunciation, rhythm, intonation, and fluency through a shadowing							
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				Assessment Tool: Modeling/Speech Shadowing This objective supports learners in acquiring foundational pronunciation skills that will enhance their speaking and listening abilities, enabling clearer communication. Assessment Plan: The plan aims to improve students pronunciation, rhythm, intonation, and fluency through a shadowing							
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Program (DEV) - Developmental Education	ENG 096	SLO 4_Speaking & Listening Skills	Skill Performance	ENG 096 SLO #4 Assessment Plan SLO #4: Upon completion of this course, students will be able to apply appropriate pronunciation in advanced level listening and speaking context. Re-approve by CC on May 13, 2024.	Dev Ed 096 English Department Data Summary and Analysis Report	Rosalie, Ron, Silipa, Kara, Jenn, David	Benchmark Not Met	See recommended actions in the report	No. The SLO statement doesn't need revision.	Clear and well defined analysis of students performance level and strong highlights gaps that will need laser attention in class. Proposed actions presents pedagogical skills that can make positive impacts in students performance level.	Approved
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Program (DEV) - Developmental Education	ENG 096	SLO 4_Speaking & Listening Skills	Skill Performance	ENG 096 SLO #4 Assessment Plan SLO #4: Upon completion of this course, students will be able to apply appropriate pronunciation in advanced level listening and speaking context. Re-approve by CC on May 13, 2024.	Dev Ed 096 English Department Data Summary and Analysis Report	Rosalie, Ron, Silipa, Kara, Jenn, David	Benchmark Not Met	See recommended actions in the report	No. The SLO statement doesn't need revision.	Clear and well defined analysis of students performance level and strong highlights gaps that will need laser attention in class. Proposed actions presents pedagogical skills that can make positive impacts in students performance level.	Approved
				Assessment Tool: Modeling/Speech Shadowing This objective supports learners in acquiring foundational pronunciation skills that will enhance their speaking and listening abilities, enabling clearer communication. Assessment Plan: The plan aims to improve students pronunciation, rhythm, intonation, and fluency through a shadowing							
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				Environmental Impact Assessment (EIA) Assignment			Course: Integrated Coastal Management (SCI 245)		Recommendations
				Environmental Impact Assessment (EIA) is a critical tool in Integrated Coastal Management for identifying potential environmental, social, and economic impacts of development projects. This assessment will require students to conduct a simplified EIA for a selected development project in the Marshall Islands. The project must involve coastal or marine resources, with special attention to fragile ecosystems and climate change vulnerabilities.	Student must achieve a score of 70% or higher	Kendal Romany	Assessment Tool: Environmental Impact Assessment (EIA) Assignment Benchmark: 70% (students must achieve e70% to meet course competency) Total Students: 12 Summary of Scores Students Score (%) Gender Performance Level Remarks 180 Female Very Good Clear presentation and relevant local application. 278 Male Good Well-structured, but needed more detail in mitigation plan. 380 Male Very Good Good balance of environmental and social aspects.	1. Introduce a detailed case study analysis (e.g., real EIA report from RMIEPA) to enhance practical understanding. 2. Incorporate peer review sessions before final submission to improve report structure and coherence.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts	AA	SCI 245	SLO 3_Ecological Impact Presentation	Learning			483 Male Excellent Met		e.

Program (MSCI) - Marine Science CCT	SCI 245	SLO 3_Ecologi cal Impact	Presentation	Environmental Impact Assessment (EIA) Assignment	Student must achieve a score of 70% or higher	Kendal Romany	Course: Integrated Coastal Management (SCI 245)	Benchmark Met	Recomm endation s	No. The SLO statement doesn't need revision.			
				Environmental Impact Assessment (EIA) is a critical tool in Integrated Coastal Management for identifying potential environmental, social, and economic impacts of development projects. This assessment will require students to conduct a simplified EIA for a selected development project in the Marshall Islands. The project must involve coastal or marine resources, with special attention to fragile ecosystems and climate change vulnerabilities.			Assessment Tool: Environmental Impact Assessment (EIA) Assignment		1. Introduc e a detailed case study analysis (e.g., real EIA report from RMIEPA) to enhance practical understa nding.				
				Summary of Scores									
							Score				Score		to enhance practical understa nding.
							Gender Perfor mance				Gender Perfor mance		
							Level				Level		
							Remarks				Remarks		
							1800				1800		
							Good				Good		
							Clear presentation and relevant local application.				Clear presentation and relevant local application.		2. Incorpor ate peer review sessions before final submissi on to improve report structure and coherenc e.
							278				278		
							Male				Male		
							Good				Good		
							Well-structured, but needed more detail in mitigation plan.				Well-structured, but needed more detail in mitigation plan.		
							3800				3800		
							Male				Male		
							Very Good				Very Good		
							Good balance of environmental and social aspects.				Good balance of environmental and social aspects.		
							483				483		
							Male				Male		
							Excelle				Excelle		

Program (BUS) - Accounting Clerkship CC	ACC 133	SLO 1_Apply Basic Accounting Skills	Objective Type Exam/Quiz - In Course	exam on paper	70% of the students would get at least 70% in the exam that assesses students knowledge of accounting transactions	Oscar Ragus	The assessment was given as a test. There were 27 students registered in the class, and only 23 of them took the assessment. Seventy percent (70%) of all students who took the assessment scored at least 70% in the assessment. The benchmark was met if all students are considered. Technically, the males did not meet the benchmark (69% of them scored 70% or more), but the women did (71% of them scored 70% or more). Most of the students probably met the benchmark because they have been doing the practical exercises in class and/or studied well for the test. On the other	Benchmark Met	There were three major sections in the assessment: journalizing (27.5%); posting (47.5%); and preparing an unadjusted trial balance (20%). The same assessment can be used in the future, but perhaps the amount of posting required could be lessened. This	No. The SLO statement doesn't need revision.	We will rerun the same assessment in the upcoming cycle so that we gather more data that would really help us indentify the gaps and how to improve our course delivery.	Approved
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Program (BUS) - Business AA	ACC 133	SLO 1_Apply Basic Accounti ng Skills	Objective Type Exam/Quiz - In Course	exam on paper	70% of the students would get at least 70% in the exam that assesses students knowledge of accounting transactions	Oscar Ragus	The assessment was given as a test. There were 27 students registered in the class, and only 23 of them took the assessment. Seventy percent (70%) of all students who took the assessment scored at least 70% in the assessment. The benchmark was met if all students are considered. Technically, the males did not meet the benchmark (69% of them scored 70% or more), but the women did (71% of them scored 70% or more). Most of the students probably met the benchmark because they have been doing the practical exercises in class and/or studied well for the test. On the other	Benchmark Met	There were three major sections in the assessme nt: journalizi ng (27.5%); posting (47.5%); and preparin g an unadjust ed trial balance (20%). The same assessme nt can be used in the future, but perhaps the amount of posting required could be lessened. This	No. The SLO statement doesn't need revision.	We will rerun the same assessment in the upcoming cycle so that we gather more data that would really help us indentify the gaps and how to improve our couse delivery.	Approved
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Program (ABE) - Adult Basic Education	REA 010	SLO 1_Texts and Visuals	Objective Type Exam/Quiz - In Course	Exit Tickets and Think-Pair-Share -- Ask students to write a brief summary highlighting key story elements using the 5W1H (who, what, where, when, why, and how).	70% of students scoring 70% or higher showing adequate understandi ng of the content in terms of knowing how to read a variety of texts and visuals to identify and interpret useful information.	Jeziel Mae S. Ma	Quiz Results for each item; 1. Only 18 out of 32 students enrolled (56%) took the assessment. 2. 14 out of 32 students enrolled (44%) did not take the assessment. 3. 14 out of 18 students (78%) got a grade of (70%) and above which is considered as passed (P). 4. 4 out of 18 students (22%) got a grade below (70%) which is considered as not passed(NP). Therefore, benchmark was met for Reading Level 1 REA 010 Section 1 & 2 class. Age Range of Students Who Took Quiz: 1. 15 out of the 18 students (83%) who took the quiz were	Benchmark Met	Encourag e full student participa tion in future assessme nts through reminder s and flexible schedulin g. Provide additiona l reading practice activities to help students who scored below the passing mark improve their compreh ension skills. Continue using current teaching methods	No. The SLO statement doesn't need revision.	This is a well developed assessment results.	Approved
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Program (BUS) - Business AA	MKT 241	SLO 1_Market ing Concepts	Objective Type Exam/Quiz - Standardized	Explain the basic concepts of retailing, wholesaling, and physical distribution and how they apply to both private and nonprofit sectors. (Jessio).	70% of the student will score 70% or higher in the assessment.	Jessio Latrick	Assessment Analysis: Number of student taking the course: 15 Number of student who participated in the Assessment: 5 Number of Female who participated and met the benchmark; 1:1 Number of Male who participated and met the benchmark: 4:4	Benchmark Met	With only 33% of the class taking part in the SLO assessment, it is only right that an attempt should be done to redo this assessment. Way forward would be to work closely with the student support service program within the college. Do personalized counseling with the coordina	No. The SLO statement doesn't need revision.	Developing.	Approved
							Analysis: Based on the stats above, overall 100% of students who participated in the assessment met the requirement. However, with the comparatively low turn out of student to take the test, it is very hard to make an educated guess as to how effective the assessment was. This is because only 33% of those taking the class take part in		nt. Way forward would be to work closely with the student support service program within the college. Do personalized counseling with the coordina			

		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 Data and Analysis		That three students did not reach the benchmark on this assignment has a couple of causes. Perhaps the most significant is their near complete unfamiliarity with literature. Based on informal student conversations, the majority of students taking the course had never read a piece of fiction in their lives. Many did not know what fiction is. Complicating that is the fact that this course is taught as AP. To introduce both creative writing and literary analysis to students who have never been exposed to either in just eight weeks is		Actions			
		Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.						It is recommended that The course needs to be either made 16 weeks or The literary analysis needs to be removed . It is rarely part of a creative writing class. (My MA is in			
		70% of the students should be able to get 70% (C grade) or better									
		The whole class work will be used to assess the SLO.									
Program (GE) - General Education	ENG 201	SLO 2_Analyze Works	Written Assignment or Essay	A rubric will be used to grade this	70	James Henry	Benchmark Met	Yes. The SLO statement needs revision.	Approved		

		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 Data and Analysis		That three students did not reach the benchmark on this assignment has a couple of causes. Perhaps the most significant is their near complete unfamiliarity with literature. Based on informal student conversations, the majority of students taking the course had never read a piece of fiction in their lives. Many did not know what fiction is. Complicating that is the fact that this course is taught as AP. To introduce both creative writing and literary analysis to students who have never been exposed to either in just eight weeks is		Actions			
		Page length should not exceed 4 pages, ensure that there is a central character and a developed plot line.						It is recommended that The course needs to be either made 16 weeks or The literary analysis needs to be removed . It is rarely part of a creative writing class. (My MA is in			
		70% of the students should be able to get 70% (C grade) or better									
		The whole class work will be used to assess the SLO.									
Program (LA) - Liberal Arts AA	ENG 201	SLO 2_Analyze Works	Written Assignment or Essay	A rubric will be used to grade this 70	James Henry	Benchmark Met	Yes. The SLO statement needs revision.	Approved			

Program (BUS) - Business AA	ACC 251	SLO 3_Decision Making	Project - Group	group project where financial statement analysis is done	70% of the students would get at least 70% in the group project	Oscar Ragus	There were / students registered in the class. Two of them worked as a pair and the rest worked individually, so there was a total of 6 projects to complete. However, only 2 projects were submitted on time. The only two students who submitted the project on time probably met the benchmark because they worked on the project a little at a time every day. Most of the other students probably did NOT submit on time due to poor time management as they likely underestimated the amount of work to be done. The project was given right after the fall break and the students had 3½	Benchmark Met	The same assessment can be used in the future, but the students should be given more time to complete the project. As such, a deadline extension would probably need to be requested for the gathering of data for the SLO assessment. Also, the students may be encouraged to	No. The SLO statement doesn't need revision.	Since the gap assessment is inclusive given the limitation of the provided, you right to redo the assessment during the upcoming assessment cycle.	Approved
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Program (RFPERW) - Rating Forming Part of an Engine Room Watch CC	MART 131	SLO 1_ Safe Working Practices	Observation	identification of risks and hazards on ships and engine room, safety precautions required before commencing daily routines in engineroom	70% of the students will get a grade of 70 and above (DC)	Divesh Chandra	Benchmark Not Met	No. The SLO statement doesn't need revision.
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Department (STEM) - STEM	MATH 160	SLO 1_Data Preparation	Project - Group	In a partner, the students shall work on their project which is a survey method. The students will collect data from CMI students. They may choose a survey. A survey can be in a 3-item survey. The instructor shall check on the items that will be asked in the survey. The assessment and its result shall be evaluated according to a rubric.	It is expected that 70% of the students shall be able to achieve 70% points from the rubric.	Dr. Rosalinda Sumaoang; Mr. Edward Alfonso; Ms. Necy Sorian	RESULT ACCORDING TO ASSESSMENT TAKERS: 1. There are 55 students who were enrolled in Math 160 classes for Fall 2024-2025. 2. There are 35 students or 63.64% of the total students who took the Assessment. RESULT ACCORDING TO GENDER: 1. There are 16 males students out of 35 students or 45.71% were males. 2. There are 19 female students out of 35 students or 54.28% were females. 3. There are 11 male students out of 35 male students or 31.42% males were able to pass the Assessment. 4. There are 5 male	Benchmark Met	Analysis: 1. Several students showed partial mastery of survey concepts and facilitation, suggesting more time and scaffolding are needed on prerequisite topics and hands-on practice. 2. Elements of the rubric and scoring may not fully align with the targeted SLO; rubric doesn't need revision.	The SLO Assessment is well developed. The assessment is of High Quality.	Approved
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Program (BUS) - Business AA	MATH 160	SLO 1_Data Preparati on	Project - Group	In a partner, the students shall work on their project which is a survey method. The students will collect data from CMI students. They may choose a survey. A survey can be in a 3-item survey. The instructor shall check on the items that will be asked in the survey. The assessment and its result shall be evaulated according to a rubric.	It is expected that 70% of the students shall be able to achieve 70% points from the rubric.	Dr. Rosalinda Sumaoang; Mr. Edward Alfonso; Ms. Necy Sorian	RESULTS ACCORDING TO ASSESSMENT TAKERS: 1. There are 55 students who were enrolled in Math 160 classes for Fall 2024-2025. 2. There are 35 students or 63.64% of the total students who took the Assessment.	Analysis: 1. Several students showed partial mastery of survey concepts and facilitation, suggesting more time and scaffolding are needed on prerequisite topics and hands-on practice. 2. Elements of the rubric and scoring may not fully align with the targeted SLO; rubric	No. The SLO statement doesn't need revision.	The SLO Assessment is well developed. The assessment is of High Quality.	Approved
							RESULT ACCORDING TO GENDER: 1. There are 16 males students out of 35 students or 45.71% were males. 2. There are 19 female students out of 35 students or 54.28% were females. 3. There are 11 male students out of 35 male students or 31.42% males were able to pass the Assessment. 4. There are 5 male				

Program (GE) - General Education	MATH 160	SLO 1_Data Preparation	Project - Group	In a partner, the students shall work on their project which is a survey method. The students will collect data from CMI students. They may choose a survey. A survey can be in a 3-item survey. The instructor shall check on the items that will be asked in the survey. The assessment and its result shall be evaluated according to a rubric.	It is expected that 70% of the students shall be able to achieve 70% points from the rubric.	Dr. Rosalinda Sumaoang; Mr. Edward Alfonso; Ms. Necy Sorian	RESULT ACCORDING TO ASSESSMENT TAKERS: 1. There are 55 students who were enrolled in Math 160 classes for Fall 2024-2025. 2. There are 35 students or 63.64% of the total students who took the Assessment. RESULT ACCORDING TO GENDER: 1. There are 16 males students out of 35 students or 45.71% were males. 2. There are 19 female students out of 35 students or 54.28% were females. 3. There are 11 male students out of 35 male students or 31.42% males were able to pass the Assessment. 4. There are 5 male	Benchmark Met	Analysis: 1. Several students showed partial mastery of survey concepts and facilitation, suggesting more time and scaffolding are needed on prerequisite topics and hands-on practice. 2. Elements of the rubric and scoring may not fully align with the targeted SLO; rubric doesn't need revision.	The SLO Assessment is well developed. The assessment is of High Quality.	Approved
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Program (IT) - Support Level 1 CC	MATH 160	SLO 1_Data Preparation	Project - Group	In a partner, the students shall work on their project which is a survey method. The students will collect data from CMI students. They may choose a survey. A survey can be in a 3-item survey. The instructor shall check on the items that will be asked in the survey. The assessment and its result shall be evaluated according to a rubric.	It is expected that 70% of the students shall be able to achieve 70% points from the rubric.	Dr. Rosalinda Sumaoang; Mr. Edward Alfonso; Ms. Necy Sorian	RESULTS ACCORDING TO ASSESSMENT TAKERS: 1. There are 55 students who were enrolled in Math 160 classes for Fall 2024-2025. 2. There are 35 students or 63.64% of the total students who took the Assessment.	RESULTS ACCORDING TO GENDER: 1. There are 16 males students out of 35 students or 45.71% were males. 2. There are 19 female students out of 35 students or 54.28% were females. 3. There are 11 male students out of 35 male students or 31.42% males were able to pass the Assessment. 4. There are 5 male	Benchmark Met	Analysis: 1. Several students showed partial mastery of survey concepts and facilitation, suggesting more time and scaffolding are needed on prerequisite topics and hands-on practice. 2. Elements of the rubric and scoring may not fully align with the targeted SLO; No. The SLO statement doesn't need revision.	The SLO Assessment is well developed. The assessment is of High Quality.	Approved
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Program (LA) - Liberal Arts AA	MATH 160	SLO 1_Data Preparati on	Project - Group	In a partner, the students shall work on their project which is a survey method. The students will collect data from CMI students. They may choose a survey. A survey can be in a 3-item survey. The instructor shall check on the items that will be asked in the survey. The assessment and its result shall be evaulated according to a rubric.	It is expected that 70% of the students shall be able to achieve 70% points from the rubric.	Dr. Rosalinda Sumaoang; Mr. Edward Alfonso; Ms. Necy Sorian	RESULI ACCORDING TO ASSESSMENT TAKERS: 1. There are 55 students who were enrolled in Math 160 classes for Fall 2024-2025. 2. There are 35 students or 63.64% of the total students who took the Assessment.	RESULT ACCORDING TO GENDER: 1. There are 16 males students out of 35 students or 45.71% were males. 2. There are 19 female students out of 35 students or 54.28% were females. 3. There are 11 male students out of 35 male students or 31.42% males were able to pass the Assessment. 4. There are 5 male	Analysis: 1. Several students showed partial mastery of survey concepts and facilitatio n, suggestin g more time and scaffoldi ng are needed on prerequis ite topics and hands-on practice. 2. Elements of the rubric and scoring may not fully align with the targeted SLO; rubric	No. The SLO statement doesn't need revision.	The SLO Assessment is well developed. The assessment is of High Quality.	Approved
								Benchmark Met				

Program (NURS) - Public Health CCT	MATH 160	SLO 1_Data Preparati on	Project - Group	In a partner, the students shall work on their project which is a survey method. The students will collect data from CMI students. They may choose a survey. A survey can be in a 3-item survey. The instructor shall check on the items that will be asked in the survey. The assessment and its result shall be evaulated according to a rubric.	It is expected that 70% of the students shall be able to achieve 70% points from the rubric.	Dr. Rosalinda Sumaoang; Mr. Edward Alfonso; Ms. Necy Sorian	RESULTS ACCORDING TO ASSESSMENT TAKERS: 1. There are 55 students who were enrolled in Math 160 classes for Fall 2024-2025. 2. There are 35 students or 63.64% of the total students who took the Assessment.	Benchmark Met	Analysis: 1. Several students showed partial mastery of survey concepts and facilitation, suggesting more time and scaffolding are needed on prerequisite topics and hands-on practice. 2. Elements of the rubric and scoring may not fully align with the targeted SLO; rubric doesn't need revision.	The SLO Assessment is well developed. The assessment is of High Quality.	Approved
							RESULT ACCORDING TO GENDER: 1. There are 16 males students out of 35 students or 45.71% were males. 2. There are 19 female students out of 35 students or 54.28% were females. 3. There are 11 male students out of 35 male students or 31.42% males were able to pass the Assessment. 4. There are 5 male				

Program (VCARP) - Carpentry Certificate	VCARP 061	SLO 1_Estimat ing	Objective Type Exam/Quiz - In Course	in a quiz/test, the students will be using the method of adding, subtracting, multiplying and dividing fractions to estimate how many lumbers and plywood would be needed for a one side wall of a small building that is 30 feet long. Dde	70% of the students will pass with 70% or better.
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Program (VCARP) - Carpentry - Certificate	VCARP 105	SLO 1_Interior Finishing	Project - Group	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.	Waisake Savu	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	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	Yes. The SLO statement needs revision.	I do not see a copy of the assessment here, so it is difficult to assess quality. As the instructor is currently deceased, we will not send back for changes in this rare circumstance.	Approved
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Program (BUS) - Accounting Clerkship CC	BUS 101	SLO 2_Business Organizations	Written Assignment or Essay	In this assessment tool the students will be given an assignment explaining the differences between the type of business formatons, explaining advantages and disadvantages of each business formation in the context of the Republic of the Marshall Islands.	70% of the students who are attending the class will score an average 70% or above.	Jessio Latrick	Number of people taking the course during the assessment period: 42 Sections: 1 first half and 1 2nd half Number of students who participated in the assessment: 33 Number of female participant: 18 Number of Male participant: 15 Number of male who particpated and met the benchmark: 15:15 Number of female who participated and met the bench are 18:18 Analysis With 100% success rate, the students were able to understand the differnet types of business formation and how it how they apply here in the RMI. The topic of business formation is easily understood by the	Benchmark Met	Use the other SLO use for the next upcoming SLO assessme nt cycle. doesn't need revision.	No. The SLO statement for the next upcoming SLO assessment cycle.	Approved
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Program (BUS) - Business AA	BUS 101	SLO 2_Business Organizations	Written Assignment or Essay	In this assessment tool the students will be given an assignment explaining the differences between the type of business formations, explaining advantages and disadvantages of each business formation in the context of the Republic of the Marshall Islands.	70% of the students who are attending the class will score an average 70% or above.	Jessio Latrick	Number of people taking the course during the assessment period: 42 Sections: 1 first half and 1 2nd half Number of students who participated in the assessment: 33 Number of female participant: 18 Number of Male participant: 15 Number of male who participated and met the benchmark: 15:15 Number of female who participated and met the bench are 18:18 Analysis With 100% success rate, the students were able to understand the different types of business formation and how it how they apply here in the RMI. The topic of business formation is easily understood by the	Benchmark Met	Use the other SLO use for the next upcoming SLO assessment cycle.	No. The SLO statement doesn't need revision.	Use the other SLO use for the next upcoming SLO assessment cycle.	Approved
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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	Waisake Savu	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 or the students had difficultie s in starting this work. They should have been given more practice on this topic, Most of them had to be reminde d the importan ce of clarifying what and how it happene d. A student's task sheet on a daily basis will help them in	No. The SLO statement doesn't need revision.
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Program (VCARP) - Carpentry Certificate	VCARP 104	SLO 3_Site Preparati on	Project - Group	In this assessment, the students will be working in a group. After lectures, observations, watching layout videos, and discussions, they will be given a footing plan 16 (16feet) wide and 30 (30feet) long to layout correctly by using any layout method they have learned. (RKaneko)	70% of the students or above will perform satisfactorily.	Randon Kaneko	1. Data Results There were three (3) students who enrolled this class. There were three (3) students who participated. All three (3) students met the benchmark. All three students are on full time. 1 returning and 2 new students. 2. Analysis Effective Team Collaboration - Team was all male and communicated well, divided responsibility efficiently, and supported each other throughout the process. Assessment time: 2 hours Participation and Engagement – Being all male group and already knew each other before enrolling in the class helped boost active	Benchmark Met	Revise course syllabus and rubric.	No. The SLO statement doesn't need revision.	The instructor was able to see the students learning from the rubric. Good analysis.	Approved
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Department (STEM) - STEM	MICR 101	SLO 3_Demon strate	Project - Individual	In this assessment, the students will conduct experiments on the use of microscope to identify cells of selected organisms. They will have to prepare the samples for viewing under the microscope. The students will use the different objective lenses at different magnification and calculate the total magnification. The viewed cells are to be identified, drawn and well labelled. 70% of the students At the end of the experiments, taking the each student will assessment write and submit will get a a formal grade of C or laboratory report. higher.
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Program (GE) - General Education	MICR 101	SLO 3_Demonstrate	Project - Individual	In this assessment, the students will conduct experiments on the use of microscope to identify cells of selected organisms. They will have to prepare the samples for viewing under the microscope. The students will use the different objective lenses at different magnification and calculate the total magnification. The viewed cells are to be identified, drawn and well labelled. 70% of the students At the end of the experiments, taking the each student will assessment write and submit will get a a formal grade of C or laboratory report. higher.
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Program (LA) - Liberal Arts AA	MICR 101	SLO 3_Demonstrate	Project - Individual	In this assessment, the students will conduct experiments on the use of microscope to identify cells of selected organisms. They will have to prepare the samples for viewing under the microscope. The students will use the different objective lenses at different magnification and calculate the total magnification. The viewed cells are to be identified, drawn and well labelled. 70% of the students At the end of the experiments, taking the each student will assessment write and submit will get a a formal grade of C or laboratory report. higher.
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Program (NURS) - Nursing AS	MICR 101	SLO 3_Demonstrate	Project - Individual	In this assessment, the students will conduct experiments on the use of microscope to identify cells of selected organisms. They will have to prepare the samples for viewing under the microscope. The students will use the different objective lenses at different magnification and calculate the total magnification. The viewed cells are to be identified, drawn and well labelled. 70% of the students At the end of the experiments, taking the each student will assessment write and submit will get a a formal grade of C or laboratory report. higher.
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Program (VCARP) - Carpentry Certificate	VCARP 201	SLO 3_Constr uct	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 assessment model. The main total is 100% features will , 70% of the include fixtures of students are the wall frame to expected to the floor score 70% or structure and to more to pass the roof frame. .	Waisake Savu	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,	No. The SLO statement doesn't need revision.
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Program (LA) - Liberal Arts AA	SCI 225	SLO 4_Experi ment	Experiment or Other Laboratory Experience	In this experiment the students will investigate the quality of water at any aquaculture facility in RMI possibly at MIMRA or Clam Farm. This experiment is designed to (i) determine pH of water samples, (ii) measure and record the amount of dissolved oxygen and carbon dioxide in water samples, (iii) determine ammonia and nitrite concentrations of water samples, (iv) and measure the hardness of water samples. Water quality is key as it provides oxygen and food, serves as an excretory site, helps regulate body	70% of the students will attain a C grade or better	Nating Dako	Three (3) students comprised of two (2) males and one (1) female enrolled in SCI225 and they all completed this lab. The passing rate in terms of age groups between 18-20 years and 21-28 years were 75% and 25% respectively. With reference to the majors, this course was completely made up of Liberal Arts students with a 100% passing rate. In addition, all three students were Fulltime and First Generation students and all of them scored 70% and above. Moreover, with regards to gender, the passing rate for both males and females who scored 70% and above grade were 75% and 25% respectively. In other words, all (100%) males and	Benchmark Met	This is an interesting and useful practical exercise for students studying aquaculture. However, in the future, it is recommended that STEM Department provides the water quality meters to test pH, salinity, nutrients, and light intensity as well as mini aquariums for	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark. Approved
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Program (MSCI) - Marine Science CCT	SCI 225	SLO 4_Experi ment	Experiment or Other Laboratory Experience	In this experiment the students will investigate the quality of water at any aquaculture facility in RMI possibly at MIMRA or Clam Farm. This experiment is designed to (i) determine pH of water samples, (ii) measure and record the amount of dissolved oxygen and carbon dioxide in water samples, (iii) determine ammonia and nitrite concentrations of water samples, (iv) and measure the hardness of water samples. Water quality is key as it provides oxygen and food, serves as an excretory site, helps regulate body	70% of the students will attain a C grade or better	Nating Dako	Three (3) students comprised of two (2) males and one (1) female enrolled in SCI225 and they all completed this lab. The passing rate in terms of age groups between 18-20 years and 21-28 years were 75% and 25% respectively. With reference to the majors, this course was completely made up of Liberal Arts students with a 100% passing rate. In addition, all three students were Fulltime and First Generation students and all of them scored 70% and above. Moreover, with regards to gender, the passing rate for both males and females who scored 70% and above grade were 75% and 25% respectively. In other words, all (100%) males and	Benchmark Met	This is an interesting and useful practical exercise for students studying aquaculture. However, in the future, it is recommended that STEM Department provides the water quality meters to test pH, salinity, nutrients, and light intensity as well as mini aquariums for	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students meeting the benchmark. Approved
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Department (STEM) - STEM	CHEM 101	SLO 2_Utilizes Techniques	Experiment or Other Laboratory Experience	In this experiment, the student determined the density of liquids and solids. The temperature of density of liquids was also investigated by the students. The density of both the solids and the liquids was calculated from the weight and volume measurements of the given samples. At the end of the experiments, each student had written and submitted a formal laboratory report.	70% of the students will attain a C grade or better	Dr. Linus Okoro	Marking Criteria for Laboratory reports for CHEM 101 Course Title: CHEM 101 - Introduction to Chemistry Laboratory Session Participation 2 marks Introduction 3 marks Materials/ Methods 6 mark Results 5 marks Discussion (Explain your results) & Conclusion 4 marks Total 20 marks Analysis The assessment results showed that 75% 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	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. No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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							Marking Criteria for Laboratory reports for CHEM 101						
Program (GE) - General Education	CHEM 101	SLO 2_Utilize Techniques	Experiment or Other Laboratory Experience	In this experiment, the student determined the density of liquids and solids. The temperature of density of liquids was also investigated by the students. The density of both the solids and the liquids was calculated from the weight and volume measurements of the given samples. At the end of the experiments, each student had written and submitted a formal laboratory report.		70% of the students will attain a C grade or better	Dr. Linus Okoro	Course Title: CHEM 101 - Introduction to Chemistry		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.			
								Laboratory Session Participation 2 marks					
								Introduction 3 marks		Materials/ Methods 6 mark			
								Results 5 marks		Discussion (Explain your results) & Conclusion 4 marks			
								Total 20 marks		Analysis			
								The assessment results showed that 75% 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		Benchmark Met			
Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.												Approved	

Program (LA) - Liberal Arts AA	CHEM 101	SLO 2_Utilizes Techniques	Experiment or Other Laboratory Experience	In this experiment, the student determined the density of liquids and solids. The temperature of density of liquids was also investigated by the students. The density of both the solids and the liquids was calculated from the weight and volume measurements of the given samples. At the end of the experiments, each student had written and submitted a formal laboratory report.	70% of the students will attain a C grade or better	Dr. Linus Okoro	Marking Criteria for Laboratory reports for CHEM 101 Course Title: CHEM 101 - Introduction to Chemistry Laboratory Session Participation 2 marks Introduction 3 marks Materials/ Methods 6 mark Results 5 marks Discussion (Explain your results) & Conclusion 4 marks Total 20 marks Analysis The assessment results showed that 75% 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	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.	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
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							Marking Criteria for Laboratory reports for CHEM 101										
Program (NURS) - Nursing AS	CHEM 101	SLO 2_Utilize Techniques	Experiment or Other Laboratory Experience	In this experiment, the student determined the density of liquids and solids. The temperature of density of liquids was also investigated by the students. The density of both the solids and the liquids was calculated from the weight and volume measurements of the given samples. At the end of the experiments, each student had written and submitted a formal laboratory report.			70% of the students will attain a C grade or better	Dr. Linus Okoro	Course Title: CHEM 101 - Introduction to Chemistry		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.		Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved			
				Laboratory Session Participation 2 marks		Introduction 3 marks		Materials/ Methods 6 mark		Results 5 marks		Discussion (Explain your results) & Conclusion 4 marks			Total 20 marks		
				Analysis		The assessment results showed that 75% 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		Benchmark Met									

Department (STEM) - STEM	BIO 101	SLO 3_Explain Biological Processes	Written Assignment or Essay	In this experiment, the students will conduct experiments on the standard tests for certain carbohydrates (sugars & starch). 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.	Dr. Linus Okoro	Laboratory Results/Data: 1.) 11 out of 15 students (73%) got a grade of (70%) and above which is considered as passed (P) 2.) 4 out of 15 students (27%) got a grade below (70%) which is considered as not passed(NP)			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.			Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
				Therefore, benchmark was met for BIO 101.					Majors of Students Who Took Laboratory Assessment: 1.) 4 out of the 15 students (27%) who took the quiz were Business majors. 2.) 5 out of the 15 students (33%) who took the quiz were Nursing majors. 3.) 5 out of the 15 students (33%) who took the quiz were LA majors. 4.) 1 out of the 15			Practical laboratory experiences are important				
									Benchmark Met			No. The SLO statement doesn't need revision.				

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Program (EDU) - Elementary Education BA	EDU 322	SLO 4_Implement Instructional Strategies	Project - Individual	Individual students will be able to create grade appropriate Social studies lessons of 4 teaching activities that are engaging, context based and fun in an elementary classroom setting. The teaching activities that the students will use will come from the 6 components of the QPF. and reflecting the requirements of the PSS Curriculum. A rubric will be used to assess the 4 teaching activities. The benchmark is that 70% of students will score 80out of 100 in the rubric. Data collected will be disaggregated under gender,	80
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Program (EDU) - Elementary Education CCT in Special Education (SPED)	SPED 261	SLO 1_Research the Legislative Rights	Research Report	Legislations that protect the rights of children/persons with disabilities. Individual Presentation. 1.Students will review several legislations that protects the rights of persons with disabilities. 2.Students will use the data and information found to present a research report by using individual oral presentation and large group discussions. 3.Students will discuss the legislative implications for working with children/persons with disabilities. (Rubric below provided as guide)	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	November 12, 2025	SPED 260 Data Analysis: Possible reasons why students met the benchmark or reasons the benchmark was not met Benchmark Met: ☑All 4 females who took the assessment have met the benchmark. ☑The students conducted timely research, completed the task on time and presented their findings in a combined PowerPoint Oral Presentation. ☑The students also met most of the requirement of the rubric and adhered to assessment instructions, attending the assessment and making a submission via Moodle.	Benchmark Met	Action: What would you like to suggest Address specific issues cited in the analysis: "Reinforce that students read more about the inline etiquette so they can understand more about the importance of avoiding a noisy background while presenting.	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 action clearly explains future pedagogical decisions for addressing this SLO and students learning and achievement (i.e., action closes the loop	Approved
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Questions need to be answer by the pupils during the lesson activities:

- Was the lesson paced appropriately for all learners?

-What did learn from observing student interaction and responses?

70% of the students should achieve a 70% score or higher.

Benchmark
Not Met

Yes. The SLO statement needs revision.

Approved

				LESSON PLAN: Questions need to be answer by the pupils during the lesson activities: -What are the key concepts covered in the lessons? -Did the lesson objectives align with students' prior knowledge? - How engaged were the students during the lesson? - Was the lesson paced appropriately for all learners? -How did the lesson meet the benchmark? -What did learn from observing student interaction and responses? By using these questions, I can gain valuable insights into both student learning and the effectiveness of my teaching	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (53% of the 100%) students achieved a 70% score or higher. 9 (47% of the 100%) students achieved a 69% score or lower. Benchmark didnt meet.	Benchmark Not Met	One possible reason why the student didnt meet the benchma rk is that he or she missed class most of the time and didnt submit his or her assignme nt.	Yes. The SLO statement needs revision.	Approved	
Program (LA) - Liberal Arts AA	MAR 230	SLO 2_Lesson Plan	Presentation									

				LESSON PLAN: Questions need to be answer by the pupils during the lesson activities: -What are the key concepts covered in the lessons? -Did the lesson objectives align with students' prior knowledge? - How engaged were the students during the lesson? - Was the lesson paced appropriately for all learners? -How did the lesson meet the benchmark? -What did learn from observing student interaction and responses? By using these questions, I can gain valuable insights into both student learning and the effectiveness of my teaching	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (53% of the 100%) students achieved a 70% score or higher. 9 (47% of the 100%) students achieved a 69% score or lower. Benchmark didnt meet.	Benchmark Not Met	One possible reason why the student didnt meet the benchmark is that he or she missed class most of the time and didnt submit his or her assignme nt.	Yes. The SLO statement needs revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 230	SLO 2_Lesson Plan	Presentation								

				LESSON PLAN: Questions need to be answer by the pupils during the lesson activities: -What are the key concepts covered in the lessons? -Did the lesson objectives align with students' prior knowledge? - How engaged were the students during the lesson? - Was the lesson paced appropriately for all learners? -How did the lesson meet the benchmark? -What did learn from observing student interaction and responses? By using these questions, I can gain valuable insights into both student learning and the effectiveness of my teaching	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (53% of the 100%) students achieved a 70% score or higher. 9 (47% of the 100%) students achieved a 69% score or lower. Benchmark didnt meet.	Benchmark Not Met	One possible reason why the student didnt meet the benchmark is that he or she missed class most of the time and didnt submit his or her assignme nt.	Yes. The SLO statement needs revision.	Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 230	SLO 2_Lesson Plan	Presentation								

				LESSON PLAN: Questions need to be answer by the pupils during the lesson activities: -What are the key concepts covered in the lessons? -Did the lesson objectives align with students' prior knowledge? - How engaged were the students during the lesson? - Was the lesson paced appropriately for all learners? -How did the lesson meet the benchmark? -What did learn from observing student interaction and responses? By using these questions, I can gain valuable insights into both student learning and the effectiveness of my teaching	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (53% of the 100%) students achieved a 70% score or higher. 9 (47% of the 100%) students achieved a 69% score or lower. Benchmark didnt meet.	Benchmark Not Met	One possible reason why the student didnt meet the benchmark is that he or she missed class most of the time and didnt submit his or her assignme nt.	Yes. The SLO statement needs revision.	Approved
Program (MAR) - Marshallese Studies AA	MAR 230	SLO 2_Lesson Plan	Presentation								

				Literary Analysis Assignment: Antigone or Rhinoceros													
				Objective: Write a 600-800- word literary analysis essay on either Antigone by Sophocles or Rhinoceros by Eugène Ionesco. Your essay should provide a clear interpretation of the text, supported by direct quotations and analysis. This assignment will help you develop critical thinking and close reading skills by engaging deeply with a literary work. For this assignment, you will need to find two sources that support your interpretations.				Notes: Students were very interested in the subject matter and paid attention to lectures and participated well in group discussions and activities. Because reading and writing about literature is not something really any of them had done before, I allowed unlimited drafts for the assignment, which also contributed to the large percentage meeting the benchmark. The one student who did not meet the benchmark rarely attended class and never submitted any ungraded drafts.				Action: Im not entirely sure anything needs to be done. I believe the assignme nt works well and the high number of students meeting the benchma rk shows this.		No. The SLO statement doesn't need revision.			
Program (GE) - General Education	ENG 210	SLO 2_Formal Essays	Written Assignment or Essay	Essay Structure: Your essay should follow a	70	James Henry			Benchmark Met					Approved			

		Literary Analysis Assignment: Antigone or Rhinoceros											
		Objective: Write a 600-800- word literary analysis essay on either Antigone by Sophocles or Rhinoceros by Eugène Ionesco. Your essay should provide a clear interpretation of the text, supported by direct quotations and analysis. This assignment will help you develop critical thinking and close reading skills by engaging deeply with a literary work. For this assignment, you will need to find two sources that support your interpretations.				Notes: Students were very interested in the subject matter and paid attention to lectures and participated well in group discussions and activities. Because reading and writing about literature is not something really any of them had done before, I allowed unlimited drafts for the assignment, which also contributed to the large percentage meeting the benchmark. The one student who did not meet the benchmark rarely attended class and never submitted any ungraded drafts.		Action: Im not entirely sure anything needs to be done. I believe the assignme nt works well and the high number of students meeting the benchma rk shows this.		No. The SLO statement doesn't need revision.			
Program (LA) - Liberal Arts AA	ENG 210	SLO 2_Formal Essays	Written Assignment or Essay	Essay Structure: Your essay should follow a	70	James Henry	Benchmark Met						

Program (BUS) - Accounting Clerkship CC	BUS 106	SLO 3_Compute Payroll Deductions	Objective Type Exam - Midterm	midterm exam on paper and in Excel where payroll information is calculated	the portion of the midterm that assesses payroll preparation	Oscar Ragus	70% of the students would get at least 70% in the portion of the midterm that assesses payroll preparation	The assessment was given as a test. There were 27 students registered in the class, and only 21 of them took the assessment. Two-thirds (67%) of all students who took the assessment scored at least 70% in the assessment; one-third (33%) did not. Coincidentally, for both males and females, only two-thirds (67%) of their respective groups also met the benchmark. The average grade of the whole class was 70.9%. The average grade of the males was 70.7%; females, 71.3. The assessment was broken down into 2 parts: "Paper portion" "Excel portion" For the males, 80% of them met the benchmark	Although the same assessment can be used in the future, it might be a better idea to modify it. As many students did fairly well in the calculation part on paper, they can probably be given more challenging questions in the future. As for the Excel part, students should be constantly reminded.	No. The SLO statement doesn't need revision.	Rubric/Analysis of Result, there wasn't any qualitative analysis done so as you planned for the upcoming assessment cycle, this is something that you will have to do.	Approved
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Program (BUS) - Business AA	BUS 106	SLO 3_Compute Payroll Deductions	Objective Type Exam - Midterm	midterm exam on paper and in Excel where payroll information is calculated	70% of the students would get at least 70% in the portion of the midterm that assesses payroll preparation	Oscar Ragus	The assessment was given as a test. There were 27 students registered in the class, and only 21 of them took the assessment. Two-thirds (67%) of all students who took the assessment scored at least 70% in the assessment; one-third (33%) did not. Coincidentally, for both males and females, only two-thirds (67%) of their respective groups also met the benchmark. The average grade of the whole class was 70.9%. The average grade of the males was 70.7%; females, 71.3. The assessment was broken down into 2 parts: "Paper portion" "Excel portion" For the males, 80% of them met the	Benchmark Not Met	Although the same assessment can be used in the future, it might be a better idea to modify it. As many students did fairly well in the calculation part on paper, they can probably be given more challenging questions in the future. As for the Excel part, students should be constantly reminded No. The SLO statement doesn't need revision.	Rubric/Analysis of Result, there wasn't any qualitative analysis done so as you planned for the upcoming assessment cycle, this is something that you will have to do.	Approved
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Program (BUS) - Business AA	ACC 250	SLO 3_Accounting Principles	Objective Type Exam - Midterm	midterm exam on paper where financial statements are prepared	midterm that assesses financial statement preparation	Oscar Ragus	The assessment was given as a section of part 1 of the midterm. There were 8 students registered in the class, and all of them completed the SLO assessment. All of the 8 students scored 70% or more in the midterm. However, only 6 of them (75.0%) scored 70% or more in the SLO assessment, which was a subset of the midterm.		There were 5 sections in the assessment: "Preparing a trial balance (26.2%) "Preparing an income statement (16.9%) "Preparing a statement of owners equity (12.3%) "Preparing a balance sheet (32.3%) "Journalizing closing entries (12.3%)		
							70% of the students would get at least 70% in the portion of the		The assessment was broken down into 5 sections covering different topics: "Preparing a trial balance "Preparing an income statement "Preparing a statement of owner's equity "Preparing a balance sheet "Journalizing		
							Benchmark Met	As the students did relatively	No. The SLO statement doesn't need revision.	This is a very good assessment. We can use it across our other program courses.	Approved

Program (RFPERW) - Rating Forming Part of an Engine Room Watch CC	MART 130	SLO 3_ Operational Requirements	Observation	On completion of this learning outcome the learner will be able to describe the cycles of a four-stroke diesel engine. (Ben Vroom)	70% of the students that undergo assessment will get a score of 70 or higher
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Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 120	SLO 4_Describe Anchoring & Mooring Operations	Observation	On completion of this learning outcome, you will be able to perform support duties during mooring and anchoring operations. Meaning of terms commonly used in relation to mooring and anchoring is described. (Hugo Bugoro)	70 percent of the students that undergo the assessment will get the score 70% or higher (Hugo B)
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Program (GE) - General Education	GEO 110	SLO 1_Geographical, Cartographic Sources	Observation	Outside observation using Map reading	70
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Program (LA) - Liberal Arts AA	GEO 110	SLO 1_Geographical, Cartographic Sources	Observation	Outside observation using Map reading	70
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Program (BUS) - Accounting Clerkship CC	BUS 200	SLO 2_Career Portfolio	Portfolio	Portfolio assignment submission.	70% of the students taking the course will be able to meet 70% or more of the required work assignments and submitted on time.
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Program (BUS) - Business AA	BUS 200	SLO 2_Career Portfolio	Portfolio	Portfolio assignment submission.	70% of the students taking the course will be able to meet 70% or more of the required work assignments and submitted on time.
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Program (EDU) - Elementary Education AS	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of the student will get a score of 70 or higher.	Risi Matthew	15 Weeks FALL 2025 MAR 130 4: SLO Assessment Results, Analysis, and Action	Assessment Tool Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	Assessment Data and Analysis (Section 2): (20) students enrolled in the Course (10) Females= 70%scored 70% or more (females over females' part) (10) Males= 30% scored or more (males over males' part)	Benchmark Not Met	Reasons for students not achieving the scores is due to absentee s and not doing attendin g regularly. Early intervent ion after the assessme nt could be another source that could help. Possible actions may include analyze date to determin e causes of unmet benchma	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of the student will get a score of 70 or higher.	Risi Matthew	15 Weeks FALL 2025 MAR 130 4: SLO Assessment Results, Analysis, and Action	Assessment Tool Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	Assessment Data and Analysis (Section 2): (20) students enrolled in the Course (10) Females= 70%scored 70% or more (females over females' part) (10) Males= 30% scored or more (males over males' part)	Benchmark Not Met	met	No. The SLO statement doesn't need revision.	Approved
							Reasons for students not achieving the scores is due to absentee s and not doing attendin g regularly. Early intervent ion after the assessme nt could be another source that could help. Possible actions may include analyze date to determin e causes of un						

Program (LA) - Liberal Arts	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of the student will get a score of 70 or higher.	Risi Matthew	15 Weeks FALL 2025 MAR 130 4: SLO Assessment Results, Analysis, and Action	Assessment Tool Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	Assessment Data and Analysis (Section 2): (20) students enrolled in the Course (10) Females= 70%scored 70% or more (females over females' part) (10) Males= 30% scored or more (males over males' part)	Benchmark	Not Met	Reasons for students not achieving the scores is due to absentee s and not doing attendin g regularly. Early intervent ion after the assessme nt could be another source that could help. Possible actions may include analyze date to determin e causes of un met benchma	No. The SLO statement doesn't need revision.	Approved

Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of the student will get a score of 70 or higher.	Risi Matthew	15 Weeks FALL 2025 MAR 130 4: SLO Assessment Results, Analysis, and Action	Assessment Tool Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	Assessment Data and Analysis (Section 2): (20) students enrolled in the Course (10) Females= 70%scored 70% or more (females over females' part) (10) Males= 30% scored or more (males over males' part)	Benchmark Not Met	Reasons for students not achieving the scores is due to absentee s and not doing attendin g regularly. Early intervent ion after the assessme nt could be another source that could help. Possible actions may include analyze date to determin e causes of un met benchma	No. The SLO statement doesn't need revision.	Approved

				15 Weeks FALL 2025 MAR 130 4: SLO Assessment Results, Analysis, and Action					Reasons for students not achieving the		
				Assessment Tool Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.					scores is due to absentee s and not doing attending regularly. Early intervention after the assessment could be		
				Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using	70% of the student will get a score of 70 or higher.					another source that could help. Possible actions may include analyze date to determine causes of un	
Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 2_Outside Influence	Presentation	PowerPoint.		Risi Matthew		Benchmark Not Met	met benchma	No. The SLO statement doesn't need revision.	Approved

Program (MAR) - Marshallese Studies AA	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of the student will get a score of 70 or higher.	Risi Matthew	15 Weeks FALL 2025 MAR 130 4: SLO Assessment Results, Analysis, and Action	Assessment Tool Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	Assessment Data and Analysis (Section 2): (20) students enrolled in the Course (10) Females= 70%scored 70% or more (females over females' part) (10) Males= 30% scored or more (males over males' part)	Benchmark Not Met	met	No. The SLO statement doesn't need revision.	Approved
							Reasons for students not achieving the scores is due to absentee s and not doing attendin g regularly. Early intervent ion after the assessme nt could be another source that could help. Possible actions may include analyze date to determin e causes of un						

15 Weeks Fall 2025

MAR 130-7 :SLO

Assessment Result, Analysis, and action

Assessment Tools:

Power Point:

Students were assign to research their topic on how social, economic, and political affect the Marshallese Culture and Society. After they done with the research on their topic, they're going to do their presentation.

Power Point Presentation on how social, economic, and political influences affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.

70% of
student will
get a score
of 70 or
higher

Rolson
Jakabot

Assessment Data and Analysis (Section 7)

(25) students
enrolled in this
course
(16) female: 69%
pass
(9) male: 44.4%
pass

The benchmark was met with 83%, because majority of students were

Benchmark

Met

The reason why class didn't meet the benchmark due to their absentee s and missing assignment for not attending class.

No. The SLO statement doesn't need revision.

Program (EDU) - Elementary Education AS	MAR 130	SLO 2_Outside Influence	Presentation
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Program (EDU) - Elementary Education AS	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	My last E. Bilimon	This assessment required students to conduct research and deliver a PowerPoint presentation (710 slides) examining how modernization has affected a specific aspect of Marshallese culture. Students were instructed to analyze the social, economic, and political influences shaping Marshallese culture and society today. The assignment prompt was as follows: Choose an aspect of the Marshallese culture, then research how modernization has affected or influenced it. Kelet juon ian men ko mottan mantin Majol im kommman juon am ekkatak kon ewi waween an oktak in mour jelet e.	Benchmark Not Met	30% did the assignme nt	No. The SLO statement doesn't need revision.
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						15 weeks Fall 2025			
						MAR 130-6: SLO			
						Assessment			
						Results, Analysis,			
						and Action			
						Assessment Tool:			
						Essay Writing:			
						Student were			
						assign to research			
						on how social,			
						economic and			
						political affect the			
						Marshallese			
						Culture and			
						Society. After they			
						done with research			
						on their assign			
						topic, there were			
						assign to write an			
						essay base on their			
						topic.			
						Assessment Data			
						and Analysis			
						(Section 6)			
						(18) students			
						enrolled in this			
						course			
						(10) female = 80%			
						pass			
						(8) male = 37% pass			
						The benchmark			
						was not met,			
						because we got			
						only 44% which is			
						Benchmark			
						Not Met			
						The			
						reason			
						why the			
						class			
						didn't			
						meet the			
						benchma			
						rk due to			
						few			
						submit			
						their			
						work			
						complete			
						, while			
						most are			
						incomple			
						te.			
						No. The SLO statement			
						doesn't need revision.			

						15 Weeks Fall 2025					
						MAR 130-7 :SLO					
						Assessment Result,					
						Analysis, and action					

Program (GE) - General Education	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	Mylast E. Bilimon	This assessment required students to conduct research and deliver a PowerPoint presentation (710 slides) examining how modernization has affected a specific aspect of Marshallese culture. Students were instructed to analyze the social, economic, and political influences shaping Marshallese culture and society today. The assignment prompt was as follows:			
							Choose an aspect of the Marshallese culture, then research how modernization has affected or influenced it. Kelet juon iaan men ko mottan mantin Majol im kommman juon am ekkatak kon ewi waween an oktak in mour jelet e.			
							Benchmark Not Met	30% did the assignme nt	No. The SLO statement doesn't need revision.	

Program (GE) - General Education	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	Jora Jora	15 weeks Fall 2025 MAR 130-6: SLO Assessment Results, Analysis, and Action		
							Assessment Tool: Essay Writing: Student were assign to research on how social, economic and political affect the Marshallese Culture and Society. After they done with research on their assign topic, there were assign to write an essay base on their topic.	Assessment Data and Analysis (Section 6) (18) students enrolled in this course (10) female = 80% pass (8) male = 37% pass	The reason why the class didn't meet the benchma rk due to few submit their work complete , while most are incomplete.

							15 Weeks Fall 2025 MAR 130-7 :SLO Assessment Result, Analysis, and action			
							Assessment Tool: Power Point: Students were assign to research their topic on how social, economic, and political affect the Marshallese Culture and Society. After they done with the research on their topic, they're going to do their presentation.			
Program (LA) - Liberal Arts AA	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using	70% of student will get a score of 70 or higher	Rolson Jakabot	Assessment Data and Analysis (Section 7) (25) students enrolled in this course (16) female: 69% pass (9) male: 44.4% pass	Benchmark Met	The reason why class didn't meet the benchma rk due to their absentee s and missing assignme nt for not attending class.	No. The SLO statement doesn't need revision.
				PowerPoint.			The benchmark was met with 83%, because majority of students were			

Program (LA) - Liberal Arts AA	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	Mylast E. Bilimon	This assessment required students to conduct research and deliver a PowerPoint presentation (710 slides) examining how modernization has affected a specific aspect of Marshallese culture. Students were instructed to analyze the social, economic, and political influences shaping Marshallese culture and society today. The assignment prompt was as follows:			
							Choose an aspect of the Marshallese culture, then research how modernization has affected or influenced it. Kelet juon iaan men ko mottan mantin Majol im kommman juon am ekkatak kon ewi waween an oktak in mour jelet e.			
							Benchmark Not Met	30% did the assignme nt	No. The SLO statement doesn't need revision.	

							15 weeks Fall 2025			
							MAR 130-6: SLO			
							Assessment			
							Results, Analysis,			
							and Action			
							Assessment Tool:			
							Essay Writing:			
							Student were			
							assign to research			
							on how social,			
							economic and			
							political affect the			
							Marshallese			
							Culture and			
							Society. After they			
							done with research			
							on their assign			
							topic, there were			
							assign to write an			
							essay base on their			
							topic.	The		
								reason		
								why the		
								class		
								didn't		
								meet the		
								benchma		
								rk due to		
								few		
								submit		
								their		
								work		
								complete		
								, while		
								most are		
								incomple		
								te.		
								No. The SLO statement		
								doesn't need revision.		
Program (LA) -		SLO		Power Point	70% of					
Liberal Arts		2_Outsid		Presentation on	student will					
		e		how social,	get a score					
		Influence		economic, and	of 70 or	Jora Jora				
				political influence	higher					
				affect the						
				Marshallese						
				culture and						
				society: After						
				having research						
				on their topic,						
				students will						
				present their						
				report in class						
				using						
				PowerPoint.						

				15 Weeks Fall 2025 MAR 130-7 :SLO Assessment Result, Analysis, and action					
				Assessment Tool: Power Point: Students were assign to research their topic on how social, economic, and political affect the Marshallese Culture and Society. After they done with the research on their topic, they're going to do their presentation.					
				Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.		70% of student will get a score of 70 or higher		Rolson Jakabot	
				Assessment Data and Analysis (Section 7) (25) students enrolled in this course (16) female: 69% pass (9) male: 44.4% pass		The benchmark was met with 83%, because majority of students were		Benchmark Met	
				The reason why class didn't meet the benchma rk due to their absentee s and missing assignme nt for not attendin g class.		No. The SLO statement doesn't need revision.			
Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 2_Outside Influence	Presentation						

Program (MAR) - Marshallese Language Arts CCT	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	Mylast E. Bilimon	This assessment required students to conduct research and deliver a PowerPoint presentation (710 slides) examining how modernization has affected a specific aspect of Marshallese culture. Students were instructed to analyze the social, economic, and political influences shaping Marshallese culture and society today. The assignment prompt was as follows:			
							Choose an aspect of the Marshallese culture, then research how modernization has affected or influenced it. Kelet juon iaan men ko mottan mantin Majol im kommman juon am ekkatak kon ewi waween an oktak in mour jelet e.			
							Benchmark Not Met	30% did the assignme nt	No. The SLO statement doesn't need revision.	

				15 weeks Fall 2025					
				MAR 130-6: SLO					
				Assessment					
				Results, Analysis,					
				and Action					
				Assessment Tool:					
				Essay Writing:					
				Student were					
				assign to research					
				on how social,					
				economic and					
				political affect the					
				Marshallese					
				Culture and					
				Society. After they					
				done with research					
				on their assign					
				topic, there were					
				assign to write an					
				essay base on their					
				topic.					
				Power Point					
				Presentation on					
				how social,					
				economic, and					
				political influence					
				affect the					
				Marshallese					
				culture and					
				society: After					
				having research					
				on their topic,					
				students will					
				present their					
				report in class					
				using					
				PowerPoint.					
				70% of					
				student will					
				get a score					
				of 70 or					
				higher					
				Jora Jora					
				Assessment Data					
				and Analysis					
				(Section 6)					
				(18) students					
				enrolled in this					
				course					
				(10) female = 80%					
				pass					
				(8) male = 37% pass					
				The benchmark					
				was not met,					
				because we got					
				only 44% which is					
				Benchmark					
				Not Met					
				The					
				reason					
				why the					
				class					
				didn't					
				meet the					
				benchma					
				rk due to					
				few					
				submit					
				their					
				work					
				complete					
				, while					
				most are					
				incomple					
				te.					
				No. The SLO statement					
				doesn't need revision.					

						15 Weeks Fall 2025 MAR 130-7 :SLO Assessment Result, Analysis, and action						
						Assessment Tool: Power Point: Students were assign to research their topic on how social, economic, and political affect the Marshallese Culture and Society. After they done with the research on their topic, they're going to do their presentation.						
						Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	Rolson Jakabot	Assessment Data and Analysis (Section 7) (25) students enrolled in this course (16) female: 69% pass (9) male: 44.4% pass	The reason why class didn't meet the benchma rk due to their absentee s and missing assignme nt for not		
Program (MAR) - Marshallese Social Studies CCT	MAR 130	SLO 2_Outside Influence s	Presentation						The benchmark was met with 83%, because majority of students were	Benchmark Met	attending class.	No. The SLO statement doesn't need revision.

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				15 weeks Fall 2025					
				MAR 130-6: SLO					
				Assessment					
				Results, Analysis,					
				and Action					
				Assessment Tool:					
				Essay Writing:					
				Student were					
				assign to research					
				on how social,					
				economic and					
				political affect the					
				Marshallese					
				Culture and					
				Society. After they					
				done with research					
				on their assign					
				topic, there were					
				assign to write an					
				essay base on their					
				topic.					
				Power Point					
				Presentation on					
				how social,					
				economic, and					
				political influence					
				affect the					
				Marshallese					
				culture and					
				society: After					
				having research					
				on their topic,					
				students will					
				present their					
				report in class					
				using					
				PowerPoint.					
				70% of					
				student will					
				get a score					
				of 70 or					
				higher					
				Jora Jora					
				Assessment Data					
				and Analysis					
				(Section 6)					
				(18) students					
				enrolled in this					
				course					
				(10) female = 80%					
				pass					
				(8) male = 37% pass					
				The benchmark					
				was not met,					
				because we got					
				only 44% which is					
				Benchmark					
				Not Met					
				The					
				reason					
				why the					
				class					
				didn't					
				meet the					
				benchma					
				rk due to					
				few					
				submit					
				their					
				work					
				complete					
				, while					
				most are					
				incomple					
				te.					
				No. The SLO statement					
				doesn't need revision.					

				15 Weeks Fall 2025 MAR 130-7 :SLO Assessment Result, Analysis, and action											
				Assessment Tool: Power Point: Students were assign to research their topic on how social, economic, and political affect the Marshallese Culture and Society. After they done with the research on their topic, they're going to do their presentation.											
				Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using		70% of student will get a score of 70 or higher		Rolson Jakabot		Assessment Data and Analysis (Section 7) (25) students enrolled in this course (16) female: 69% pass (9) male: 44.4% pass		The reason why class didn't meet the benchma rk due to their absentee s and missing assignme nt for not attending class.		No. The SLO statement doesn't need revision.	
Program (MAR) - Marshallese Studies AA		MAR 130	SLO 2_Outside Influence Presentation	PowerPoint.		higher				The benchmark was met with 83%, because majority of students were		Benchmark Met			

Program (MAR) - Marshallese Studies AA	MAR 130	SLO 2_Outside Influence	Presentation	Power Point Presentation on how social, economic, and political influence affect the Marshallese culture and society: After having research on their topic, students will present their report in class using PowerPoint.	70% of student will get a score of 70 or higher	Mylast E. Bilimon	This assessment required students to conduct research and deliver a PowerPoint presentation (710 slides) examining how modernization has affected a specific aspect of Marshallese culture. Students were instructed to analyze the social, economic, and political influences shaping Marshallese culture and society today. The assignment prompt was as follows:			
							Choose an aspect of the Marshallese culture, then research how modernization has affected or influenced it. Kelet juon iaan men ko mottan mantin Majol im kommman juon am ekkatak kon ewi waween an oktak in mour jelet e.			
							Benchmark Not Met	30% did the assignme nt	No. The SLO statement doesn't need revision.	

				15 weeks Fall 2025					
				MAR 130-6: SLO					
				Assessment					
				Results, Analysis,					
				and Action					
				Assessment Tool:					
				Essay Writing:					
				Student were					
				assign to research					
				on how social,					
				economic and					
				political affect the					
				Marshallese					
				Culture and					
				Society. After they					
				done with research					
				on their assign					
				topic, there were					
				assign to write an					
				essay base on their					
				topic.					
				Power Point					
				Presentation on					
				how social,					
				economic, and					
				political influence					
				affect the					
				Marshallese					
				culture and					
				society: After					
				having research					
				on their topic,					
				students will					
				present their					
				report in class					
				using					
				PowerPoint.					
				70% of					
				student will					
				get a score					
				of 70 or					
				higher					
				Jora Jora					
				Assessment Data					
				and Analysis					
				(Section 6)					
				(18) students					
				enrolled in this					
				course					
				(10) female = 80%					
				pass					
				(8) male = 37% pass					
				The benchmark					
				was not met,					
				because we got					
				only 44% which is					
				Benchmark					
				Not Met					
				The					
				reason					
				why the					
				class					
				didn't					
				meet the					
				benchma					
				rk due to					
				few					
				submit					
				their					
				work					
				complete					
				, while					
				most are					
				incomple					
				te.					
				No. The SLO statement					
				doesn't need revision.					

Program (BUS) - Business AA	BUS 251	SLO 4_Prepar e a Solid Business Plan	Written Assignment or Essay	preliminary business plan	70% of the students would get at least 70% in the preliminary business plan	Oscar Ragus	The assessment was given as project that will count as 50% of midterm assessment. There were 13 students registered in the class, and 10 of them submitted the project. Of the 10 students who submitted the project, 8 (80.0%) met the benchmark while 2 (20%) did not meet the benchmark. The assessment was not disaggregated due to the small population size. In short, the benchmark was met as 80.0% of the students who submitted the project scored 70% or more in the SLO assessment as a whole. The average grade of the class was 77.1%	Benchmark Met	I nose who did not submit the project did not take the time to withdraw from the class and would likely fail the course. In the future, those who do not complete the project (business plan) should be followed up, so that they can withdraw from the class instead of	No. The SLO statement doesn't need revision.	This a well developed assessment as you have presented the quantitative information to support your assessment	Approved
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Program (AHS) - Adult High School	AUTO 051	SLO 1_Advanced Diagnostics & Repair	Skill Performance	Quarter 1 (Theory) Written Exams / Quizzes Assess understanding of advanced diagnostic principles, system theory, and repair procedures.	Quarter 2 :Performance- Based Assessment (Hands-On Test) Students perform diagnostics and repairs on live or simulated automotive systems.	70% of students who participate in this assessment will get 70% above. A rubric will be used for students score	Yogesh Naidu	Performance Analysis •Highest Score: 22 (achieved by Kcann Samson and Winton Laidren) •Lowest Score: 10 (Miram Balos) •Class Average: (40+90+80+85+90) ÷5=77(40 + 90 + 80 + 85 + 90) ÷ 5 = 77%(40+90+80+85+ 90)÷5=77 The average class performance stands at 77%, indicating a generally good level of understanding and engagement among students.	Demographics •Total Students: 5 •Female Students: 3 •Male Students: 2 This course is composed of 3 female and 2 male students, reflecting a balanced gender distribution within	Benchmark Met	Recomm endation s 1.Remedial Support: Provide extra practice or one- on-one guidance for Miram Balos. 2.Peer Learning: Pair stronger students (e.g., Kcann and Winton) with those needing improve ment for collabora tive learning. 3.Conti nuous Assessm ent: Conduct	No. The SLO statement doesn't need revision.	The instructor provided appropriate data demonstrating student learning and achievement of outcomes, which clearly aligns with the SLO assessment plan. The assessment tool is appropriate for the SLO assessment. Despite this, the instructor's recommendations are clearly articulated and outline specific actions to address student learning and achievement. Overall, the assessment results, analysis, and proposed actions are well-written and effectively communicated.	Approved

Program (BUS) - Business AA	MGT 261	SLO 3_Strategic Management	Objective Type Exam/Quiz - Standardized	Quiz in Moodle covering the function of management: Planning, Organizing, Leading, and Controlling. Here the students will demonstrate their understanding of the four functions of management.	Student should be able to score 70% or more to pass the assessment.	Jess Latrick	The course ran two separate sections, one in the first half of the semester while the other one was on the 2nd half. There were 14 people participant of which only 7 of them took part in the SLO assessment. There were 2 girls and 5 boys. 1/2 of the female participant met the benchmark while the other one failed. Fortunately, all the males participants all met the benchmark. Overall based on the number of students participated, the result gives a 86% overall average 16% higher than the benchmark. Data Disaggregation: Disaggregation is only based on gender due to the fact that only 50 of the class took part	Benchmark Met	For the upcoming assessment next cycle special attention should be given to student attention and participation in the class assessment work. It is important to run the same assessment to really understand the situation. No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education AS	MAR 230	SLO 1_Marsh altese Sentence Grammar	Objective Type Exam/Quiz - Standardized	Quizzes: Create multiple-choice or fill-in-the- blank quizzes that focus especially on identifying subject and possessive proper nouns.	70% of the students should be able to achieve a 70% score or higher.
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Program (LA) - Liberal Arts AA	MAR 230	SLO 1_Marsh altese Sentence Grammar	Objective Type Exam/Quiz - Standardized	Quizzes: Create multiple-choice or fill-in-the- blank quizzes that focus especially on identifying subject and possessive proper nouns.	70% of the students should be able to achieve a 70% score or higher.
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Program (MAR) - Marshallese Language Arts CCT	MAR 230	SLO 1_Marsh altese Sentence Grammar	Objective Type Exam/Quiz - Standardized	Quizzes: Create multiple-choice or fill-in-the- blank quizzes that focus especially on identifying subject and possessive proper nouns.	70% of the students should be able to achieve a 70% score or higher.
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Program (MAR) - Marshallese Social Studies CCT		SLO 1_Marsh allese	Objective Type Exam/Quiz - Standardized	Quizzes: Create multiple-choice or fill-in-the- blank quizzes that focus especially on identifying subject and possessive proper nouns.	70% of the students should be able to achieve a 70% score or higher.
	MAR 230	Sentence Grammar			

Program (MAR) - Marshallese Studies AA		SLO 1_Marsh allese	Objective Type Exam/Quiz - Standardized	Quizzes: Create multiple-choice or fill-in-the- blank quizzes that focus especially on identifying subject and possessive proper nouns.	70% of the students should be able to achieve a 70% score or higher.
	MAR 230	Sentence Grammar			

				SCI 281: Internship in Marine Science Assignment Overview As part of your internship experience, you have conducted a scientific research project addressing a marine science topic. This assignment challenges you to transform your research findings into a compelling short film documentary that communicates your scientific work to a broader audience. Your documentary should: "Highlight the importance of the research topic to the Marshall Islands. "Explain your research objectives,	
Program (MSCI) - Marine Science CCT	SCI 281	SLO 3_ Record Activities and Thoughts	Video or Audio Recording		Students must achieve a score of 70% or higher

Program (EDU) - Elementary Education AS	PSY 201	Study	Presentation	SLO Assessment			Data and Analysis			Action																				
				as at October 2025 (Summary) Please see detailed report in repository			• One-on- one support was provided to																							
				Secondary/Desk- top Research. Students will use Main eBook text on Moodle “HDEV6 Human Lifespan Development” 6th edition by Spencer A. Rathus (2020) and support text “The Developing Person Through the LifeSpan” 11th edition by Cathleen Stassen Berger (2020)			70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach Attached as Guide)			Mellessia Crawford			The report accounts for 15 participants (9 males and 6 females) who are students of the class PSY 201 Introduction to Psychology course, at College of the Marshall Islands in the Liberal Arts. The data report reveals the number of participants who participated in the assessment. The assessment was split in 3 part so that the work load could be more manageable for participants and reasonable time could be given get them to complete the task in a timely manner, among other justification. (see page			Benchmark Met			l. •			No. The SLO statement doesn't need revision.			Great work. Very detailed.			Approved		

Program (GE) - General Education	PSY 201	Study	Presentation	SLO 1_Domains of Developmental			SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository			Action			No. The SLO statement doesn't need revision.	Great work. Very detailed.	Approved
				Secondary/Desktop Research. Students will use Main eBook text on Moodle "HDEV6 Human Lifespan Development" 6th edition by Spencer A. Rathus (2020) and support text "The Developing Person Through the LifeSpan" 11th edition by Cathleen Stassen Berger (2020) and at least 5-10 additional credible sources such as articles, journals, books and other credible online sources to support findings. (See Rubric Attached as Guide)	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Mellessia Crawford	The report accounts for 15 participants (9 males and 6 females) who are students of the class PSY 201 Introduction to Psychology course, at College of the Marshall Islands in the Liberal Arts. The data report reveals the number of participants who participated in the assessment. The assessment was split in 3 part so that the work load could be more manageable for participants and reasonable time could be given get them to complete the task in a timely manner, among other justification. (see page	Benchmark Met		- One-on-one support was provided to participants based on their learning needs and challenges. - Participants were provided support based on their learning styles and frequency of access to electronic devices and this turned out to be successful.					

							SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository		Action				
							Secondary/Desktop Research. Students will use Main eBook text on Moodle “HDEV6 Human Lifespan Development” 6th edition by Spencer A. Rathus (2020) and support text “The Developing Person Through the LifeSpan” 11th edition by Cathleen Stassen Berger (2020) and at least 5-10 additional credible sources such as articles, journals, books and other credible online sources to support findings. (See Rubric Attached as Guide)		70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Mellessia Crawford			
Program (LA) - Liberal Arts AA	PSY 201	SLO 1_Domains of Developmental Study	Presentation				The report accounts for 15 participants (9 males and 6 females) who are students of the class PSY 201 Introduction to Psychology course, at College of the Marshall Islands in the Liberal Arts. The data report reveals the number of participants who participated in the assessment. The assessment was split in 3 part so that the work load could be more manageable for participants and reasonable time could be given get them to complete the task in a timely manner, among other justification. (see page	Benchmark Met	No. The SLO statement doesn't need revision.	Great work. Very detailed.	Approved		

Program (NURS) - Nursing AS	PSY 201	SLO 1_Domains of Developmental Study	Presentation	Secondary/Desktop Research. Students will use Main eBook text on Moodle "HDEV6 Human Lifespan Development" 6th edition by Spencer A. Rathus (2020) and support text "The Developing Person Through the LifeSpan" 11th edition by Cathleen Stassen Berger (2020) and at least 5-10 additional credible sources such as articles, journals, books and other credible online sources to support findings. (See Rubric Attached as Guide)	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Mellessia Crawford	SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository	The report accounts for 15 participants (9 males and 6 females) who are students of the class PSY 201 Introduction to Psychology course, at College of the Marshall Islands in the Liberal Arts. The data report reveals the number of participants who participated in the assessment. The assessment was split in 3 part so that the work load could be more manageable for participants and reasonable time could be given get them to complete the task in a timely manner, among other justification. (see page	Benchmark Met	Action • One-on-one support was provided to participants based on their learning needs and challenges. • Participants were provided support based on their learning styles and frequency of access to electronic devices and this turned out to be successful.	No. The SLO statement doesn't need revision.	Great work. Very detailed.	Approved
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Program (EDU) - Elementary Education AS	EDU 109	SLO 2_Educational Philosophies	Presentation	SLO 2 Upon completion of this course, the students will be able to explore shared knowledge of philosophical views to provide appropriate rationale of educational policies in the PSS goals to serve students with disabilities and observe legislations governing the rights of Persons with Disabilities (PWD). PLO 2 PowerPoint presentation on Philosophy theories that are allied to the policies for the rights of person of disabilities.	A rubric will be used to gauge performance of students in 3 skills A. selection of philosophers C. Theories associated with person with disabilities (POW). C.70% of students will satisfactorily perform the in the rubric.	Jennifer Shoniber	This report presents an analysis of student scores in the course "Philosophy EDU 109," focusing on the performance of both male and female students, overall class achievement, and their progress relative to the 70% passing criterion. The class consists of 23 students. The assessment is based on each student's presentation, which has been evaluated using a rubric to ensure consistent grading. All students scored above the 70% threshold, demonstrating excellent mastery of the course material. Average Score for the entire class: approximately 0.909 (or 90.9%). There are 11 female and 12 male	Benchmark Met	Students will visit the Disability Organization in Majuro to see the relevancy of the educational policies they studied in their course.	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
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Program (EDU) - Elementary Education BA	EDU 109	SLO 2_Educational Philosophies	Presentation	SLO 2 Upon completion of this course, the students will be able to explore shared knowledge of philosophical views to provide appropriate rationale of educational policies in the PSS goals to serve students with disabilities and observe legislations governing the rights of Persons with Disabilities (PWD). PLO 2 PowerPoint presentation on Philosophy theories that are allied to the policies for the rights of person of disabilities.	A rubric will be used to gauge performance of students in 3 skills A. selection of philosophers C. Theories associated with person with disabilities (POW). C.70% of students will satisfactorily perform the skills listed in the rubric.	Jennifer Shoniber	This report presents an analysis of student scores in the course "Philosophy EDU 109," focusing on the performance of both male and female students, overall class achievement, and their progress relative to the 70% passing criterion. The class consists of 23 students. The assessment is based on each student's presentation, which has been evaluated using a rubric to ensure consistent grading. All students scored above the 70% threshold, demonstrating excellent mastery of the course material. Average Score for the entire class: approximately 0.909 (or 90.9%). There are 11 female and 12 male	Benchmark Met	Students will visit the Disability Organization in Majuro to see the relevancy of the educational policies they studied in their course.	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
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Department (STEM) - STEM	ANAT 210	SLO 2_Organ Systems Functions	Written Assignment or Essay	SLO 2: Students are engaged individually with assigned essays based on students demonstrated comprehensive and insightful understanding of organ system and functions.	Student to achieve a target of 70%& above to master the description of functions and organ system appropriatel y.
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Program (LA) - Liberal Arts AA	ANAT 210	SLO 2_Organ Systems Functions	Written Assignment or Essay	SLO 2: Students are engaged individually with assigned essays based on students demonstrated comprehensive and insightful understanding of organ system and functions.	Student to achieve a target of 70%& above to master the description of functions and organ system appropriatel y.
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Program (NURS) - Nursing AS	ANAT 210	SLO 2_Organ Systems Functions	Written Assignment or Essay	SLO 2: Students are engaged individually with assigned essays based on students demonstrated comprehensive and insightful understanding of organ system and functions.	Student to achieve a target of 70%& above to master the description of functions and organ system appropriatel y.
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Program (EDU) - Elementary Education BA	ART 329	SLO 2_Perfor ming Arts Develop ments	Project - Group	SLO#2, Performing Arts Development will be a group project. Students will explore how music reflects and influences cultural values, social norms, and historical events. They will focus on the classical, contemporary and modern period. Students will choose a world nation of their choice for their project. Students will present their group project via a google slide presentation. Data will disaggregated in gender and location. Benchmark is that 70% of the students will achieve 75 out of 100 marks in the given rubric. Attached is the rubric	75	Rosie Koroi	SLO#2 was a group assignment. Students were assessed on a rubric out of 100. 44 students participated in the SLO assessment. There were 10 groups with 4- 5 members. The groups chose the country that they would like to research. The groups presented their research through PowerPoint. The bench mark was met. 70% of the students (31 students) to achieve 75 out of 100 in the rubric. The group scores ranged from 75- 100. Analysis of Scores. The students performed well in the SLO assessment. They scored passing marks in the different components of the	Benchmark Met	The Rubric for the SLO will be modified for the next cycle. Students need continuo us training in how to create PowerPo ints with uploaded links to You tube and google sites. This would be one of the teaching content in the proposed Educatio n Technolo gy Course.	No. The SLO statement doesn't need revision.	The action is well- developed and clearly aligned with the analysis of the data results.	Approved
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Program (GE) - General Education	ART 329	SLO 2_Perfor ming Arts Develop ments	Project - Group	SLO#2, Performing Arts Development will be a group project. Students will explore how music reflects and influences cultural values, social norms, and historical events. They will focus on the classical, contemporary and modern period. Students will choose a world nation of their choice for their project. Students will present their group project via a google slide presentation. Data will disaggregated in gender and location. Benchmark is that 70% of the students will achieve 75 out of 100 marks in the given rubric. Attached is the rubric	75	Rosie Koroi	SLO#2 was a group assignment. Students were assessed on a rubric out of 100. 44 students participated in the SLO assessment. There were 10 groups with 4- 5 members. The groups chose the country that they would like to research. The groups presented their research through PowerPoint. The bench mark was met. 70% of the students (31 students) to achieve 75 out of 100 in the rubric. The group scores ranged from 75- 100. Analysis of Scores. The students performed well in the SLO assessment. They scored passing marks in the different components of the	Benchmark Met	The Rubric for the SLO will be modified for the next cycle. Students need continuo us training in how to create PowerPo ints with uploaded links to You tube and google sites. This would be one of the teaching content in the proposed Educatio n Technolo gy Course.	No. The SLO statement doesn't need revision.	The action is well- developed and clearly aligned with the analysis of the data results.	Approved
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Program (LA) - AA	ART 329	SLO 2_Performing Arts Developments	Project - Group	SLO#2, Performing Arts Development will be a group project. Students will explore how music reflects and influences cultural values, social norms, and historical events. They will focus on the classical, contemporary and modern period. Students will choose a world nation of their choice for their project. Students will present their group project via a google slide presentation. Data will disaggregated in gender and location. Benchmark is that 70% of the students will achieve 75 out of 100 marks in the given rubric. Attached is the rubric	75	Rosie Koroi	SLO#2 was a group assignment. Students were assessed on a rubric out of 100. 44 students participated in the SLO assessment. There were 10 groups with 4- 5 members. The groups chose the country that they would like to research. The groups presented their research through PowerPoint. The bench mark was met.70% of the students (31 students) to achieve 75 out of 100 in the rubric. The group scores ranged from 75- 100. Analysis of Scores. The students performed well in the SLO assessment. They scored passing marks in the different components of the	Benchmark Met	The Rubric for the SLO will be modified for the next cycle. Students need continuo us training in how to create PowerPo ints with uploaded links to You tube and google sites. This would be one of the teaching content in the proposed Educatio n Technolo gy Course.	No. The SLO statement doesn't need revision.	The action is well- developed and clearly aligned with the analysis of the data results.	Approved
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Program (LA) - Liberal Arts AA	MAR 160	SLO 2_Effective Speaking	Presentation	Speak effectively in public setting	70%	Risi Matthew	15 Weeks FALL 2025 MAR 160 (Public Speaking): SLO Assessment Results, Analysis, and Action Assessment Data and Analysis:	Benchmark Met	15 Weeks FALL 2025 MAR 160 (Public Speaking): SLO Assessm ent Results, Analysis, and Action Assessm ent Data and Analysis:	No. The SLO statement doesn't need revision.	Approved
							Student will be given a topic based on the course syllabus outline. (10) students enrolled in the Course (6) females- 66.6% scored of 70% or more (females over females part) (4) males- 100% scored of 70% or more (males over males part) The results showed that benchmark of 70% was met with 85% students meeting the criteria. This indicate that instructional strategies and assessment methods are effective in		Student will be given a topic based on the course syllabus outline. (10) students enrolled in the Course (6) females- 66.6% scored of		

Program (MAR) - Marshallese Language Arts CCT	MAR 160	Speaking	Presentation	SLO 2_Effective	Speak effectively in public setting	70%	Risi Matthew	15 Weeks FALL 2025 MAR 160 (Public Speaking): SLO Assessment Results, Analysis, and Action Assessment Data and Analysis:	15 Weeks FALL 2025 MAR 160 (Public Speaking): SLO Assessm ent Results, Analysis, and Action Assessm ent Data and Analysis:	Benchmark Met	66.6% scored of	No. The SLO statement doesn't need revision.	Approved
								Student will be given a topic based on the course syllabus outline. (10) students enrolled in the Course (6) females- 66.6% scored of 70% or more (females over females part) (4) males- 100% scored of 70% or more (males over males part) The results showed that benchmark of 70% was met with 85% students meeting the criteria. This indicate that instructional strategies and assessment methods are effective in	Student will be given a topic based on the course syllabus outline. (10) students enrolled in the Course (6) females- 66.6% scored of				

Program (MAR) - Marshallse Studies AA	MAR 160	SLO 2_Effective Speaking	Presentation	Speak effectively in public setting	70%	Risi Matthew	15 Weeks FALL 2025 MAR 160 (Public Speaking): SLO Assessment Results, Analysis, and Action Assessment Data and Analysis: Student will be given a topic based on the course syllabus outline. (10) students enrolled in the Course (6) females- 66.6% scored of 70% or more (females over females part) (4) males- 100% scored of 70% or more (males over males part) The results showed that benchmark of 70% was met with 85% students meeting the criteria. This indicate that instructional strategies and assessment methods are effective in	Benchmark Met	15 Weeks FALL 2025 MAR 160 (Public Speaking) : SLO Assessm ent Results, Analysis, and Action Assessm ent Data and Analysis: Student will be given a topic based on the course syllabus outline. (10) students enrolled in the Course (6) females- 66.6% scored of	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education	SPED 260	SLO Types	Presentation	Specific Learning Disability Observation Form	70% or higher.	Mellessia Crawford	Please see attached file which consists of data, tables, graphs. File Name the SLO Data and Assessment Report for Map Cycle 6 FALL 2025	Benchmark Met	- One-on-one support was provided to participants based on their learning needs and challenges. - Participants were provided support based on their learning styles and frequency of access to electronic devices and this turned out to be successful.	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 action is clearly tied to the analysis of data results.	Approved
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Program (GE) - General Education	HIS 201	SLO 2_Historical Primary Sources & Secondary Sources	Written Assignment or Essay	Student will be given an option to pick a chapter where they will 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.	Desmond Narain Doulatram	16 out of 16 participated showcasing a 100 percent participation rate in the assessment. 14 out of 16 passed the assessment with a 70 percent or higher showcasing a 87 percent passing rate and 13 percent failing rate meaning benchmark was met.	Benchmark Met	Continue to assess students and remind them of due dates.	No. The SLO statement doesn't need revision.	Assessment plan is practical and aligns well with rubric.	Approved
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Program (LA) - Liberal Arts AA	HIS 201	SLO 2_Historical Primary Sources & Secondary Sources	Written Assignment or Essay	Student will be given an option to pick a chapter where they will do "textual analysis" using only the given source to dissect information.	70 percent of	Desmond Narain Doulatram	16 out of 16 participated showcasing a 100 percent participation rate in the assessment. 14 out of 16 passed the assessment with a 70 percent or higher showcasing a 87 percent passing rate and 13 percent failing rate meaning benchmark was	Benchmark Met	Continue to assess students and remind them of due dates.	No. The SLO statement doesn't need revision.	Assessment plan is practical and aligns well with rubric.	Approved
				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.			met.					

		SLO		Student will either write a photo essay of them participating in activism to promote social justice or story their issue through digital story telling videos.	70 percent of students who participated scored a 70 percent or higher.
Program (LA) - Liberal Arts AA	SOJ 101	3_RMI Through Activism	Written Assignment or Essay		

Program (GE) - General Education	PI 122	SLO 2_Sustainable Economic Development	Presentation	Student will pick a Pacific Island to present on by tell me the story of the Pacific Island they selected. They will tell me how it came to be and where it is now in its sustainable development trajectory and what they think it needs to do to ensure its sustainable survival. Sustainable Development/Livelihood means "development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."	70 percent of students who participated scored a 70 percent or higher.	Desmond Narain Doulatram	Out of a total of 19 students, only 4 participated in the assessment showcasing a participation rate of 21.05 %. However, all of them passed with an A+. 100 percent of participants were female. One was from Jaluit and the other three were from Uliga.	Benchmark Met	Continue to encourage participation of students through emails when they are absent.	No. The SLO statement doesn't need revision.	Looks promising but needs more student participation.	Approved
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Program (LA) - Liberal Arts AA	PI 122	SLO 2_Sustainable Economic Development	Presentation	Student will pick a Pacific Island to present on by tell me the story of the Pacific Island they selected. They will tell me how it came to be and where it is now in its sustainable development trajectory and what they think it needs to do to ensure its sustainable survival.								
				Sustainable Development/Livelihood means "development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."	70 percent of students who participated scored a 70 percent or higher.	Desmond Narain Doulatram	Out of a total of 19 students, only 4 participated in the assessment showcasing a participation rate of 21.05 %. However, all of them passed with an A+. 100 percent of participants were female. One was from Jaluit and the other three were from Uliga.	Benchmark Met	Continue to encourage participation of students through emails when they are absent.	No. The SLO statement doesn't need revision.	Looks promising but needs more student participation.	Approved

Program (MAR) - Marshallese Social Studies CCT	PI 122	SLO 2_Sustain able Economic Develop ment	Presentation	Student will pick a Pacific Island to present on by tell me the story of the Pacific Island they selected. They will tell me how it came to be and where it is now in its sustainable development trajectory and what they think it needs to do to ensure its sustainable survival. Sustainable Development/Livelihood means "development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."	70 percent of students who participated scored a 70 percent or higher.	Desmond Narain Doulatram	Out of a total of 19 students, only 4 participated in the assessment showcasing a participation rate of 21.05 %. However, all of them passed with an A+. 100 percent of participants were female. One was from Jaluit and the other three were from Uliga.	Benchmark Met	Continue to encourage participation of students through emails when they are absent.	No. The SLO statement doesn't need revision.	Looks promising but needs more student participation.	Approved
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Program (MSCI) - Marine Science CCT	SCI 281	SLO 2_Project Scope	Project - Group	Students are expected to actively engage in structured deliberation and collaborative decision-making to conceive, refine, and carry out a marine or environmental project. This process begins with brainstorming and critical discussion of pressing local marine or coastal issues, followed by the careful selection of a project topic that addresses a clearly defined problem or research question. A comprehensive plan in the form of a report and the physical implementation of the plan must be captured and documented as proof.	70	Kendal Romany	Task: Students collaboratively conceived, planned, executed, and documented a marine or environmental project, producing a comprehensive written report and evidence of physical implementation. Benchmark for proficiency: e 70 %. Total students: 5 (3 males, 2 females; all early 20s).	Benchmark Met	1. Conduct an advanced project-management and data-analysis workshop to build on students high performance. 2. Encourage students to present their projects at local or regional marine science conferences or community forums. 3. Invite guest speakers	No. The SLO statement doesn't need revision.	Developing: The data analysis partially addresses the underlying reasons for students failure to meet the benchmark; however, the explanation is limited and unclear.	Approved

1. Data Result											
Laboratory Result for each item:											
1. Two out of two students (100 %) took the laboratory assessment for SLO 01											
2. Two students (100 %) got a grade of (70%) and above which is considered as passed (P)											
Passing Rate in terms of Students Major Who Took Essay Assessment:											
Two students (100%) are STEM majors and got a grade of (70%) above and considered as passed (P)											
For the next assessment cycle, efforts will be made to get more students and both gender, males and females enroll in the assessment.											
The assessment is well-developed, as the data clearly presents quantitative and qualitative evidence of student learning and effectively demonstrates students achievement of the stated learning outcomes. - Dean Edward											
Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 106	SLO 1_Agroforestry Practices and Systems	Written Assignment or Essay	Students are expected to apply the writing process to their knowledge and understanding of various agroforestry based practices and systems.	75%	Oke-Oghene Linus	Passing Rate in terms of Students Gender Who Took Essay Assessment: Two students (100%) are male students and got a grade of (70%) above and considered as	Benchmark Met	assessment.	No. The SLO statement doesn't need revision.	Approved

Program (MSCI) - Marine Science CCT	SCI 220	SLO 4_Application	Written Assignment or Essay	Students are expected to design a realistic, practical, and comprehensive research methodology for their individual marine science research project. This methodology should clearly outline the steps they will take to collect, analyze, and interpret data. In developing this plan, students will apply the scientific marine techniques introduced and practiced during classroom lectures and laboratory sessions such as field sampling, instrumentation use, and data recording protocols. In addition, students must demonstrate that their approach is	70	Kendal Romany	Task: Develop a realistic, practical, and comprehensive methodology for an individual marine science project, integrating scientific marine techniques taught in lectures and supported by peer-reviewed literature. Benchmark for proficiency: e 70 % (meets course standard). Total students: 5 (all male, early 20s). Class-Level Metrics Average (Mean): 80.4 % Median: 80 % Range: 7090 % Standard Deviation: H 6.7 Disaggregated Analysis By Gender: Male (n=5): Mean = 80.4 %, all e70 %. Female: None enrolled this term. By Age Group	Benchmark Met	1. Provide one-on-one follow-up session for the student who scored 70 %. 2. Offer an optional advanced sampling /statistic s mini-worksho p. 3. Return assignments with detailed rubric-based feedback . 4. Schedule a peer-review session for future	No. The SLO statement doesn't need revision.	Well-developed, as the analysis of the data results clearly shows that 70% of students met the benchmark. The action is clearly aligned with the analysis of the data.	Approved
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Department (STEM) - STEM	SCI 111	SLO 1_Ecosyst ems	Simulations	Students are expected to venture into natural outdoor environments to collect representative samples of both biotic and abiotic components (for example, small plants, soil, sand, shells, pebbles, leaf litter, or other safe, non-protected materials). These collected elements will be used to design and construct a self-sustaining terrarium that visually demonstrates ecological relationships and key environmental processes.	70	Kendal Romany	Activity: Outdoor collection of biotic and abiotic samples, construction of a self-sustaining terrarium, accurate labeling, and explanation of ecological processes. Benchmark for proficiency: e 70 % Raw Scores	Benchmark	by top-scoring	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
				After assembling the terrarium, students must:			Females (n = 5) 75, 96, 96, 96, 96 Males (n = 11) 80.5, 84, 86, 80.5, 75, 75, 86, 84, 83, 83, 75 Benchmark Analysis Overall proficiency: 16 / 16 students (100 %) met or exceeded the 70 % benchmark. Lowest score: 75 % (above benchmark). Interpretation Achievement: Strong overall performance (class					

Program (GE) - General Education	SCI 111	SLO 1_Ecosyst ems	Simulations	Students are expected to venture into natural outdoor environments to collect representative samples of both biotic and abiotic components (for example, small plants, soil, sand, shells, pebbles, leaf litter, or other safe, non-protected materials). These collected elements will be used to design and construct a self-sustaining terrarium that visually demonstrates ecological relationships and key environmental processes.	70	Kendal Romany	Activity: Outdoor collection of biotic and abiotic samples, construction of a self-sustaining terrarium, accurate labeling, and explanation of ecological processes. Benchmark for proficiency: e 70 % Raw Scores	Benchmark	by top-scoring	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
				After assembling the terrarium, students must: 1. Accurately label each			Females (n = 5) 75, 96, 96, 96, 96 Males (n = 11) 80.5, 84, 86, 80.5, 75, 75, 86, 84, 83, 83, 75 Benchmark Analysis Overall proficiency: 16 / 16 students (100 %) met or exceeded the 70 % benchmark. Lowest score: 75 % (above benchmark). Interpretation Achievement: Strong overall performance (class					

Program (LA) - Liberal Arts AA	SCI 111	SLO 1_Ecosyst ems	Simulations	Students are expected to venture into natural outdoor environments to collect representative samples of both biotic and abiotic components (for example, small plants, soil, sand, shells, pebbles, leaf litter, or other safe, non-protected materials). These collected elements will be used to design and construct a self-sustaining terrarium that visually demonstrates ecological relationships and key environmental processes.	70	Kendal Romany	Activity: Outdoor collection of biotic and abiotic samples, construction of a self-sustaining terrarium, accurate labeling, and explanation of ecological processes. Benchmark for proficiency: e 70 % Raw Scores	Benchmark	by top-scoring	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
				After assembling the terrarium, students must: 1. Accurately label each			Females (n = 5) 75, 96, 96, 96, 96 Males (n = 11) 80.5, 84, 86, 80.5, 75, 75, 86, 84, 83, 83, 75 Benchmark Analysis Overall proficiency: 16 / 16 students (100 %) met or exceeded the 70 % benchmark. Lowest score: 75 % (above benchmark). Interpretation Achievement: Strong overall performance (class					

1. Data Result											
Essay results for each item.											
1. Only 1 student enrolled (100%) took the Essay for SLO 01											
2. The only student (100%) got a grade of (70%) and above which is considered as passed (P)											
Passing Rate in terms of Students Major Who Took Essay Assessment:											
1. The only student (100%) is a STEM major.											
Passing Rate in terms of Student Status Who Took Essay Assessment:											
1. The only student (100%) is full time and continuing and got a grade of (70%) above and considered as passed (P).											
For the next assessment cycle, we hope more students participate in the assessment.											
No. The SLO statement doesn't need revision.											
This assessment is well-developed because the data clearly offers strong quantitative evidence of student learning, showing how effectively students met the intended learning outcomes. - Dean Edward											
Approved											

Program (NURS) - Nursing AS	NURS 260	SLO 3_Issues and Trends	Objective Type Exam/Quiz - In Course	Students are given multiple choices	
				Questions .-to assess students ability to analyze the societal, technological and ethical shift in modern Health care system.	students that participate on this assessment will achieve 70% or more.

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 204	SLO 1_Plant Based Tradition al Arts	Presentation	Students are required to give a presentation showing the step by step method of processing harvested materials used in handicraft production.	75% of the students participating in this activity are expected to achieve a grade of 70 or better.

Program (EDU) - Elementary Education BA	EDU 325	SLO 1_Develop Resources	Project - Individual	Students develop the resources they indicated they would use in the QPF they developed in EDU 324 to facilitate inquiry-based learning. Students will be assessed on the creativity and relevancy of the math's skills in the resources they create for a Marshallese classroom. A rubric will be used to assess the resources created by the students. 70% of the students will score 70 or higher in the rubric	70% of students will be able to successfully develop and demonstrate the resources they have created	Alvin Page	18 students registered for the 8 week EDU 325 course in Spring 2025. Of the 18 students, 7 (39%) are male and 11 (61%) are female. 8 (44%) of the students in the class moved up from the SP 25 EDU 324 course to the SP 25 EDU 325 course. 11 (66%) of the students in the class had not taken EDU 324 during SP 25. They had already completed EDU 324 in previous semesters. 12 out of 18 (67%) students had completed a resource using manipulatives by April 15. Of the 8 students who had completed SP 25 EDU 324, 6 (75%) created resources that used manipulatives to facilitate inquiry-based learning. 2	Benchmark Met	Future actions will involve clearer instructions on exactly what inquiry-based teaching involves so that the resources align more directly with inquiry-based teaching techniques.	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
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Department (STEM) - STEM	ANAT 110	SLO 3_Organi zations and Functions of the Organ System	Presentation	Students were engaged in Power Point presentation which demonstrate Cognitive Depth: how to identify & describe organs, explanation on how does each individual structure dictate its function.	Marica Rainibogi	Total Participation: 8 Students Success Rate:100% (8/8 students Assessed) Class Mean: 4.25 (85%) Status: Status met 70% and beyond.	Benchmark Met	Submitted for approval by Chair.	No. The SLO statement doesn't need revision.	Developing, the development of the data results clearly aligns with and reflects the SLO Assessment plan.	Approved
				Comprehensive: It ensures all four systems, Integumentary, Skeletal, Muscular, Nervous are treated as interconnected units rather than isolated lists of names.							
				70% of students who participated on this assessment will achieve 70% or more.							

Program (LA) - Liberal Arts	ANAT 110 System	Presentation	SLO 3_Organizations and Functions of the Organ	Students were engaged in Power Point presentation which demonstrate Cognitive Depth: how to identify & describe organs, explanation on how does each individual structure dictate its function.								
				Comprehensive: It ensures all four systems, Integumentary, Skeletal, Muscular, Nervous are treated as interconnected units rather than isolated lists of names.	70% of students who participated on this assessment will achieve 70% or more.	Marica Rainibogi	Total Participation: 8 Students Success Rate:100% (8/8 students Assessed) Class Mean: 4.25 (85%) Status: Status met 70% and beyond.	Benchmark Met	Submitted for approval by Chair.	No. The SLO statement doesn't need revision.	Developing, the development of the data results clearly aligns with and reflects the SLO Assessment plan.	Approved

Program (NURS) - Nursing AS	ANAT 110	SLO 3_Organi zations and Functions of the Organ System	Presentation	Students were engaged in Power Point presentation which demonstrate Cognitive Depth: how to identify & describe organs, explanation on how does each individual structure dictate its function.	Marica Rainibogi	Total Participation: 8 Students Success Rate:100% (8/8 students Assessed) Class Mean: 4.25 (85%) Status: Status met 70% and beyond.	Benchmark Met	Submitted for approval by Chair.	No. The SLO statement doesn't need revision.	Developing, the development of the data results clearly aligns with and reflects the SLO Assessment plan.	Approved
				Comprehensive: It ensures all four systems, Integumentary, Skeletal, Muscular, Nervous are treated as interconnected units rather than isolated lists of names.							
				70% of students who participated on this assessment will achieve 70% or more.							

1. Data Result													
Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 107	SLO 1_Analyze Soil Samples	Observation	Students will analyze various soil samples and identify the various soil horizons in a soil profile	75 % of the students participating in this activity are expected to achieve a grade of 70 or better.	Oke-Oghene Linus	Laboratory Result for each item: 1. Two out of two students (100 %) took the laboratory assessment for SLO 01 2. Two students (100 %) got a grade of (70%) and above which is considered as passed (P)					Well-developed, since the action plan clearly outlines and explains future pedagogical decisions aimed at improving this Student Learning Outcome (SLO) and strengthening overall student learning and achievement. The proposed actions demonstrate a thoughtful and data- informed approach, showing how assessment results directly influence instructional revisions, support strategies, and curriculum adjustments. By linking the identified gaps to specific teaching interventions, the plan ensures that future instruction will be more responsive to students needs, promote higher levels of mastery, and ultimately enhance the consistency and quality of learning across the course.	Approved
							Passing Rate in terms of Students Major Who Took Essay Assessment: Two students (100%) are STEM majors and got a grade of (70%) above and considered as passed (P)						
							Passing Rate in terms of Students Gender Who Took Essay Assessment: Two students (100%) are male students and got a grade of (70%) above and considered as						
							Benchmark	Met	For the next assessment cycle, efforts will be made to get more students and both gender, males and females enroll in the assessment.	No. The SLO statement doesn't need revision.			

Program
(EDU) -
Elementary
Education AS HIS 132

Topic 10:
Strategic
Trust/Nuclear
Weapons Testing
and Missile
Targets
(Palemaron
Kemmalemel Kin
Baijin Ko Re-
Kajoor im Jikin
Kowaleel in Mijol
ko an America)
Key Questions:
What was life like
during the early
and later periods
of the
Trusteeship?
What was it like
for the people of
Kwajalein that
were relocated
and the 4 atoll
community? 70 percent
of students
What kind of long-
term effects do
you see
nowadays? participated
scored 70
percent or
higher.

25 out of 25 students participated indicating a 100 percent participation rate. 20 out of 25 students passed with a 70 percent or higher showcasing a 80% passing rate and 20 % failing rate. All were from Uliga. There were 13 boys and 12 girls.

Keep doing this type of assessment that gives students topic choices as some students are stronger in understanding some history topics better than others because of their level of familiarity and No. The SLO statement interests. doesn't need revision.

Aligns well with rubric. Approved

Topic 10:
Strategic
Trust/Nuclear
Weapons Testing
and Missile
Targets
(Palemaron
Kemmalemel Kin
Baijin Ko Re-
Kajoor im Jikin
Kowaleel in Mijol
ko an America)

and the 4 atoll community? What kind of long-term effects do you see nowadays?

70 percent of students that participated scored 70 percent or higher.

were from Uliga.
There were 13 boys
and 12 girls.

y and
interests.

No. The SLO statement doesn't need revision.

Aligns well with rubric.

Approved

Program (LA) -
Liberal Arts
AA

HIS 132

SLO_3
Historical
Events

Written
Assignment or
Essay

70 percent of students - that participated scored 70 percent or higher.

Desmond
Narain
Doulatram

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS				Students will apply their knowledge and understanding of minor agroforest products such as breadfruit flour, copra, coconut oil and give a presentation showing the production process of a chosen product.	75% of the students will achieve a grade of 70 or better.
	AGF 203	SLO 1_Agrofo rest- Based Products	Presentation		

Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS				Students will apply their knowledge of climate change and its effect to make a comprehensive video showcasing the effects of climate change on some affected communities in the Republic of the Marshall Islands.	75% of the students participating in this activity will achieve a grade of C or better.
	AGF 205	SLO 1_Climat e Studies	Project - Individual		

Program (DEV) - Development al Education	ENG 086	Taking	Skill Performance	Students will apply their listening skills and note-taking techniques in this SLO assessment and will focus on the following steps. Students will: 1. Listen to an audio lecture prepared by the Instructor. 2. Write down the abbreviations of 10 words and their meanings. 3. Listen to the audio lecture again. 4. Identify and write down 2 main ideas and supporting ideas. 5. Write a paragraph summary of the audio using at least 2 vocabulary from activity 2. (Karalaini Osborne, Jennifer Poquita, Silipa Savu, Gade Maitokana)	70	Karalaini Osborne, Silipa Savu, Gade Maitokana, Jennifer Poquita, Rosita Llenado	Data Summary and Results: A total of 85 students completed the assessment out of 151 enrolled, resulting in a participation rate of 56.3%. Overall, 55 students (65%) scored 70% or higher, falling short of the benchmark. Performance by Gender: - Male: 40 participated; 28 scored e70% ' 70% ' Benchmark MET - Female: 45 participated; 27 scored e70% ' 60% ' Benchmark NOT MET This indicates a gender-based performance gap, with males meeting the benchmark despite lower attendance. Performance by Program/Cohort: - AP Program (5 sections): 55	Benchmark Not Met	to improve outcome s, faculty plan to: - Impleme nt preparat ory strategie s across all sections (vocabul ary previews , guided practice, note- taking template s). - Allocate more class time to listening compreh ension and selective note- taking practice.	No. The SLO statement doesn't need revision.	Well-developed data results presentation. Analysis of data are very clear indicating areas of need on the student's part and the assessment task. Proposed actions are appropriate to address the areas of need going forward.	Approved

1. Data Result											
Assignment Results for each item:											
1. Only 6 out of 7 students enrolled (86 %) took the laboratory assessment for SLO 01											
2. All 6 students (100 %) got a grade of (70 %) and above which is considered as passed (P)											
Passing Rate in terms of Students Major Who Took Written Assignment Assessment:											
1. There is 1 out of 6 students (17 %) who is a Business major student.											
a. 1 out of 1 student (100 %) got a grade above (70 %) which is considered as passed (P)											
2. There are 2 out of 6 students (33%) who are Nursing major students.											
a. 2 out of 2											
Program (AEHL) - Agroforestry Education for Heath and Sustainable Livelihoods AS	AGF 201	SLO 1_Silvicultural Practices	Written Assignment or Essay	Students will be able to apply concepts of various silvicultural systems related to knowledge of agroforestry practices	75% of the students participating in this activity will achieve a grade C or better	Oke-Oghene Linus	Benchmark Met	For the next assessment cycle, we hope more students of both gender (males and females) participate in the assessment to increase the class size.	No. The SLO statement doesn't need revision.	Well-developed: The data results clearly provide both qualitative and quantitative evidence of student learning and the achievement of stated outcomes.	Approved

Program (VCARP) - Carpentry Certificate	VCARP 103	SLO 1_Archite ctual, Structural , & Electrical Blueprint s	Objective Type Exam/Quiz - In Course	Students will be asked to list seven components of construction drawings and explain their contents and purposes.	70% of the students or more will successfully pass the test.	Randon Kaneko	1. Data Results * There were three (3) students who enrolled this class. * There were three (3) students who participated. * All three (3) students met the benchmark. *All three students are on full time. 1 returning and 2 new students. 2. Analysis Reading in advance prepared the students to engage in topic discussions. 3. Action The all-male group showed strong engagement, actively participating in discussions and activities. This contributed to better understanding and readiness for the task. Going forward, encouraging similar levels of interaction across diverse group compositions	Benchmark Met	The all- male group showed strong engagem ent, actively participa ting in discussio ns and activities. This contribut ed to better understa nding and readiness for the task. Going forward, encourag ing similar levels of interacti on across diverse group composit ions could further	No. The SLO statement doesn't need revision.	Good examples for the students to learn. Good analysis to show how the student pass.	Approved
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Program (VCARP) - Carpentry Certificate	VCARP 050	SLO 4_Write Simple Work	Project - Individual	Students will be assessed on their basic workplace writing skills by submitting a professional resume. This resume will serve as a practical tool to evaluate four key areas: the ability to create clear and organized lists of job duties and supplies, the accurate completion of simple work forms with biographical or personal information, the correct use of capitalization and end-punctuation, and the construction of simple sentences using appropriate work-related vocabulary.						
				Through this assessment, students will demonstrate their readiness to	70% of the students or higher will perform satisfactorily.	Telita Kaneko	There are 3 students enrolled in this course. Each student was evaluated using a rubric with four criteria each worth 25 points. All three students who participated in the course are all male.	Using the rubric as guidance, students were able to perform satisfactorily. All male students passed within the passing threshold of 70% or higher.	Benchmark Met	Focusing on polishing sentence structure, enhancing vocabulary, and correcting common grammar issues. Incorporate real-world resume scenarios in course syllabus to reinforce the importance of relevance and customization. No. The SLO statement doesn't need revision.

Department (STEM) - STEM	AGR 101	SLO 4_Application of Basic Practices	Project - Group	Students will be assigned in groups of 2-3 and they will conduct a mini research activity to find out the impacts of various types of fertilizer application on the growth and mass of Napa chinese cabbages at the end of the fourth week of research work. Moreover, they will also investigate if there is a relationship between mass of cabbages produced by each group and the type of fertilizer applied. First, students will prepare the soil by adding 6 scoops of manure (steer or chicken) per planting space (hole) and mix thoroughly using a hand trowel. Each	75% of the students will attain a C grade or better	Nating Dako	Forty four (44) students enrolled in AGR101 which comprised of twenty three (23) males and twenty one (21) females. However, only twenty six (26) students of which thirteen (13) were females and thirteen (13) were males completed and submitted their research projects. Out of 44 students, 26 of them (59%), obtained a grade of 70% and above, which is considered as passed (P), and 18 out of 44 students (41%) achieved a grade below 70% which is considered as not passed (NP). Moreover, the passing rate in terms of age groups, older and more matured students in the age groups between 31-40 years and 41-60 years did better	Benchmark Not Met	Research work like lab report writing requires certain skills, patience, perseverance, practice and guidance . Students faced a number of challenges with their research work due to time limitation for research work write up, time for students to gather background information for	Yes. The SLO statement needs revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved

Program (GE) - General Education	AGR 101	SLO 4_Applica tion of Basic Practices	Project - Group	Students will be assigned in groups of 2-3 and they will conduct a mini research activity to find out the impacts of various types of fertilizer application on the growth and mass of Napa chinese cabbages at the end of the fourth week of research work. Moreover, they will also investigate if there is a relationship between mass of cabbages produced by each group and the type of fertilizer applied. First, students will prepare the soil by adding 6 scoops of manure (steer or chicken) per planting space (hole) and mix thoroughly using a hand trowel. Each	75% of the students will attain a C grade or better	Nating Dako	Forty four (44) students enrolled in AGR101 which comprised of twenty three (23) males and twenty one (21) females. However, only twenty six (26) students of which thirteen (13) were females and thirteen (13) were males completed and submitted their research projects. Out of 44 students, 26 of them (59%), obtained a grade of 70% and above, which is considered as passed (P), and 18 out of 44 students (41%) achieved a grade below 70% which is considered as not passed (NP). Moreover, the passing rate in terms of age groups, older and more matured students in the age groups between 31-40 years and 41-60 years did better	Benchmark Not Met	Research work like lab report writing requires certain skills, patience, perseverance, practice and guidance . Students faced a number of challenges with their research work due to time limitation for research work write up, time for students to gather background information for	Yes. The SLO statement needs revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved

Program (LA) - Liberal Arts AA	AGR 101	SLO 4_Application of Basic Practices	Project - Group	Students will be assigned in groups of 2-3 and they will conduct a mini research activity to find out the impacts of various types of fertilizer application on the growth and mass of Napa chinese cabbages at the end of the fourth week of research work. Moreover, they will also investigate if there is a relationship between mass of cabbages produced by each group and the type of fertilizer applied. First, students will prepare the soil by adding 6 scoops of manure (steer or chicken) per planting space (hole) and mix thoroughly using a hand trowel. Each	75% of the students will attain a C grade or better	Nating Dako	Forty four (44) students enrolled in AGR101 which comprised of twenty three (23) males and twenty one (21) females. However, only twenty six (26) students of which thirteen (13) were females and thirteen (13) were males completed and submitted their research projects. Out of 44 students, 26 of them (59%), obtained a grade of 70% and above, which is considered as passed (P), and 18 out of 44 students (41%) achieved a grade below 70% which is considered as not passed (NP). Moreover, the passing rate in terms of age groups, older and more matured students in the age groups between 31-40 years and 41-60 years did better	Benchmark Not Met	Research work like lab report writing requires certain skills, patience, perseverance, practice and guidance. Students faced a number of challenges with their research work due to time limitation for research work write up, time for students to gather background information for	Yes. The SLO statement needs revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved

Program (AHS) - Adult High School	ICS 040	SLO 4_Electro nic Documen ts	Objective Type Exam - Midterm	Students will be evaluated based on the creation and submission of a Word document and PowerPoint presentation to a shared folder, with assessment guided by a provided rubric. (R. BOKADRIK)	70% of the students will get a grade of C or higher.	Ricky Bokadrik	SLO Quiz Results for each item: •A total of 39 students were enrolled across ICS040 Sections 1 and 2. •32 students (82% enrolled) participated in the SLO 04 quiz. •Of those who took the quiz: a.28 students (87%) achieved a score of 70% or higher, meeting the passing criteria (P). - b.4 students (13%) scored below 70% and were classified as not passed (NP). Therefore, benchmark was met for ICS040 section 1 & 2. Passing Rate in terms of Students Gender Who Took the Quiz: •Female Students: a.14 out of 32 participants (44%) were female. - b.13 students	Benchmark Met	to support students who did not meet the benchma rk, several targeted actions are recomm ended. Stricter attendan ce monitori ng and early intervent ion will help address frequent absences that hinder learning continuit y. Supplem ental instructio n and tutoring should	No. The SLO statement doesn't need revision.	All the elements in the rubric were covered in this assessment.	Approved
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Program (GE) - General Education	HIS 202	SLO 1_ Protestan t Reformati on in Europe	Project - Group	Students will be separated into two groups to do a group presentation on the 13001600 European Renaissance and Reformation and will be evaluated using a holistic rubric.		Desmond Narain Doulatram	20 out of 20 students participated in this simple group presentation assignment with 100 percent scoring 70 percent or higher indicating a 100 percent passing rate. There were 11 females and 9 males . 100 percent of the students were from Uliga Campus.	Benchmark Met	Continue ongoing participatory learning that allowed 100 percent engagement rate of assessme nt	No. The SLO statement doesn't need revision.	Great participatory learning	Approved
				Group 1 : Italy: Birthplace of the Renaissance HISTORY THROUGH ART: Renaissance Ideas Influence Renaissance Art								
				Group 2: The Northern Renaissance SOCIAL HISTORY: City Life in Renaissance Europe								
				Group 3: Luther Leads the Reformation ANALYZING KEY CONCEPTS: Protestantism								
				70 percent of students who participated scored 70 percent or higher.								

Program (LA) - Liberal Arts AA	HIS 202	SLO 1_ Protestant Reformation in Europe	Project - Group	Students will be separated into two groups to do a group presentation on the 13001600 European Renaissance and Reformation and will be evaluated using a holistic rubric.		Desmond Narain Doulatram	20 out of 20 students participated in this simple group presentation assignment with 100 percent scoring 70 percent or higher indicating a 100 percent passing rate. There were 11 females and 9 males . 100 percent of the students were from Uliga Campus.	Benchmark Met	Continue ongoing participatory learning that allowed 100 percent engagement rate of assessme nt	No. The SLO statement doesn't need revision.	Great participatory learning	Approved
				Group 1 : Italy: Birthplace of the Renaissance HISTORY THROUGH ART: Renaissance Ideas Influence Renaissance Art								
				Group 2: The Northern Renaissance SOCIAL HISTORY: City Life in Renaissance Europe								
				Group 3: Luther Leads the Reformation ANALYZING KEY CONCEPTS: Protestantism								
				70 percent of students who participated scored 70 percent or higher.								

Program (VCARP) - Carpentry Certificate	VCARP 101	SLO 1_Unders tanding Construct ion Industry	Objective Type Exam/Quiz - In Course	Students will be tested individually on this assessment. The students will be asked to identify and describe the specialized categories in the construction industry.	70% of the students or higher will perform satisfactorily.	Randon Kaneko	Reading in advance prepared the students to engage in topic discussions.	Benchmark Met	The all- male group showed strong engagem ent, actively participa ting in discussio ns and activities. This contribut ed to better understa nding and readiness for the task. Going forward, encourag ing similar levels of interacti on across diverse group composit ions could further	No. The SLO statement doesn't need revision.	According to the assessment the students was a success. Analysis is good.	Needs Revision
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Program (LA) - Liberal Arts AA	MAR 240	SLO 3_Literar y Conventi ons	Written Assignment or Essay	Students will be writing a paper focusing on topics and themes that are relevant to the Marshallese community. This might include folklore, history, contemporary issues, or educational topics pertinent to the audience. A rubric will be used to grade this assignment	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 4 students registered for this course. 3 (100% of the registered students) took the test or participated. 3 (90% of the 100%) students achieved a 70% score or higher. 1 (10% of the 100%) students achieved a 69% score or lower. Benchmark meet.	Benchmark Met	One of the possible reasons why the students met the benchma rk is that enough time was given to them to study.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Language Arts CCT	MAR 240	SLO 3_Literar y Conventi ons	Written Assignment or Essay	Students will be writing a paper focusing on topics and themes that are relevant to the Marshallese community. This might include folklore, history, contemporary issues, or educational topics pertinent to the audience. A rubric will be used to grade this assignment	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 4 students registered for this course. 3 (100% of the registered students) took the test or participated. 3 (90% of the 100%) students achieved a 70% score or higher. 1 (10% of the 100%) students achieved a 69% score or lower. Benchmark meet.	Benchmark Met	One of the possible reasons why the students met the benchma rk is that enough time was given to them to study.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Studies AA	MAR 240	SLO 3_Literar y Conventi ons	Written Assignment or Essay	Students will be writing a paper focusing on topics and themes that are relevant to the Marshallese community. This might include folklore, history, contemporary issues, or educational topics pertinent to the audience. A rubric will be used to grade this assignment	70% of the students should achieve a 70% score or higher.	Pruter Karben	There were 4 students registered for this course. 3 (100% of the registered students) took the test or participated. 3 (90% of the 100%) students achieved a 70% score or higher. 1 (10% of the 100%) students achieved a 69% score or lower. Benchmark meet.	Benchmark Met	One of the possible reasons why the students met the benchma rk is that enough time was given to them to study.	No. The SLO statement doesn't need revision.	Approved
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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.	75% of the students will achieve grade C or better
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Program (EDU) - Elementary Education AS	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education AS	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA	MAR 140	SLO 3_Branches	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchmark	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshall Social Studies CCT	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshall Social Studies CCT	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshall Studies AA	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshall Studies AA	MAR 140	SLO 3_Branch es	Written Assignment or Essay	Students will compare and contrast the roles and responsibilities of the Executive, Legislative, and Judicial branches in the government. They will analyze the unique functions of each branch and how they work together to govern the RMI.	70% of the students will receive a grade of C or better.	Mylast E. Bilimon	In a 2-3 pages long paper, 32 students were assigned to write a reflection essay on what they have learned about the three branches of government in the Marshall Islands. This assignment came after we had read the articles about the Legislative, Executive, and the Judicial branches and weve had guest speakers from the government representing all three branches and other come in and speak on the roles and responsibilities. When the assignment was due, only 19 students were able to submit. All 19 students were able to explain clearly the roles and responsibilities and answer the following questions:	Benchmark Not Met	70% benchma rk	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	PHIL 101	SLO 3_Philosophical Topics	Objective Type Exam/Quiz - In Course	Students will compare ideas in epistemology (i.e. the theory of knowledge) though the following questions:			THE NUMBERS: There were 20 students enrolled in the class. 13 students completed the assessment tool. Of those who completed the assessment, 11 were female, and 2 were male. 4 students scored below a 70%. 7 students did not submit the assignment. All students were based in Ulga.		I would like to do a similar assessment in the future, maybe with a different topic such as metaphysics or political philosophy, since I think this sort of assignment adequately demonstrates a student's understanding of differing philosophical ideas under various topics.			
				(1) According to Plato, what is knowledge? (2) What is Edmund Gettier's example for why Plato's definition of knowledge may not be correct? (3) For John Locke, why is testimony not knowledge? (4) For a local reductionist, when is testimony knowledge? (5) For a global reductionist, when is testimony knowledge?	70% of the students who complete the assignment will earn 70% or higher.	Alexander I. Velasquez	BENCHMARK BREAKDOWN: The benchmark (70% of the students who complete the assignment will earn 70% or higher) was not met by less than 1 percentage point. Since 9 out of 13 students scored above a 70%, that means 69.2% of students scored a 70% or higher. Below is the	Benchmark Not Met	No. The SLO statement doesn't need revision.	WEll done. Just make sure you do it on time particularly in the given December 9th extended deadline to not abuse our privilege.	Approved	

Program (LA) - Liberal Arts AA	PHIL 101	SLO 3_Philoso phical Topics	Objective Type Exam/Quiz - In Course	Students will compare ideas in epistemology (i.e. the theory of knowledge) though the following questions:	70% of the students who complete the assignment will earn 70% or higher.	Alexander I. Velasquez	THE NUMBERS: There were 20 students enrolled in the class. 13 students completed the assessment tool. Of those who completed the assessment, 11 were female, and 2 were male. 4 students scored below a 70%. 7 students did not submit the assignment. All students were based in Uliga.	I would like to do a similar assessme nt in the future, maybe with a different topic such as metaphy sics or political philosop hy, since I think this sort of assignme nt adequate ly demonst rates a student's understa nding of differing philosop hical ideas under various topics.	No. The SLO statement doesn't need revision.	WEll done. Just make sure you do it on time particularly in the given December 9th extended deadline to not abuse our privilege.	Approved
				(1) According to Plato, what is knowledge? (2) What is Edmund Gettier's example for why Plato's definition of knowledge may not be correct? (3) For John Locke, why is testimony not knowledge? (4) For a local reductionist, when is testimony knowledge? (5) For a global reductionist, when is testimony knowledge?			BENCHMARK BREAKDOWN: The benchmark (70% of the students who complete the assignment will earn 70% or higher) was not met by less than 1 percentage point. Since 9 out of 13 students scored above a 70%, that means 69.2% of students scored a 70% or higher. Below is the				

Program (EDU) - Elementary Education BA	EDU 323	SLO 2_Inquiry- based Activities	Project - Individual	Students will create a Google Drive Folder of grade relevant Science activities and experiments.	70% of students will be able to collect at least 7 out of 10 relevant science activities/res ources. Science activities will be assessed according to a checklist. Further, students will be categorized in levels reflecting mastery (90 - 100), proficiency (80 - 89) or introductory skill (70 - 79) based on their ability to connect grade level standards to their activities/res ources.
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Program (AHS) - Adult High School	MAR 050	SLO 3_Proper Use of Vocabulary	Objective Type Exam/Quiz - In Course	Students will deliver a 2–3- minute speech on a topic of their choice, selected from seven provided options, each applicable to both formal and informal settings. A rubric will be used to assess the students. (R. BOKADRIK)	70% of students will satisfactory performance , earning a grade of C or higher.	Ricky Bokadrik	MAR 050 – 1 & 2 SLO 3: Proper Use of Vocabulary	SLO Quiz Results for each item: "A total of 42 students is enrolled across ICS040 Sections 1 and 2. 38 students (76.1% enrolled) participated in the SLO 04 quiz. Of those who took the quiz: a.31 students (81%) achieved a score of 70% or higher, meeting the passing criteria (P). b.7 students (17%) scored below 70% and were classified as not passed (NP).	To support student success, targeted actions will be impleme nted. These include providing differenti ated instructio n, regular feedback , and collabora tive learning opportun ities for all students. For those not meeting benchma rks, intervent ions will focus on improvin g attendan	No. The SLO statement doesn't need revision.	This is a well developed assessment results.	Approved
							Therefore, benchmark was met for MAT050 section 1 & 2.					

Program (DEV) - Developmental Education	ENG 087	SLO 4_Academic Writing Process	Written Assignment or Essay	Students will demonstrate and implement the writing process through the various steps culminating in a well structured and consolidated paragraph. Students will focus on the following steps including: 1. Brainstorming 2. Drafting (rough draft) 3. Writer Edit (rewrite as a clean draft) 4. Peer Edit 5. Revise the draft 6. Final Draft (Silipa Savu, Gade Maitokana, Jennifer Poquita, Karalaini Osborne)	70	Silipa Savu, Gade Maitokana, Karalaini Osborne, Jennifer Poquita	Data Results: Out of the 7 sections of English 87, a total of 79 students participated in this SLO activity. 70% of 79 students means that the SLO assumes 55 students will score 70% or higher. Only 44 students (56%) scored 70% or higher. Gender: Out of the 79 students who participated, there were: -43 females and 36 males. -27 females (34%) and 17 males (22%) scored 70% or higher=56% SLO Benchmark for both males and females was NOT MET! Programs: Out of the 5 sections of AP cohorts, -53 students	Benchmark Not Met	1. Better coordination between writing classes and writing center tutors to be available to help the students. 2. Better utilization of academic coaches for academic referrals and to Counselors for attendance and behavioral issues. 3. To counter attendance problems, more hybrid	No. The SLO statement doesn't need revision.	Data results and analysis are well-developed and clearly explained. Outcomes narrative are well-defined highlighting students performance level. The proposed actions should address the gaps in the task.	Approved
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Program (DEV) - Developmental Education	ENG 087	SLO 4_Academic Writing Process	Written Assignment or Essay	Students will demonstrate and implement the writing process through the various steps culminating in a well structured and consolidated paragraph. Students will focus on the following steps including: 1. Brainstorming 2. Drafting (rough draft) 3. Writer Edit (rewrite as a clean draft) 4. Peer Edit 5. Revise the draft 6. Final Draft (Silipa Savu, Gade Maitokana, Jennifer Poquita, Karalaini Osborne)	70	Silipa Savu, Gade Maitokana, Karalaini Osborne, Jennifer Poquita	Data Results: Out of the 7 sections of English 87, a total of 79 students participated in this SLO activity. 70% of 79 students means that the SLO assumes 55 students will score 70% or higher. Only 44 students (56%) scored 70% or higher. Gender: Out of the 79 students who participated, there were: -43 females and 36 males. -27 females (34%) and 17 males (22%) scored 70% or higher=56% SLO Benchmark for both males and females was NOT MET! Programs: Out of the 5 sections of AP cohorts, -53 students	Benchmark Not Met	1. Better coordination between writing classes and writing center tutors to be available to help the students. 2. Better utilization of academic coaches for academic referrals and to Counselors for attendance and behavioral issues. 3. To counter attendance problems, more hybrid	No. The SLO statement doesn't need revision.	Data results and analysis are well-developed and clearly explained. Outcomes narrative are well-defined highlighting students performance level. The proposed actions should address the gaps in the task.	Approved
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Program (DEV) - Developmental Education	ENG 087	SLO 4_Academic Writing Process	Written Assignment or Essay	Students will demonstrate and implement the writing process through the various steps culminating in a well structured and consolidated paragraph. Students will focus on the following steps including: 1. Brainstorming 2. Drafting (rough draft) 3. Writer Edit (rewrite as a clean draft) 4. Peer Edit 5. Revise the draft 6. Final Draft (Silipa Savu, Gade Maitokana, Jennifer Poquita, Karalaini Osborne)	70	Silipa Savu, Gade Maitokana, Karalaini Osborne, Jennifer Poquita	Data Results: Out of the 7 sections of English 87, a total of 79 students participated in this SLO activity. 70% of 79 students means that the SLO assumes 55 students will score 70% or higher. Only 44 students (56%) scored 70% or higher. Gender: Out of the 79 students who participated, there were: -43 females and 36 males. -27 females (34%) and 17 males (22%) scored 70% or higher=56% SLO Benchmark for both males and females was NOT MET! Programs: Out of the 5 sections of AP cohorts, -53 students	Benchmark Not Met	1. Better coordination between writing classes and writing center tutors to be available to help the students. 2. Better utilization of academic coaches for academic referrals and to Counselors for attendance and behavioral issues. 3. To counter attendance problems, more hybrid	No. The SLO statement doesn't need revision.	Data results and analysis are well-developed and clearly explained. Outcomes narrative are well-defined highlighting students performance level. The proposed actions should address the gaps in the task.	Approved
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Program (DEV) - Developmental Education	ENG 087	SLO 4_Academic Writing Process	Written Assignment or Essay	Students will demonstrate and implement the writing process through the various steps culminating in a well structured and consolidated paragraph. Students will focus on the following steps including: 1. Brainstorming 2. Drafting (rough draft) 3. Writer Edit (rewrite as a clean draft) 4. Peer Edit 5. Revise the draft 6. Final Draft (Silipa Savu, Gade Maitokana, Jennifer Poquita, Karalaini Osborne)	70	Silipa Savu, Gade Maitokana, Karalaini Osborne, Jennifer Poquita	Data Results: Out of the 7 sections of English 87, a total of 79 students participated in this SLO activity. 70% of 79 students means that the SLO assumes 55 students will score 70% or higher. Only 44 students (56%) scored 70% or higher. Gender: Out of the 79 students who participated, there were: -43 females and 36 males. -27 females (34%) and 17 males (22%) scored 70% or higher=56% SLO Benchmark for both males and females was NOT MET! Programs: Out of the 5 sections of AP cohorts, -53 students	Benchmark Not Met	1. Better coordination between writing classes and writing center tutors to be available to help the students. 2. Better utilization of academic coaches for academic referrals and to Counselors for attendance and behavioral issues. 3. To counter attendance problems, more hybrid	No. The SLO statement doesn't need revision.	Data results and analysis are well-developed and clearly explained. Outcomes narrative are well-defined highlighting students performance level. The proposed actions should address the gaps in the task.	Approved
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Program (AHS) - Adult High School	MATH 051	SLO 5_Solving Equations	Objective Type Exam/Quiz - In Course	Students will demonstrate their understanding of linear equations and inequalities in one variable by successfully solving a quiz that includes up to more than 10 problems, assessing their ability to apply appropriate methods. (R. BOKADRIK)	70% of the students will satisfactorily performance , earning a grade of C or higher.	Ricky Bokadrik	SLO 05: Solving Equations	Benchmark Met	To support students who did not meet the benchma rk, several focused actions are recomm ended. Targeted remediat ion sessions should be impleme nted to strengthen foundati onal skills and enhance problem- solving strategie s. Increase d communi cation among	No. The SLO statement doesn't need revision.	This is a well developed assessment results.	Approved
							SLO Quiz Results for each item: "There are 39 students in both sections 1 & 2. "Only 37 out of 39 students enrolled (94%) took the quiz for SLO 05. "36 out of 37 (97%) got a grad of (70%) and above which is considered as passed (P). "1 out of 37 (02%) got a grade below (70%) which is considered as not passed (NP). Therefore, benchmark was met for MATH050 section 1 & class. Passing Rate in terms of Students Gender Who Took the Quiz: "There are 14 out of 37 female students (38%) who took the quiz and all of them (100%)					

Program (EDU) - Elementary Education BA	EDU 427	SLO 1_PE Lessons	Presentation	Students will develop a lesson plan that focuses on including cooperative activities (instead of purely competitive activities) in order to promote mental and emotional well- being. Students will be assessed on the concept, process and skill of the lesson plan activities created and its relevancy to the physical well being of students. A rubric will be used to assess the lesson plan. 70% of students to score 70 or higher on the lesson plan rubric.	70% of students will be able to score at least 70% on the rubric for the lesson plan they develop	Alvin Page	Students created lesson plans relating the relevance of health science to Physical Education. Students included the use of cooperative activities in their QPF to promote mental and emotional well- being. 9 students registered for EDU 427 during SP 25. 7 of the	9 students (78%) were male and 2 students (22%) were female. 7 of the 9 students (78%) submitted lesson plans. 6 male students (86%) and 1 female student (14%) turned in QPF lesson plans.	2 of the 7 (29%) QPFs submitted combined health concepts with PE. 1 of the QPFs (14%) was an integrated	Benchmark Met	For future courses, I will definitely be more direct abt developi ng and moving student understa nding beyond the intermed iate category on the rubric to at least proficien t or even mastery with regard to their ability to incorpor ate obviously cooperati ve activities that promote	Yes. The SLO statement needs revision.	The data results clearly reflect the SLO assessment plan.The analysis clearly explains why a certain percentage of students met the benchmark	Approved
							Students created lesson plans relating the relevance of health science to Physical Education. Students included the use of cooperative activities in their QPF to promote mental and emotional well- being. 9 students registered for EDU 427 during SP 25. 7 of the	9 students (78%) were male and 2 students (22%) were female. 7 of the 9 students (78%) submitted lesson plans. 6 male students (86%) and 1 female student (14%) turned in QPF lesson plans.	2 of the 7 (29%) QPFs submitted combined health concepts with PE. 1 of the QPFs (14%) was an integrated	Benchmark Met	For future courses, I will definitely be more direct abt developi ng and moving student understa nding beyond the intermed iate category on the rubric to at least proficien t or even mastery with regard to their ability to incorpor ate obviously cooperati ve activities that promote	Yes. The SLO statement needs revision.	The data results clearly reflect the SLO assessment plan.The analysis clearly explains why a certain percentage of students met the benchmark	Approved

Department (STEM) - STEM	SCI 112	SLO 3_Activity Plans	Presentation	Students will give a group presentation based on the adaptation and mitigation measures in climate change both locally and globally; accompanied by the physical construction of a model greenhouse.	70% of the students will attain a C grade or better	Linus Okoro	Project Results: 1.) 11 out of 13 students (85%) got a grade of (70%) and above which is considered as passed (P) 2.) 2 out of 15 students (15%) got a grade below (70%) which is considered as not passed(NP)		The weekly laborator y report writing, submissi on and feedback will be kick- started for SCI 112 to enhance the			
							Therefore, benchmark was met for SCI 112.		students scientific writing skills. Teaching the scientific report writing procedur es first before administ ering SLO assessme nt will be continue d.	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
							Majors of Students Who Took Laboratory Assessment: 1.) 10 out of the 13 students (77%) who took the quiz were LA majors. 2.) 3 out of the 13 students (23%) who took the quiz were Business majors.					
							Gender of Students Who Took Laboratory Assessment: 1.) 10 out of the 13	Benchmark Met				

Program (EDU) - Elementary Education AS	SCI 112	SLO 3_Activity Plans	Presentation	Students will give a group presentation based on the adaptation and mitigation measures in climate change both locally and globally; accompanied by the physical construction of a model greenhouse.	70% of the students will attain a C grade or better	Linus Okoro	Project Results: 1.) 11 out of 13 students (85%) got a grade of (70%) and above which is considered as passed (P) 2.) 2 out of 15 students (15%) got a grade below (70%) which is considered as not passed(NP)					
							Therefore, benchmark was met for SCI 112.					
							Majors of Students Who Took Laboratory Assessment: 1.) 10 out of the 13 students (77%) who took the quiz were LA majors. 2.) 3 out of the 13 students (23%) who took the quiz were Business majors.					
							Gender of Students Who Took Laboratory Assessment: 1.) 10 out of the 13	Benchmark Met				
								The weekly laborator y report writing, submissi on and feedback will be kick- started for SCI 112 to enhance the students scientific writing skills. Teaching the scientific report writing procedur es first before administ ering SLO assessme nt will be continue d.	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved	

Program (GE) - General Education	SCI 112	SLO 3_Activity Plans	Presentation	Students will give a group presentation based on the adaptation and mitigation measures in climate change both locally and globally; accompanied by the physical construction of a model greenhouse.	70% of the students will attain a C grade or better	Linus Okoro	Project Results: 1.) 11 out of 13 students (85%) got a grade of (70%) and above which is considered as passed (P) 2.) 2 out of 15 students (15%) got a grade below (70%) which is considered as not passed(NP)	The weekly laborator y report writing, submissi on and feedback will be kick- started for SCI 112 to enhance the students scientific writing skills. Teaching the scientific report writing procedur es first before administ ering SLO assessme nt will be continue d.	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved	
							Therefore, benchmark was met for SCI 112.					
							Majors of Students Who Took Laboratory Assessment: 1.) 10 out of the 13 students (77%) who took the quiz were LA majors. 2.) 3 out of the 13 students (23%) who took the quiz were Business majors.					
							Gender of Students Who Took Laboratory Assessment: 1.) 10 out of the 13	Benchmark Met				

Program (AHS) - Adult High School	SOC 051	SLO 2_ Explore major historical and economic events	Objective Type Exam/Quiz - In Course	Students will have a quiz on the major historical and economic events of the past that have influenced Pacific island nations. There will be 10 multiple choice items and 5 short answer questions. Dde	70% of students will satisfactorily perform the
					course objectives which is able to explore major historical and economic events of the past that have influenced Pacific island nations. Dde

Program (AHS) - Adult High School	SOC 051	SLO 3_Similarities and Differences	Objective Type Exam/Quiz - In Course	Students will have a quiz on the similarities and differences between Micronesia, Polynesia, and Melanesia . Dde	70% of students will satisfactorily perform the course objectives which is able to distinguish the similarities and differences between Micronesia, Polynesia and Melanesia. Dde	Derick Debrum	There are 40 students in this class, 18 students in section 1, and 22 students in section 2. For section 1, only 3/18 students took the assessment quiz. Whereas, section 2, there were 10 students who did it. The results of the quiz for section 2 was, group average is 76% passed (7/10 students). As for the section 1 results, group average is 87% passed (2/3 students). For section 1, only 3 maie students attempted the quiz, and 2/3 passed with high grades. As for section 2, only four female students took the assessment, and 3/4 passed with high score; and six male students took the assesment where 4/6 passed with high score.	Benchmark Met	Readjust the class schedule s.	No. The SLO statement doesn't need revision.	The instructor provided appropriate data demonstrating student learning and achievement of outcomes, which clearly aligns with the SLO assessment plan. The assessment tool is appropriate for the SLO assessment. Despite this, the assessment results, analysis, and proposed actions are well-written and effectively communicated.	Approved
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Program (AHS) - Adult High School	SOC 052	SLO 2_Analyz e Series of Events	Objective Type Exam/Quiz - In Course	Students will have a quiz on Traditional vs Modern ways of governing Pacific Government Systems, and 3 similarities and differences of traditional and modern government in the pacific. Dde	70 percent of the students will meet the threshold by scoring 70% or higher.	Derick Debrum	There are 2 sections for this course. Total number of student is 37. For section 1, there are 26 students, and for section 2, there are 11 students. Only the section 1 was able to take the assssment, and only 7 of them participated. 4/7 students passed the assessment with 70% score and above. There were 2/3 girls and 2/4 boys passed the assessment. I believe most of the students did not bother to take the assessment tool quiz because I told them that it will not affect their grades. For better results next time, it is better not to just give the assessment on Moodle, instead also, give it as an handout worksheet.	Benchmark Met	I will try to give the same assessme nt through handout workshe ets to have more participa nts.	No. The SLO statement doesn't need revision.	The data reflects the SLO assessment plan. While the results indicate that the students met the benchmark, the reason for this achievement is not clearly articulated. The assessment too selected appears appropriate for evaluating the SLO. Additionally, the instructor thoughtfully outlined future pedagogical decisions to further support this SLO and enhance the student learning outcomes.	Approved
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Program (BUS) - Accounting Clerkship CC	ETH 101	SLO 1_Ethical Theories	Objective Type Exam/Quiz - In Course	Students will have two quizzes, one with five questions, and another with five questions, that will ask them to explain the position/argume nts for the following ethical theories (along with the questions that will be asked):			THE NUMBERS (SECTION 1): There were 25 students enrolled in the class. 19 students completed the assessment tool. Of those who completed the assessment, 9 were female, and 10 were male. 5 students scored below a 70%. 6 students did not submit the assignment. All students were based in Uliga.			I would like to do a similar assessme nt in the future, possibly focusing on a certain theme such as governm ental or business ethics since this sort of assignme nt would adequate ly demonst rate a student's understa nding of differing ethical ideas under various topics.	No. The SLO statement doesn't need revision.	Well done. Just make sure you do it before the deadline as we already had an extension so going beyond that is pushing it depending on the varying moods of our SUPervisors and CMI's need to have data right away to meet deadlines for reporting.	Approved
				(1) Utilitarianism: What is utilitarianism? (2) Animal Rights: For Peter Singer, what establishes animal rights, and why are some animals more valuable than others? (3) Charity and Money: For Andrew Carnegie, what are the three reasons for why giving a beggar a dollar on the street corner was immoral?	70% of the students who complete the assignment will earn 70% or higher.	Alexander I. Velasquez	THE NUMBERS (SECTION 2): There were 19 students enrolled in the class. 11 students completed the assessment tool. Of those who completed the assessment, 6 were female, and 5 were male. 2 students scored below a 70%. 8 students did not	Benchmark Met					

Program (GE) - General Education	ETH 101	SLO 1_Ethical Theories	Objective Type Exam/Quiz - In Course	Students will have two quizzes, one with five questions, and another with five questions, that will ask them to explain the position/arguments for the following ethical theories (along with the questions that will be asked):	THE NUMBERS (SECTION 1): There were 25 students enrolled in the class. 19 students completed the assessment tool. Of those who completed the assessment, 9 were female, and 10 were male. 5 students scored below a 70%. 6 students did not submit the assignment. All students were based in Uliga.	I would like to do a similar assessment in the future, possibly focusing on a certain theme such as governmental or business ethics since this sort of assignment would adequately demonstrate a student's understanding of differing ethical ideas under various topics.	No. The SLO statement doesn't need revision.	Well done. Just make sure you do it before the deadline as we already had an extension so going beyond that is pushing it depending on the varying moods of our SUPervisors and CMI's need to have data right away to meet deadlines for reporting.	Approved
				(1) Utilitarianism: What is utilitarianism? (2) Animal Rights: For Peter Singer, what establishes animal rights, and why are some animals more valuable than others? (3) Charity and Money: For Andrew Carnegie, what are the three reasons for why giving a beggar a dollar on the street corner was immoral?					
Program (GE) - General Education	ETH 101	SLO 1_Ethical Theories	Objective Type Exam/Quiz - In Course	70% of the students who complete the assignment will earn 70% or higher.	THE NUMBERS (SECTION 2): There were 19 students enrolled in the class. 11 students completed the assessment tool. Of those who completed the assessment, 6 were female, and 5 were male. 2 students scored below a 70%. 8 students did not	Benchmark Met			
				Alexander I. Velasquez					

Program (LA) - Liberal Arts AA	ETH 101	SLO 1_Ethical Theories	Objective Type Exam/Quiz - In Course	Students will have two quizzes, one with five questions, and another with five questions, that will ask them to explain the position/arguments for the following ethical theories (along with the questions that will be asked): (1) Utilitarianism: What is utilitarianism? (2) Animal Rights: For Peter Singer, what establishes animal rights, and why are some animals more valuable than others? (3) Charity and Money: For Andrew Carnegie, what are the three reasons for why giving a beggar a dollar on the street corner was immoral?	70% of the students who complete the assignment will earn 70% or higher.	Alexander I. Velasquez	THE NUMBERS (SECTION 1): There were 25 students enrolled in the class. 19 students completed the assessment tool. Of those who completed the assessment, 9 were female, and 10 were male. 5 students scored below a 70%. 6 students did not submit the assignment. All students were based in Uliga. THE NUMBERS (SECTION 2): There were 19 students enrolled in the class. 11 students completed the assessment tool. Of those who completed the assessment, 6 were female, and 5 were male. 2 students scored below a 70%. 8 students did not	Benchmark Met	I would like to do a similar assessment in the future, possibly focusing on a certain theme such as governmental or business ethics since this sort of assignment would adequately demonstrate a student's understanding of differing ethical ideas under various topics.	No. The SLO statement doesn't need revision.	Well done. Just make sure you do it before the deadline as we already had an extension so going beyond that is pushing it depending on the varying moods of our SUPervisors and CMI's need to have data right away to meet deadlines for reporting.	Approved
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Program (GE) - General Education	JPN 101	SLO 1_Simple Dialogue	Skill Performance	Students will hold the dialog with their classmate for one (1) to two (2) minutes about two or three topics choosing from topics	Taichi Yamamoto	1. Data Results * Number of students in the class: 7 * Number of students who participated: 6 *Actual numbers and percent of those who met and did not meet the benchmark Met the benchmark: 5 students, 83% Did not meet the benchmark: 1 student, 17% *Data Disaggregation: (Use which ever applies for your course) Gender - female students meeting benchmark: 2 students, 40% male students meeting benchmark: 3 students 60% Programs: LA students meeting benchmark: 4 student, 80% NURS students meeting	Benchmark Met	of the skills.	No. The SLO statement doesn't need revision.	Well done	Approved
				-Own name, age, living place, born place, name of the school. -Family member, age, job, living place, language -Favorite foods, dishes, drinks -Daily routine							
				Students prepare memos to make questions and answers for above topics and show it to the instructor before the test.							
				Students will hold the dialog 2 times with different partners who will be noticed just before the dialog.	70% of the students should be able to get 70% (C grade) or better						

Program (LA) - Liberal Arts AA	JPN 101	SLO 1_Simple Dialogue	Skill Performance	Students will hold the dialog with their classmate for one (1) to two (2) minutes about two or three topics choosing from topics	Taichi Yamamoto	1. Data Results * Number of students in the class: 7 * Number of students who participated: 6 *Actual numbers and percent of those who met and did not meet the benchmark Met the benchmark: 5 students, 83% Did not meet the benchmark: 1 student, 17% *Data Disaggregation: (Use which ever applies for your course) Gender - female students meeting benchmark: 2 students, 40% male students meeting benchmark: 3 students 60% Programs: LA students meeting benchmark: 4 student, 80% NURS students meeting	Benchmark Met	of the skills.	No. The SLO statement doesn't need revision.	Well done	Approved
				-Own name, age, living place, born place, name of the school. -Family member, age, job, living place, language -Favorite foods, dishes, drinks -Daily routine		Increasing the practice of the dialog to improve the student's conversation skills and confidence. Establishing the concrete rubric of the dialog to evaluate					
				Students prepare memos to make questions and answers for above topics and show it to the instructor before the test.							
				Students will hold the dialog 2 times with different partners who will be noticed just before the dialog.	70% of the students should be able to get 70% (C grade) or better						

Students will hold
the dialog with
their classmate
for three (3) to
four (4) minutes
about a topic
they like using
following forms.

- te-form verbs
- nai-form verbs

Students prepare
memos to make
questions and
answers for
above topics and
show it to the
instructor before
the test.

Students will hold
the dialog 2 times
with different
partners who will
be noticed just
before the dialog.

Rubrics should be
developed and
presented to the
students before
the test. 70% of the
students
should be
able to get
Dialog will be 70% (C
taken in video for
the evaluation. grade) or
better

Program (LA) -	SLO	
Liberal Arts	1_Employ	
AA	Simple	
	Sentence	
	s in	
JPN 202	Japanese	Skill Performance

Program (LA) - Liberal Arts AA	JPN 201	SLO 1_Enhanced Conversation	Skill Performance	Students will hold the dialog with their classmate for two (2) to Three (3) minutes about two or three topics choosing from topics	
				-Own name, age, living place, born place, name of the school. -Family member, age, job, living place, language -Favorite foods, dishes, drinks -Home (type, number of rooms, furniture) -Habit of breakfast, lunch and other daily life	
				Students prepare memos to make questions and answers for above topics and show it to the instructor before the test.	70% of the students should be able to get 70% (C grade) or better

Program (DEV) - Developmental Education	ENG 097	SLO 4 Written Compositions	Assignment or Essay	Students will independently apply the writing process to produce clear, organized, and coherent 3-5 Cause and Effect academic essay. Students will focus on the stages of the writing process, including prewriting, drafting, revising, editing, and final submission. The students will select an academic writing assignment topic, then: Prewriting and Planning (Outline) Drafting Revising, editing and Peer Review Rewriting and Final draft	70% of the class will be able to complete and meet the expectations of all the exercise steps 1-4 (following process) by the due date. 70% of the class will score 70% on the essay by the due date.	Jennifer Seru, David Sinkey, Rosalie Bojo, Ron Sidal, Silipa Savu, Gade Maitokana, Karalaini Osborne & Cherry Conception	ENG 097 SLO 4 Consolidated Assessment Narrative MAPS Cycle 6 (Fall 2025Fall 2026)	The ENG 097 SLO 4 assessment cycle evaluated students ability to use the writing process to produce academic essays independently. A total of 225 students were enrolled across all ENG 097 sections, of which 101 students (44.8%) participated in the complete SLO assessment. Despite the moderate participation rate, the results reveal several vital patterns regarding students writing development, strengths, and areas that require institutional support.	Benchmark Not Met	ACTION PLAN FOR IMPROVEMENT ENG 097 SLO 4 (MAPS Cycle 6) Based on consolidated assessment data, instructor reflections, and performance outcomes, the following actions will be implemented to improve student learning outcomes in the next cycle:	Well-developed analysis, as the interpretation of the data clearly identifies and explains the underlying reasons why students did not meet the established benchmarks. The discussion demonstrates a strong understanding of contributing factors and provides meaningful insight into areas needing improvement. - Dean Edward Data results and analysis are well defined and narrated giving a very clear picture of students performance level and performance by sections. Well written report highlighting the outcomes and raising the common concern of high level of AI infused papers. Proposes Actions clearly targets areas of need for improved outcomes in the futures.	Approved
										1. Strength	No. The SLO statement doesn't need revision.	

Program (LA) - Liberal Arts AA	ENG 105	SLO 1_Public Speaking Skills	Presentation	Students will present a Persuasive Speech for three (3) to five (5) minutes to persuade your classmates about any Fact, Value or Policy or written law/rule based on any matter. For example, you can use a CMI policy, quote it and use this law/rule or policy to present it in class.	70	Mellessia Crawford, Viviana Uriona, Alexander Velasquez, Jennifer Seru and Ronald Sidal	Assessment Data and Analysis A total of 198 students enrolled for this course for Fall 2025 out of which 121 students did the task. Men made up 48.76% (59 males) and women 51.24% (62 females). Majority of these students belonged to the Uliga campus while 8 students came from the Wotje center. There were 9 sections offered: 3 sections were in the first half and 5 in the second half, all were AP (8week courses). Most students performed well on the Persuasive Speech and met the benchmark. These students showed growth in public speaking skills and in their understanding of the requirements for persuasive speeches. As this	Benchmark Met	Actions Instructors made the following suggestions: 1. More emphasis in class on presenta tion strategies and ensure student understa nding. 2. Allow students to do a mock presenta tion and gauge student feedback before the final presenta tion. 3. Have students write their speaking	No. The SLO statement doesn't need revision.	Approved
				You will need to do the following; 1. Identify the policy/law or rule clearly 2. State where it was taken from or its source 3. What is the policy about? explain this in detail 4. Who is the targeted audience for this law or policy							

Program (ABE) - Adult Basic Education	WRI 010	SLO 2_Nouns	Objective Type Exam/Quiz - In Course	Students will sort at least five nouns from the provided word banks to the correct categories of nouns: Common/Proper, Concrete/Abstrac t, and Singular/Plural. R/L			Rosemary Loeak	There are a total of 32 enrolled students but only 17 active participants took part in the assessment. There are 2 sections, section 1(Morning Section) and section 2(Afternoon Section) in this class. Overall performance of the active participants resulted in not meeting the benchmark. Of the sum of participants, 64.7% met the benchmark and 35.3% did not achieve the benchmark.		One key factor affecting students' performance is attendance. The class schedule meets only twice a week, which means that each session carries significant instructional weight. When a student misses even one class, they lose half of the week's learning opportunities, making it		No. The SLO statement doesn't need revision.	The assessment results give a well developed report.	Approved
				70% of students scoring 70% or higher showing adequate understanding of identifying and usage of nouns.	By Section: Section 2 met the benchmark (83.3%), showing understanding. Section 1, however, achieved only 54.5%, suggesting a need for closer supervision, modified activities,	Benchmark Not Met								

Program (NURS) - Nursing AS	NURS 235	SLO 3_Nursin g Interventi ons	Objective Type Exam/Quiz - In Course	Students will take a multiple-choice quiz online (Moodle) on effective and culturally relevant nursing interventions to meet health care needs of high-risk pregnant mothers and their families. (Dr B Joshi)	70% of students participating will score 70% and above.
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Program (EDU) - Elementary Education BA	EDU 444	SLO 2_Assess ments	Project - Group	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 disaggregated in to the following categories- gender, location/age/skill level- introduction/practice/mastery On a scale of 1-20 points, 75% of the students will achieve an average score of 15 points of 20.
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Program (EDU) - Elementary Education AS	PSY 101	SLO 2_Psychol ogical Issues	Research Report	Students will work in groups of 3-4 conduct research and present a written paper of 6-10 pages or more on a common psychological issue of their choice based on the main text book PSYCH 7 Introduction to psychology written by Spencer A. Rathus (2022) and at least 5-10 additional credible sources such as articles, journals, online source and books to support findings. Make references also to how the psychosocial affect of the nuclear bombing in the Marshall Islands and spousal abuse on children and families.	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Mellessia Crawford	SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository	The PSY 101 class “Introduction to Psychology has 17 registered students on SONIS. Of the total registered students, only 9 took the assessment. The total number of participants include 4 males and 5 females. The assessment was administered in 3 parts during the period month of October 2025. The parts of this research task included a research outline, research paper and a summary of information and findings shared in a PowerPoint Presentation. The students were given 2-3 weeks to	Benchmark Met	Action " One-on- one support was provided to participa nts based on their learning needs and challenge s. " Participa nts were provided support based on their learning styles and frequenc y of access to electroni c devices and this turned out to be successfu	I. No. The SLO statement doesn't need revision.	Great work	Approved

[illegible]

Program (LA) - Liberal Arts	PSY 101	SLO 2_Psychological Issues	Research Report	Students will work in groups of 3-4 conduct research and present a written paper of 6-10 pages or more on a common psychological issue of their choice based on the main text book PSYCH 7 Introduction to psychology written by Spencer A. Rathus (2022) and at least 5-10 additional credible sources such as articles, journals, online source and books to support findings. Make references also to how the psychosocial affect of the nuclear bombing in the Marshall Islands and spousal abuse on children and families.	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.	Mellessia Crawford	SLO Assessment Data and Analysis as at October 2025 (Summary) Please see detailed report in repository	The PSY 101 class "Introduction to Psychology has 17 registered students on SONIS. Of the total registered students, only 9 took the assessment. The total number of participants include 4 males and 5 females. The assessment was administered in 3 parts during the period month of October 2025. The parts of this research task included a research outline, research paper and a summary of information and findings shared in a PowerPoint Presentation. The students were given 2-3 weeks to	Benchmark Met	Action " One-on-one support was provided to participants based on their learning needs and challenge s. " Participa nts were provided support based on their learning styles and frequenc y of access to electroni c devices and this turned out to be successfu l.	No. The SLO statement doesn't need revision.	Great work	Approved

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Program (DEV) - Development al Education	CMI 101	SLO 3_Learnin g Methods	Skill Performance	TASK: Select a Successful Student Habit/ Skill learnt in the course (e.g. Financial Literacy, Time- Management, Setting SMART Goals, Prioritization, Self- Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUuriona	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	Benchmark Met	1. I here needs to be a more efficient coordina tion between Instructo rs taking the course to ensure that everyone understa nds the assessme nt tool. This could be done by organizin g pd sessions or informati on sharing sessions early in the semester . 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved
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Program (GE) - General Education	CMI 101	SLO 3_Learnin g Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUriora	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester. 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved
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Program (GE) - General Education	CMI 101	SLO 3_Learnin g Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUriora	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester. 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved
							Benchmark Met				

Program (GE) - General Education	CMI 101	SLO 3_Learnin g Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUriora	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester. 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved

Program (GE) - General Education	CMI 101	SLO 3_Learning Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUrona	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester. 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved

Program (GE) - General Education	CMI 101	SLO 3_Learnin g Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUriora	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester. 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved
							Benchmark Met				

Program (GE) - General Education	CMI 101	SLO 3_Learning Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUrona	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester. 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved

Program (GE) - General Education	CMI 101	SLO 3_Learning Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class.			*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males.		1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester .		
				Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUuriona	Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	Benchmark Met	2. Adjunct Faculty revision.	Yes. The SLO statement needs to address the gaps and strengthen SLO task.	Approved

Program (GE) - General Education	CMI 101	SLO 3_Learnin g Methods	Skill Performance	TASK: Select a Successful Student Habit/Skill learnt in the course (e.g. Financial Literacy, Time-Management, Setting SMART Goals, Prioritization, Self-Reflection, Peer Pressure). In your different groups (predetermined by Instructor after taking the VAKS Learning Style Questionnaire here), prepare a presentation of what you understood about the successful student habit or skill. Present your work to the class. Group 1: Role Play (Kinesthetic Learners) – A new student is struggling with peer pressure and it is	70% of the students who participated in the task scored 70% or more in the assessment.	GMaitokana, JSeru, RSidal, SSavu. KOsborne, JRazalan, RMathews, MGordon, MMottelang, VSavu, VUriora	*Data: Number of registered students: 216 Number of students who participated:144 No. of sections: 8 (3 sections were not able to complete the activity by Nov 15) Actual numbers and percent of those who met benchmark: 72% (51% females; 49% males) *Narrative: Out of a total of 144 students who participated, there were 79 females and 65 males. A total of 103 met the benchmark of which 53 were females and 50 males. *Data Disaggregation: Gender - female students met benchmark is 71% and male students is 69%. Therefore, female students in	1. There needs to be a more efficient coordination between Instructors taking the course to ensure that everyone understands the assessment tool. This could be done by organizing pd sessions or information sharing sessions early in the semester . 2. Adjunct Faculty	Yes. The SLO statement needs revision.	Data results presents clear qualitative and quantitative evidence reflecting the SLO plan. Analysis of data presents clear percentages of outcomes. Practical Recommended Actions to address the gaps and strengthen SLO task.	Approved
							Benchmark Met				

Program (NURS) - Nursing AS	NURS 120 s	SLO		Test contents	
		1_Structu		include	
		ral and		terminology (for	
		Functiona		student to define	
		l		medical terms)	
		Alteration		short answer	
			Objective Type	questions to	
			Exam/Quiz - In	measure	
			Course	students'	
				understanding of	
				what had been	
				discussed in the	
				class regarding	70% of the
				the human cells	students
				structures and	who took
				function	the test will
				alteration; see	have a score
				attached	of 70%
				document	and/or high

Program (NURS) - Public Health CCT	NURS 120 s	SLO 1_Structu ral and Functiona l Alteration	Objective Type Exam/Quiz - In Course	Test contents include terminology (for student to define medical terms) short answer questions to measure students' understanding of what had been discussed in the class regarding the human cells structures and function alteration; see attached document	70% of the students who took the test will have a score of 70% and/or high
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Program (EDU) - Elementary Education AS	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - Standardized	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Pruter Karben	There were 26 students registered for this course.26 (90% of the registered students) took the test or participated. 20 (77% of the 90%) students achieved a 70% score or higher. 6 (23% of the 90%) students achieved a 69% score or lower. Benchmark Met. One of the possible reasons why the students met the benchmark is that enough time was given to them to study. One possible reason why the student didnt meet the benchmark is that she or he missed class most of the time and didnt submit her or his assignment.	Benchmark Met	one student missed a lot of classes and didnt turn in their homewo rk, which could make it harder for them to do well.	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - Standardized	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Pruter Karben	There were 26 students registered for this course.26 (90% of the registered students) took the test or participated. 20 (77% of the 90%) students achieved a 70% score or higher. 6 (23% of the 90%) students achieved a 69% score or lower. Benchmark Met. One of the possible reasons why the students met the benchmark is that enough time was given to them to study. One possible reason why the student didnt meet the benchmark is that she or he missed class most of the time and didnt submit her or his assignment.	Benchmark Met	one student missed a lot of classes and didnt turn in their homewo rk, which could make it harder for them to do well.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Language Arts CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - Standardized	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Pruter Karben	There were 26 students registered for this course.26 (90% of the registered students) took the test or participated. 20 (77% of the 90%) students achieved a 70% score or higher. 6 (23% of the 90%) students achieved a 69% score or lower. Benchmark Met. One of the possible reasons why the students met the benchmark is that enough time was given to them to study. One possible reason why the student didnt meet the benchmark is that she or he missed class most of the time and didnt submit her or his assignment.	Benchmark Met	one student missed a lot of classes and didnt turn in their homewo rk, which could make it harder for them to do well.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Social Studies CCT	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - Standardized	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Pruter Karben	There were 26 students registered for this course.26 (90% of the registered students) took the test or participated. 20 (77% of the 90%) students achieved a 70% score or higher. 6 (23% of the 90%) students achieved a 69% score or lower. Benchmark Met. One of the possible reasons why the students met the benchmark is that enough time was given to them to study. One possible reason why the student didnt meet the benchmark is that she or he missed class most of the time and didnt submit her or his assignment.	Benchmark Met	one student missed a lot of classes and didnt turn in their homewo rk, which could make it harder for them to do well.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Studies AA	MAR 120	SLO 1_Use Alphabet	Objective Type Exam/Quiz - Standardized	Test on Writing a word using each of the alphabet letters.	80% of the students should be able to achieve a 70% score or higher.	Pruter Karben	There were 26 students registered for this course.26 (90% of the registered students) took the test or participated. 20 (77% of the 90%) students achieved a 70% score or higher. 6 (23% of the 90%) students achieved a 69% score or lower. Benchmark Met. One of the possible reasons why the students met the benchmark is that enough time was given to them to study. One possible reason why the student didnt meet the benchmark is that she or he missed class most of the time and didnt submit her or his assignment.	Benchmark Met	one student missed a lot of classes and didnt turn in their homewo rk, which could make it harder for them to do well.	No. The SLO statement doesn't need revision.	Approved
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Program (AHS) - Adult High School	CLT 050	SLO 1_Demonstrate the Importance of Clothing	Collaborative Group Activity	The assessment for CLT 50: Clothing and Textile 1, is a focus group. Students will be placed in groups to do these questions or items. It has 7 items and marks are allocated beside. The total mark is 20. This is to test the students about the importance of clothing.	70% of students should pass score 70% and above.	Ms. Voice Ogariko	There are nine (9) students who were enrolled CLT 050 Clothing and Textile 1 which comprised of nine females and Zero (0) males. However, eight of them completed and submitted their group work activity and obtained 70% and above, which is considered as passed (P). There are four groups in all. Moreover, all of these females are continued students. 60 % plus of them live close to CMI and less than 30% live far from CMI. The passing rate in terms of age groups, younger students in the age groups between 18- 20 years is 30 plus , 27-30 years is more than 10 % and age group between 40-60 years is more than 50% meaning, there are more adult students than	Benchmark Met	1. Continue with this teaching method (Group work) activity. It works well for Marshall ese students. 2. These eight female students are continued students so they already know what is like in the program. 3. Encourage them to speak their vernacular or especially in	Yes. The SLO statement needs revision.	Based on the rubric, the instructor effectively provided evidence of student learning and achievement of outcomes, which aligns with the SLO assessment plan. The report includes relevant data categorized by student age group, and appropriate student work samples that are attached to support the findings. She provided an action that somewhat closes the loop of future pedagogical findings but does not clearly state a rationale for changing the current SLO. However, the assessment tool appears to be very appropriate for the SLO assessment.	Approved
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Program (AHS) - Adult High School	SCI 051	SLO 2_Analyze the Earth's Internal Structure	Objective Type Exam/Quiz - In Course	The assessment for Level 4 Earth Science is a quiz. It has 8 items and the marks are allocated beside. The total mark is 20. This is to test the knowledge of the students about the internal structure of the Earth.	70% of the students should score 70% and above.	Jeziel Mae S. Ma	Quiz Results for each item; 1. Only 27 out of 46 students enrolled (59%) took the assessment. 2. 19 out of 46 students enrolled (41%) did not take the assessment. 3. 20 out of 27 students (74%) got a grade of (70%) and above which is considered as passed (P). 4. 7 out of 27 students (26%) got a grade below (70%) which is considered as not passed(NP).	Therefore, benchmark was met for Earth Science SCI 051 Section 1 & 2 class.	Age Range of Students Who Took Quiz: 1. 20 out of the 27 students (74%) who took the quiz were	Benchmark Met	Students should be encourag ed to fully participa te in all assessme nts to provide a more accurate picture of overall learning progress. Offering review sessions or short interactiv e activities before quizzes can help reinforce key Earth Science concepts , especiall y for those who scored	No. The SLO statement doesn't need revision.	The instructor provides clear quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The analysis thoughtfully explains possible reasons why a certain percentage of students met the benchmark and addresses underlying factors contributing to those who did not. Overall, the data results, analysis, and proposed actions are well- articulated, using clear, concise language with appropriate grammar and mechanics.	Approved
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Program (ABE) - Adult Basic Education	REA 020	SLO 1_Source s	Written Assignment or Essay	The assessment for SLO 1 for Level 2 Reading is the written assignment. This will be taken from one of the primary sources which is the article from the Newspaper. This written assignment has 4 questions and a summary of the article. The marks are allocated beside each question. The total mark is 20.	In order to pass this subject, students should score 70 and above.	Ms. Voice Ogariko	Sixteen (16) students enrolled in REA020 this semester of which seven (7) were males and nine (9) were females. All 16 students participated in this written assignment. Out of 8 females, only 7 scored 70% or better and all seven males scored 70% and above. Moreover, the passing rate in terms of age groups, 60% of students in the age groups between 18-20 years and 20% in the age groups between 21-23 scored 70% or better compared to older adults in the age group between 40-60 years where only 3% of students scored 70% or better. With reference to student status, 60% of new students and 25% of continuing students	Benchmark Met	(i). I have a lone student who failed because she has some learning disabilities and also she lived far from CMI Uliga Campus. Therefore, there is an urgent need for instructors to be trained to accommodate such student. (ii). There is a need for Marshall ese translator to cater	Yes. The SLO statement needs revision.	This assessment report is very well developed.	Approved
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Program (AHS) - Adult High School	SCI 052	SLO 1_Explain the Human System	Objective Type Exam/Quiz - In Course	The Assessment for SLO 1 for Level 3 Biology is the Quiz. This quiz has 10 items and each item has marks allocated beside. The total mark is 25. This assessment (quiz) will be given to the students at the end of the topic.	Students should score 70% and above.	Voice Ogariko	There were thirty- two (32) students enrolled in this course. Out of 32 students, twelve (12) were males and twenty (20) were females. Twenty-eight (28) students comprised of nine (9) males and nineteen (19) females took the quiz. Out of 9 males, 6 (19%) scored 70% or more and out of 19 females, 18 (56%) scored 70% or better. This showed females performed relatively better than males. Moreover, the passing rate in terms of age groups, younger students in the age groups between 18- 20 years and 21-23 years did exceptionally well compared to older adults in the age group between 40- 60 years. With reference to	Benchmark Met	(i). Remain proactive making sure all of the students have access to all their notes and activities. This can be done through emails, group chat, moodle, etc. (ii). Attendan ce and participa tion must be encourag ed. (iii). Continue to encourag e group work since this is one of	No. The SLO statement doesn't need revision.	The instructor provides clear quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The analysis thoughtfully explains possible reasons why a certain percentage of students met the benchmark and addresses underlying factors contributing to those who did not. Overall, the data results, analysis, and proposed actions are well- articulated, using clear, concise language with appropriate grammar and mechanics.	Approved
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Department (STEM) - STEM	MATH 201	SLO 2_Differe ntiate Functions	Objective Type Exam/Quiz - In Course	The assessment tool that will be used is a teacher- made quiz. This assessment is consist of 4-items but each of the item shall represent Properties of Differential and Integral Calculus by applying the Fundamental Theorem of Calculus. The assessment tool shall be attached.	Seventy percent (70%) of the students shall be able to identify 70% correctly the properties of the Differential and Integral Caclculus by using the Fundamental Theorem of Calculus.	Dr. Rosalinda Sumaoang	Results According to Number of Students: 1. 4 out of 5 students or 80% took the Math 201 assessment. 2. 4 out of 4 students or 100% achieved 70% or better performance in the Assessment.	Results According to Gender: 1. 1 out of 1 male student or 100% of the male student took the Assessment. 2. 1 male student out of 4 students who took the assessment got 75% passing mark in the assessment.	Result According to Major: 1. 4 out of 4 Liberal Arts students for 100% of the students got 88.75% passing mark or better in the assessment.	Benchmark Met	As an instructo r, I can sense that students have difficulty in grasping the lesson. The course is comprise d of two Differenti al Calculus and Integral Calculus. I suggest that this Calculus class shall be divided into two classes being one is for Differenti al Calculus and other	No. The SLO statement doesn't need revision.	Well developed in all indicators.	Approved			

Program (LA) - Liberal Arts AA	MATH 201	SLO 2_Differentiate Functions	Objective Type Exam/Quiz - In Course	The assessment tool that will be used is a teacher-made quiz. This assessment is consist of 4-items but each of the item shall represent Properties of Differential and Integral Calculus by applying the Fundamental Theorem of Calculus. The assessment tool shall be attached.	Seventy percent (70%) of the students shall be able to identify 70% correctly the properties of the Differential and Integral Cacculus by using the Fundamental Theorem of Calculus.	Dr. Rosalinda Sumaoang	Results According to Number of Students: 1. 4 out of 5 students or 80% took the Math 201 assessment. 2. 4 out of 4 students or 100% achieved 70% or better performance in the Assessment.	Benchmark Met	As an instructor, I can sense that students have difficulty in grasping the lesson. The course is comprised of two Differential Calculus and Integral Calculus. I suggest that this Calculus class shall be divided into two classes being one is for Differential Calculus and other	No. The SLO statement doesn't need revision.	Well developed in all indicators.	Approved
							Results According to Gender: 1. 1 out of 1 male student or 100% of the male student took the Assessment. 2. 1 male student out of 4 students who took the assessment got 75% passing mark in the assessment.					
							Result According to Major: 1. 4 out of 4 Liberal Arts students for 100% of the students got 88.75% passing mark or better in the assessment.					

Department (STEM) - STEM	ICS 101	SLO 2_Create project-related documents	Skill Performance	The common assessment is structured into two components. The first component requires students to demonstrate proficiency in utilizing Excel features and functions. The second component involves composing written reflections that exhibit critical thinking in relation to their responses to the provided case scenario.	At least 70% of all assessment participants should achieve a score of 70% or higher.	Charina Castro	Information and Computer Services (ICS_101 Microsoft 365 Office) SLO Assessment Report and Analysis Fall Semester 2025 Section 6 and 7 Executive Summary This combined report synthesizes assessment evidence from ICS101 Sections 6 and 7. Across both sections, the overall average rose from 52.9% (pre) to 79.0% (post), and the pass rate at the e70% threshold increased from 8.7% (2/23) to 91.3% (21/23). Benchmark compliance (e70% of participants scoring e70%) was achieved post-test in both sections. Participation at pre-test was 35.4% of total enrollment (enrolled = 65).	Benchmark Met	Actions and Recommendations: Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit. Provide specific	No. The SLO statement doesn't need revision.	A well-developed assessment report combines both qualitative evidence, such as observations and student feedback, and quantitative data, like scores and rubric ratings, to provide a comprehensive view of student learning and achievement of the Student Learning Outcome (SLO). This dual approach not only demonstrates what students have achieved but also explains how they engaged in the learning process. Furthermore, the action plan clearly outlines future pedagogical decisions based on these findings, ensuring that instructional strategies are data-driven and targeted to address identified gaps, improve teaching practices, and enhance student success.	Approved
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Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project- related documen ts	Skill Performance	The common assessment is structured into two components. The first component requires students to demonstrate proficiency in utilizing Excel features and functions. The second component involves composing written reflections that exhibit critical thinking in relation to their responses to the provided case scenario.	At least 70% of all assessment participants should achieve a score of 70% or higher.	Charina Castro	Information and Computer Services (ICS_101 Microsoft 365 Office) SLO Assessment Report and Analysis Fall Semester 2025 Section 6 and 7	Executive Summary This combined report synthesizes assessment evidence from ICS101 Sections 6 and 7. Across both sections, the overall average rose from 52.9% (pre) to 79.0% (post), and the pass rate at the e70% threshold increased from 8.7% (2/23) to 91.3% (21/23). Benchmark compliance (e70% of participants scoring e70%) was achieved post-test in both sections. Participation at pre- test was 35.4% of total enrollment (enrolled = 65).	Benchmark	Actions and Recomm endation s: "Introd uce automat ed, and repetitiv e online practice assignme nts specifical ly for cell referenci ng (absolute , relative, mixed) and complex functions (like nested IFs or VLOOKU P). Require 100% completi on/accur acy for credit. "Provid e specific	No. The SLO statement doesn't need revision.	A well-developed assessment report combines both qualitative evidence, such as observations and student feedback, and quantitative data, like scores and rubric ratings, to provide a comprehensive view of student learning and achievement of the Student Learning Outcome (SLO). This dual approach not only demonstrates what students have achieved but also explains how they engaged in the learning process. Furthermore, the action plan clearly outlines future pedagogical decisions based on these findings, ensuring that instructional strategies are data-driven and targeted to address identified gaps, improve teaching practices, and enhance student success.	Approved
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Program (GE) - General Education	ICS 101	SLO 2_Create project- related documen ts	Skill Performance	The common assessment is structured into two components. The first component requires students to demonstrate proficiency in utilizing Excel features and functions. The second component involves composing written reflections that exhibit critical thinking in relation to their responses to the provided case scenario.	At least 70% of all assessment participants should achieve a score of 70% or higher.	Charina Castro	Information and Computer Services (ICS_101 Microsoft 365 Office) SLO Assessment Report and Analysis Fall Semester 2025 Section 6 and 7	Executive Summary This combined report synthesizes assessment evidence from ICS101 Sections 6 and 7. Across both sections, the overall average rose from 52.9% (pre) to 79.0% (post), and the pass rate at the e70% threshold increased from 8.7% (2/23) to 91.3% (21/23). Benchmark compliance (e70% of participants scoring e70%) was achieved post-test in both sections. Participation at pre- test was 35.4% of total enrollment (enrolled = 65).	Actions and Recomm endation s: "Introd uce automat ed, and repetitiv e online practice assignme nts specifical ly for cell referenci ng (absolute , relative, mixed) and complex functions (like nested IFs or VLOOKU P). Require 100% completi on/accur acy for credit. "Provid e specific	A well-developed assessment report combines both qualitative evidence, such as observations and student feedback, and quantitative data, like scores and rubric ratings, to provide a comprehensive view of student learning and achievement of the Student Learning Outcome (SLO). This dual approach not only demonstrates what students have achieved but also explains how they engaged in the learning process. Furthermore, the action plan clearly outlines future pedagogical decisions based on these findings, ensuring that instructional strategies are data-driven and targeted to address identified gaps, improve teaching practices, and enhance student success.	No. The SLO statement doesn't need revision.	Approved
							Benchmark Met					

Department (STEM) - STEM	ICS 101	SLO 2_Create project- related documen ts	Case Study	The common assessment tool is a 2-part assessment. The first part requires students to utilize Excel features and functions, while the second part requires students to type statements demonstrating a critical thinking reflection about their answers to the given case.	Information and Computer Services (ICS-101 Microsoft 365-Office) SLO Assessment Report and Analysis Fall Semester 2025	Actions and Recommendation s: "Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved
				COMPARING TRANSPORTATION COST Design and implement a solution using creative thinking and problem-solving skills on a spreadsheet.	SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: Course Assessment (SLO) Assessment Plan, Tools & Results - Nuventive Solutions Essential Links to SLO Assessment Tool in CMI Moodle: Section 1 (AP): Course: ICS 101- Sections:1 Section 2 (AP): Course: ICS 101- Sections:2 Section 3 (Reg): Course: ICS 101- Sections:3 Note: Section 6	Benchmark Not Met		

Department (STEM) - STEM	ICS 101	SLO 2_Create project- related documen ts	Case Study	The common assessment tool is a 2-part assessment. The first part requires students to utilize Excel features and functions, while the second part requires students to type statements demonstrating a critical thinking reflection about their answers to the given case.	Information and Computer Services (ICS-101 Microsoft 365-Office) SLO Assessment Report and Analysis Fall Semester 2025	Actions and Recommendation s: "Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit. "Provide specific	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved
				COMPARING TRANSPORTATION COST Design and implement a solution using creative thinking and problem-solving skills on a spreadsheet. CASE Part 1: You are considering buying a new vehicle and want to ensure you buy one with the	At least 70% of the assessment participants will earn a score of 70% or higher.	Curtis Vila Prepared by Curtis Vila December 14, 2025 SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: Course Assessment (SLO) Assessment Plan, Tools & Results - Nuventive Solutions Essential Links to SLO Assessment Tool in CMI Moodle: Section 1 (AP): Course: ICS 101- Sections:1 Section 2 (AP): Course: ICS 101- Sections:2 Section 3 (Reg): Course: ICS 101- Sections:3 Note: Section 6	Benchmark Not Met		

Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project- related documen ts	Case Study	The common assessment tool is a 2-part assessment. The first part requires students to utilize Excel features and functions, while the second part requires students to type statements demonstrating a critical thinking reflection about their answers to the given case.	Information and Computer Services (ICS-101 Microsoft 365-Office) SLO Assessment Report and Analysis Fall Semester 2025	Actions and Recommendation s: "Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved
				COMPARING TRANSPORTATION COST Design and implement a solution using creative thinking and problem-solving skills on a spreadsheet.	Prepared by Curtis Vila December 14, 2025 SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: Course Assessment (SLO) Assessment Plan, Tools & Results - Nuventive Solutions Essential Links to SLO Assessment Tool in CMI Moodle: Section 1 (AP): Course: ICS 101- Sections:1 Section 2 (AP): Course: ICS 101- Sections:2 Section 3 (Reg): Course: ICS 101- Sections:3 Note: Section 6	Benchmark Not Met		

Program (BUS) - Accounting Clerkship CC	ICS 101	SLO 2_Create project- related documen ts	Case Study	The common assessment tool is a 2-part assessment. The first part requires students to utilize Excel features and functions, while the second part requires students to type statements demonstrating a critical thinking reflection about their answers to the given case.			Information and Computer Services (ICS-101 Microsoft 365-Office) SLO Assessment Report and Analysis Fall Semester 2025		Actions and Recommendation: "Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit. Provide specific			
				COMPARING TRANSPORTATION COST Design and implement a solution using creative thinking and problem-solving skills on a spreadsheet.	At least 70% of the assessment participants will earn a score of 70% or higher.	Curtis Vila	Prepared by Curtis Vila December 14, 2025	SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: Course Assessment (SLO) Assessment Plan, Tools & Results - Nuventive Solutions Essential Links to SLO Assessment Tool in CMI Moodle: Section 1 (AP): Course: ICS 101- Sections:1 Section 2 (AP): Course: ICS 101- Sections:2 Section 3 (Reg): Course: ICS 101- Sections:3 Note: Section 6	Benchmark Not Met	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved
				CASE Part 1: You are considering buying a new vehicle and want to ensure you buy one with the								

Program (GE) - General Education	ICS 101	SLO 2_Create project- related documen ts	Case Study	The common assessment tool is a 2-part assessment. The first part requires students to utilize Excel features and functions, while the second part requires students to type statements demonstrating a critical thinking reflection about their answers to the given case.	Information and Computer Services (ICS-101 Microsoft 365-Office) SLO Assessment Report and Analysis Fall Semester 2025	Actions and Recommendation s: "Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved
				COMPARING TRANSPORTATION COST Design and implement a solution using creative thinking and problem-solving skills on a spreadsheet.	SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: Course Assessment (SLO) Assessment Plan, Tools & Results - Nuventive Solutions Essential Links to SLO Assessment Tool in CMI Moodle: Section 1 (AP): Course: ICS 101- Sections:1 Section 2 (AP): Course: ICS 101- Sections:2 Section 3 (Reg): Course: ICS 101- Sections:3 Note: Section 6	Benchmark Not Met		

Program (GE) - General Education	ICS 101	SLO 2_Create project- related documen ts	Case Study	The common assessment tool is a 2-part assessment. The first part requires students to utilize Excel features and functions, while the second part requires students to type statements demonstrating a critical thinking reflection about their answers to the given case.	Information and Computer Services (ICS-101 Microsoft 365-Office) SLO Assessment Report and Analysis Fall Semester 2025	Actions and Recommendation s: "Introduce automated, and repetitive online practice assignments specifically for cell referencing (absolute, relative, mixed) and complex functions (like nested IFs or VLOOKUP). Require 100% completion/accuracy for credit.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students failure to meet the benchmark.	Approved
				COMPARING TRANSPORTATION COST Design and implement a solution using creative thinking and problem-solving skills on a spreadsheet.	SLO #2 Type: Skill Performance Assessment Plan link in the CMI Nuventive site: Course Assessment (SLO) Assessment Plan, Tools & Results - Nuventive Solutions Essential Links to SLO Assessment Tool in CMI Moodle: Section 1 (AP): Course: ICS 101- Sections:1 Section 2 (AP): Course: ICS 101- Sections:2 Section 3 (Reg): Course: ICS 101- Sections:3 Note: Section 6	Benchmark Not Met		

				The individual Education Plan (IEP) SE-7 Form from the Public School System (PSS) will be used as the main tool in this assessment accompanied by a lesson design presented by the student that will be aligned with several areas of the IEP data for meeting the learning need of students with disability.1. Students will adopt or create an IEP from the PSS IEP Form (SE-7) for any child with a diagnosed condition without disclosing the name of the child. Supporting documents to the IEP is also necessary to include for the purpose of proper discussion	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.
Program (EDU) - Elementary Education (SPED)	SPED 261	Care	Presentation		
		SLO			
		3_Engage			
		in Self-			

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 101	SLO 4_Describ e Canoe Materials	Objective Type Exam - Midterm	The Maritime Program Students will be given lectures, guest speakers, class work and home work assignments, plus field work. The students will have plenty of time to be exposed to materials that the Marshallese utilize to build canoes long time ago. This will be in the first half of the semester with the midterm exam.	70% of the students will get a grade of 70 or higher.	Edward Adiniwin	For the Fall 2025 Semester the training center recruited 9 students. They were exposed or went on field trips to Alele Museum and WAM, plus guest speakers talked about the different kinds of materials that were used to make the Marshallese canoes. Korkor, Tipnol and Walap. The instructor also gave reading materials and other assignments to teach the student in regards to these materials. According to the grades obtained by the students the field trips, gues speakers, reading and assignments work towards the students passing the midterm.	Benchmark Met	Based on the planned field trips, guest speakers, reading and assignme nts the students were able to answer the midterm question s. Some of them earn 70% or higher. The instructo r can use the same plan to teach future students or add, to make the course more educatio	No. The SLO statement doesn't need revision.	The different kinds of materials being mentioned in the lessons/assignment indicated by the students answers.	Approved
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Program (EDU) - Elementary Education AS	EDU 251	SLO 3_Inquiry- based Science Activities	Project - Group	The project- based assessment (PBA) combined with a scoring rubric will be utilized for evaluating students' ability to plan and create appropriate grade-level inquiry-based science activities.	The benchmark for this assessment is that at least 70% of students must achieve a score of 21 points or higher on the rubric, which represents a competence level deemed suitable and effective for inquiry- based education.	Marson Ralpho	The student learning objective (SLO) for this assessment focused on students' ability to plan and create appropriate grade- level inquiry-based science activities. The established benchmark required that at least 70% of students achieve a score of 21 points or higher on the project-based assessment rubric, signifying a suitable and effective level of competence in inquiry-based education. With a cohort of 4 enrolled students, the benchmark for this SLO was successfully met. All 4 students, representing 100% of the class, achieved scores of 21 points or higher on the rubric. This outcome significantly surpasses the 70%	Benchmark Met	Reflection and Future Consider ations	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.	Approved
				This assessment will help determine whether at least 70% of students meet the benchmark for successfully creating and implementing inquiry-based activities aligned with grade-level science standards. Disaggregation of data will be on gender, location and basic, proficiency and mastery level.					achievement of the benchma rk by all students in this cohort provides valuable insights into effective instructio nal practices . It is crucial to now identify and investiga te the specific instructio nal strategie			

Program (EDU) - Elementary Education BA	EDU 251	SLO 3_Inquiry- based Science Activities	Project - Group	The project- based assessment (PBA) combined with a scoring rubric will be utilized for evaluating students' ability to plan and create appropriate grade-level inquiry-based science activities.	The benchmark for this assessment is that at least 70% of students must achieve a score of 21 points or higher on the rubric, which represents a competence level deemed suitable and effective for inquiry- based education.	Marson Ralpho	The student learning objective (SLO) for this assessment focused on students' ability to plan and create appropriate grade- level inquiry-based science activities. The established benchmark required that at least 70% of students achieve a score of 21 points or higher on the project-based assessment rubric, signifying a suitable and effective level of competence in inquiry-based education. With a cohort of 4 enrolled students, the benchmark for this SLO was successfully met. All 4 students, representing 100% of the class, achieved scores of 21 points or higher on the rubric. This outcome significantly surpasses the 70%	Benchmark Met	Reflection and Future Consider ations	The successfu l achieve ment of the benchma rk by all students in this cohort provides valuable insights into effective instructio nal practices . It is crucial to now identify and investiga te the specific instructio nal strategie s, course doesn't need revision.	Assessment data results clearly provides both qualitative and quantitative evidence of student learning and achievement of outcomes.	Approved
				This assessment will help determine whether at least 70% of students meet the benchmark for successfully creating and implementing inquiry-based activities aligned with grade-level science standards. Disaggregation of data will be on gender, location and basic, proficiency and mastery level.								

Program (AHS) - Adult High School	ICS 050	SLO 3_Interne t-based Productiv ity Tools	Skill Performance	The student will be evaluated on how to use Google Drive. Each student will be creating some folders and rename them in google drive and upload or download some files to and from each of them. Steps will be provided for them to be follow. (TH)	70% of the students taking the assessment should pass 70% of the steps given to them to follow.	Tarry Henos	In the ICS 050 course, both sections 1 and 2 have a total of 24 students. There were only 14 out of 24 students completed the project which is 58%. The other ten students never show up during the week of the SLO assessment. The results showed that all of the 14 students submitted their project with 100% completed.	Benchmark Met	I will extend the duration of the project to 2 weeks.	No. The SLO statement doesn't need revision.	Add a little analysis to explain why students passed.	Approved
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				The student will present the skills acquired during the Seminar by presenting a simple exercise using the edition software.	
				A short history or documentary have to be finish and present on time using free software	
				lightworks for the final edition.	70% of the students should be able to get 70% (C grade) or better
Program (LA) - Liberal Arts AA	SLO 2_Lightw	VART 101 orks Free	Skill Performance	VU	

				The students skills, knowledge and understanding of the importance of record keeping, forms, and methods storing records which they will be learning during cycle will be evaluated on a test consisted of 5 questions from each of the topics that they will be learning. (AP)	70% of the total number students who will be taking the test should be able to receive a passing percentage of 70% and more.	Anel N. Philimon	Assessment Summary Report 1. Registration and Participation The assessment registered a total of 5 participants, all of whom successfully completed the registration process. No participants withdrew before the assessment, demonstrating a 100% commitment rate among the registered candidates. This high retention reflects strong interest and dedication towards the assessment. Number Registered: 5 (100%) Number Quit: 0 (0%) Number Tested: 5 (100%) 2. Performance Results All participants who undertook the assessment successfully passed,	Benchmark Met	Recommendation s: 1. It is recommended to continue providing supportive learning environments and resources to maintain these high-performance standards in future assessments. . 2. Continue using the instructional strategies currently applied, as they are No. The SLO statement doesn't need revision.	The instructor provided appropriate data demonstrating student learning and achievement of outcomes, which clearly aligns with the SLO assessment plan. Assessment tool is appropriate for the SLO assessment. Overall, the assessment results, analysis, and proposed actions are well-written and effectively communicated.	Approved
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Program (AHS) - Adult High School	BOOK 051	SLO 1_Unders tand Basic Receipt Records	Objective Type Exam/Quiz - Standardized	The students skills, knowledge and understanding of the importance of the Basic Receipt Records which they will be learning during cycle will be evaluated on a test consisted of 20 questions from each of the topics that they will be learning. (AP) 70% of the total number students who will be taking the test should be able to received a passing percentage of 70% and more.	Anel N. Philimon	Course Enrollment, Completion, and Outcomes Report Summary of Enrollment and Participation A total of 15 students from two combined sections were initially enrolled in the course. During the first few weeks, 2 students (13%) withdrew from the course, leaving 13 students (87%) who continued through completion. All 13 remaining students completed the course and sat for the final assessment. Assessment Results Of the 13 students who took the assessment, 11 students (85%) earned passing marks, while 2 students (15%) received failing grades. The resulting passing rate of 85% aligns with the	Benchmark Met	Recomm endation Report Title: Helping Students Improve in Basic Cash Receipt Record and Procedur es Course: AHS BOOK- 052 (Bookkee ping II) SLO Focus: Demonst rate understa nding and applicati on of basic cash receipt record and procedur es 1.	No. The SLO statement doesn't need revision.	The instructor provides clear quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The analysis thoughtfully explains possible reasons why a certain percentage of students met the benchmark and addresses underlying factors contributing to those who did not. Overall, the data results, analysis, and proposed actions are well-articulated, using clear, concise language with appropriate grammar and mechanics.	Approved
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Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 102	SLO 2_Solve Math Problems	Objective Type Exam/Quiz - In Course	The students were taking a quiz regarding these subject: Add, subtract, divide and multiply.	70% of each class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher. (Hugo. Bugoro)	Hugo Bugoro	There were 1 female participant and 9 male participants who took the assessment. A total of 10 participants, 1 female and 9 males passed the assessment. 100% of the participants passed the assessment; this does reach the 70% passing benchmark. Thus, the benchmark was met.	Benchmark Met	1. No Suggesti on to move MART10 2 the schedule will not be reallocat ed. 2. Mart 102 Curriculu m will be remainin g the same until any additiona l modules that essential for the program.	No. The SLO statement doesn't need revision.	The instructor used and analysis on the on the students passing of 70 or better. Instructor also used some examples in the attachments.	Approved
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Program (VCARP) - Carpentry Certificate	VCARP 202	SLO 1_Apply Layout Techniques	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.	Waisake Savu	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	No. The SLO statement doesn't need revision.
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Program (RFPNW) - Rating Forming Part of a				The students will be given assignments, homework, quizzes, lectures and guest speakers to show how the ranks of the Maritime Field is attain. A midterm exam will be given to assess their knowledge of the Maritime Career Pathway in	
Navigational Watch CC	MART 103	SLO 3_Discuss in English	Objective Type Exam - Midterm	English. Multiple choice questions or essay.	70% of the students will score 70 and higher.

Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 103	SLO 3_Discuss in English	Term Paper	The students will be given assignments, homework, quizzes, lectures and guest speakers to show how the ranks of the Maritime Field is attain. A semester end exam will be given to assess their knowledge of the Maritime Career Pathway in English and the preparedness of going out in their choice of field either be Deck department or Engine department. Multiple choice questions and essay.	70% of students will score 70 or more
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Program (GE) - General Education	EDU 150	SLO 1_Communicate Algorithm	Skill Performance	The students will be given sets of homework for every topic discussed to use Polyas Problem Solving Method to solve word problems. Four of the homework set will be used to assess SLO #1. The average of the 4-homework set will be used to analyze SLO #1. There is a scoring rubric for the homework set in which students will refer to when preparing their homework set. Attached file is the rubric	70% of the students who took the tests will get an average grade of C or higher.	Alvin Page	Of the 13 students who answered the question about Polyas 4 Steps in the third Homework Assignment, 6 students (46%) scored 100%, 5 students (38%) scored more than 70% and 2 students (15%) scored less than 70%. Overall, 11 students (85%) scored more than 70% for the question and 2 students (15%) scored less than 70%. The average score for the third Polyas 4 Step question was 85%. Across the three homework assignments containing questions pertaining to Polyas 4 steps, there were a total of 44 responses. Of the 44 responses, 18 responses (41%) were less than 70%.	Benchmark Not Met	Its clear that students need to be impressed with the importance of being able to correctly explain the steps as teachers in order to show their level of understanding and ability to explain material to elementary students in the future. Its not enough for us adults to	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
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Department (STEM) - STEM	PHY 101	SLO 2_Types of Forces	Project - Individual	The students will be required to conduct simple experiments on the selected types of Forces and energy conversions. They are to record their observations and submit their reports .	70% of students will attain a grade of C or better.	Dr. Linus Okoro	Laboratory Results:		The physics laborator y report writing, submissi on and feedback will be emphasiz ed and impleme nted, as this will yielding good results in subseque nt SLOs.		Hands- on laborator	No. The SLO statement doesn't need revision.	Well-developed: The data analysis thoroughly identifies and explains the underlying factors contributing to students met the benchmark.	Approved
							1.) 5 out of 9 enrolled students participated in this SLO. 1.) 5 out of 5 students (100%) that participated obtained a grade of (70%) and above which is considered as passed (P) Therefore, benchmark was met for PHY 101.		Teaching the scientific report writing procedur es first before administ ering SLO assessme nt will be continue d.					
							Majors of Students Who Took Laboratory Assessment: 1.) 3 out of the 5 students (60%) who took the quiz were Liberal Art majors. 2.) 2 out of the 5 students (40%) who took the quiz were Business majors.							
							Gender of Students Who Took Laboratory Assessment: 1.) 3 out of the 5 students (60%) who		Benchmark Met					

Program (VCARP) - Carpentry Certificate	VCARP 102	SLO 2_Safety	Skill Performance	The students will be tested individually in this assessment. The students will be asked to choose a power saw from the list of saws, identify the parts, select and install the proper blade for the cut to be tested on, adjust correctly, and operate safely. (RKANEKO)	70% or above of students will perform satisfactorily.	Randon Kaneko	* There were three (3) students who enrolled this class. * There were three (3) students who participated. * All three (3) students met the benchmark. *All three students are on full time. 1 returning and 2 new students. 2. Analysis Reading in advance students to engage in topic discussions.	Benchmark Met	The all-male group showed strong engagement, actively participating in discussions and activities. This contributed to better understanding and readiness for the task. Going forward, encouraging similar levels of interaction across diverse group compositions could further	No. The SLO statement doesn't need revision.	The instructors showed in a rubric form what the students will be tested and it worked. All students pass. Good analysis.	Approved
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Program (AHS) - Adult High School	SOC 053	SLO 4_Basic Principles of Sustainab le Develop ment	Presentation	The students will do a presentation on their own Carbon Footprint results, and will be graded based on the presentation rubric given. Dde	70% of the students will pass the presentation based on the rubric given.	Derick Debrum	There are 2 sections for this course. The total number of participants is 18. Only 6 participants actually took the survey and did a presentation. All 6 participants passed the assessment.	Benchmark Met	Revise the grading rubric	No. The SLO statement doesn't need revision.	The data reflects the SLO assessment plan. Although the results demonstrate that students achieved the benchmark, the underlying reasons for this success are not articulated. The assessment tool employed appears appropriate for evaluating the SLO. Moreover, the instructor provided a thoughtful outline of future pedagogical strategy to strengthen and further enhance student learning outcomes. However, the absence of an attached rubric limits the ability to fully evaluate the appropriateness and effectiveness of the assessment tool.	Approved
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Program (ABE) - Adult Basic Education	MATH 010	SLO 1_Whole Numbers	Objective Type Exam/Quiz - In Course	The students will take a quiz on whole numbers involving place value, ordering and comparing numbers, operation with numbers, factoring, rounding, and estimating, and solving word problems.	75% of the students who will take the quiz will be able to pass it with the approved percentage of 70% and more.	Anel N. Philimon	Executive Summary This traditional report provides a comprehensive overview of student enrollment, course completion, and performance outcomes. The data reflects participation across two course sections—morning and afternoon—and evaluates benchmark achievement based on final test results. 1. Introduction This report summarizes key statistics concerning student attendance, retention, completion rates, and performance outcomes for the course delivered in two sections. The purpose is to assess overall program effectiveness and determine whether established	Benchmark Met	Recommendation Report Subject: Strengthening Student Learning Outcomes (SLO) in Number Concepts and Operations Topic Areas: Place Value, Ordering and Comparing Numbers, Operations with Numbers, Factoring, Rounding, Estimation, and	The instructor provides clear quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The instructor's recommendations are clearly articulated and outline specific actions to address student learning and achievement. Overall, the data results, analysis, and proposed actions are well-articulated, using clear, concise language with appropriate grammar and mechanics.	Approved
							benchmarks were		No. The SLO statement doesn't need revision.		

				The instrument used is a collaborative work between the instructor and the supervisors.
				70% of the students shall be able to receive 70% of the marks used in the instrument.

Program (NURS) - Nursing AS	NURS 113	Principles	SLO 1_Pharm acology	Objective Type Exam/Quiz - In Course	The write exam is administered after the class discussion regarding common terms, concepts such as pharmacokinetics , pharmacodynami cs, pharmacotherap eutic, etc to evaluate students' understanding of the pharmacologic principles. The contents of the test include medical terms (matching with descriptions), multiple choice question, and drug dose and IV rate calculation; see attachment.	
					70% of the students who took the test will have a score of 70% and up	

Program (EDU) - Elementary Education AS	SOC 140	SLO 4_Possible Solutions	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading (Personal, Social, Cognitive, Knowledge Building) to show what type of solutions they believe are possible in their communities in relation to the NCD crisis.	70 percent of students participated with a 70 percent or higher.	Desmond Narain Doulatram	There is a total of 48 students which includes section 1 and section 2 of SOC140 but only 15 were present to participate in this assessment showcasing a participation rate of 31.25%. However, all 15 of the students passed with a 70 percent or higher with all of them scoring an A+ in the assignment showcasing a 100 percent passing rate.	Benchmark Met	Persistently remind students to come for assessme nt day.	No. The SLO statement doesn't need revision.	Succinct descriptions from a high quality SLO technique that adapts the Reading Apprenticeship easily.	Approved
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Program (GE) - General Education	SOC 140	SLO 4_Possible Solutions	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading (Personal, Social, Cognitive, Knowledge Building) to show what type of solutions they believe are possible in their communities in relation to the NCD crisis.	70 percent of students who participated passed with a 70 percent or higher.	Desmond Narain Doulatram	There is a total of 48 students which includes section 1 and section 2 of SOC140 but only 15 were present to participate in this assessment showcasing a participation rate of 31.25%. However, all 15 of the students passed with a 70 percent or higher with all of them scoring an A+ in the assignment showcasing a 100 percent passing rate.	Benchmark Met	Persistently remind students to come for assessment day. No. The SLO statement doesn't need revision.	Succinct descriptions from a high quality SLO technique that adapts the Reading Apprenticeship easily.	Approved
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				There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imp erialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading (Personal, Social, Cognitive, Knowledge Building) to show what type of solutions they believe are possible in their communities in relation to the NCD crisis.	70 percent of students who participated passed with a 70 percent or higher.	Desmond Narain Doulatram	There is a total of 48 students which includes section 1 and section 2 of SOC140 but only 15 were present to participate in this assessment showcasing a participation rate of 31.25%. However, all 15 of the students passed with a 70 percent or higher with all of them scoring an A+ in the assignment showcasing a 100 percent passing rate.	Benchmark Met	Persistently remind students to come for assessme nt day.	No. The SLO statement doesn't need revision.	Succinct descriptions from a high quality SLO technique that adapts the Reading Apprenticeship easily.	Approved
Program (LA) - Liberal Arts AA	SOC 140	SLO 4_Possible Solutions	Critique of Performance									

Program (MAR) - Marshallese Social Studies CCT	SOC 140	SLO 4_Possible Solutions	Critique of Performance	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imp erialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading (Personal, Social, Cognitive, Knowledge Building) to show what type of solutions they believe are possible in their communities in relation to the NCD crisis.	70 percent of students who participated passed with a 70 percent or higher.	Desmond Narain Doulatram	There is a total of 48 students which includes section 1 and section 2 of SOC140 but only 15 were present to participate in this assessment showcasing a participation rate of 31.25%. However, all 15 of the students passed with a 70 percent or higher with all of them scoring an A+ in the assignment showcasing a 100 percent passing rate.	Benchmark Met	Persisten tly remind students to come for assessme nt day.	No. The SLO statement doesn't need revision.	Succinct descriptions from a high quality SLO technique that adapts the Reading Apprenticeship easily.	Approved
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They will need to write a report following the format/ rubric: Which required the students to apply the nursing process that include the following component: assessment, diagnosis, goals, nursing actions and evaluation (only to patient and instructor). Case study Format: Deadline: Final week: Friday

Guideline: The student will select one patient under his/her care who will present a valuable learning experience. The student will follow this patient from admission to discharge. This study is

70% of students who participate will get 70% and more

Program	SLO	
(NURS) -	4_Patient	
Nursing AS	NURS 122 Reports	Case Study

Program (AHS) - Adult High School	SCI 050	SLO 2_Matter	Objective Type Exam/Quiz - In Course	This assessment for SCI 05 Basic of Fundamental of Earth and Space is a quiz. It has 4 items and the marks for each item is placed beside. The total mark is 20. This is to see how well they understand the topic. 70% of students should pass 70% and above.
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Program (AHS) - Adult High School	SCI 050	SLO 2_Matter	Objective Type Exam/Quiz - In Course	This assessment for SCI 05 Basic of Fundamental of Earth and Space is a quiz. It has 4 items and the marks for each item is placed beside. The total mark is 20. This is to see how well they understand the topic. 70% of students should pass C or 70% and above.
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Program (EDU) - Elementary Education BA	EDU 312	SLO 3_Teachi ng Effectiven ess	Project - Group	This assignment requires you to critically reflect on teaching practices with a focus on instructional strategies and classroom management. You will analyze how different teaching methods impact student engagement and learning, as well as how classroom management techniques contribute to a productive learning environment. You will base your reflection on a classroom observation. Identify at least two teaching methods observed or experienced (e.g., direct instruction, cooperative learning, inquiry-based learning, students to score 70 out of 100 in the rubric.	Rosie Koroi	The SLO#3 assessment gave the students the opportunity to evaluate the QPF teaching plans that were created by students in their BAEE courses. It also assessed the students own knowledge of the QPF Teaching plan. The composition of the students in the class were as follows; Gender: Female-8 Male-4 Location: Majuro- Male-3 Female-8 Outer island- 1 male ? The table below was used to rank the students skill in evaluating five QPF teaching plans. The students assessed the 5 QPF teaching plans as a group. The group was a mixture of male/female.	Benchmark Met	Teachers at times are focused on presenting their teaching plans that they forget to reflect and evaluate on what is working and what is not working for students. SLO#3 gives the students the opportunity to evaluate the effectiveness of the QPF teaching plans they are creating. Yes. The SLO statement needs revision.	The data results clearly reflect the SLO assessment plan. The analysis clearly addresses the underlying reasons for why students did not (or did) meet the benchmark. Assessment tool appears to be very appropriate for the SLO assessment	Approved
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				This is a re-submission of plan for the purpose of comparative assessment for the SPED program reporting purpose. Learning Disability Student Observation Form obtained from https://p4k.s3.amazonaws.com/day_2/student_observation.pdf 1. Students will use the Learning Disability Observation Form provided by instructor to perform individual action to primarily observe a child or gather secondary observed behavior information and data based on a child in a classroom of the
Program (EDU) - Elementary Education CCT in Special Education (SPED)	SPED 260	SLO 1_Demonstrating Understanding	Observation	70% of the class will get a grade of C or higher. Overall performance of all sections (average score) should reach 70% or higher.

Program (EDU) - Elementary Education BA	EDU 496	SLO 4_Content-area Instruction	Project - Individual	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 demonstrating methods for content area instruction in the components(Whole class/Small group/Pair/Individual learning) of the Variety of Connected Activities in their assigned classroom to show the differentiation of	75%
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Program (NURS) - Nursing AS	NURS 110 es	SLO 2_Skills Procedur	To identify and measure the student's abilities, competencies, and knowledge in a specific nursing procedures or nursing skill. It involves evaluating the student's skills to identify strengths and weakness. This assessment can be conducted using various methods, including subjective evaluations, teacher/supervis or feedback, standardized tests or rubric (see attachment) 70% of the students who participated in the assessment will score 70% and above
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Program (NURS) - Nursing AS	NURS 110	SLO 3_Implement Nursing Process	Case Study	To identify and measure the student's abilities, competencies, and knowledge in application for the nursing process (process that guide nurse to provide a quality nursing care. The student will be able to identify and explain every component of the nursing process starting from the assessment to the evaluation part.	70% of the students who participated in the assessment will score 70% and above
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Program (AHS) - Adult High School	AUTO 051	SLO 1_Advanced Diagnostics & Repair	Objective Type Exam/Quiz - In Course	To measure the achievement of this learning outcome, multiple assessment methods will be implemented throughout the course. These will include classwork, homework assignments, and a midterm and Skills on Hand assessment. Each assessment will evaluate students' theoretical understanding and practical application of diagnostic and repair techniques related to various automotive systems	
				70% of the students who participated in the assessment will get a grade of 70 or higher	

Upon completion of this course, students will be able to look at film as a larger part of art, society and history. Approved by CC on July 3, 2021.

The classes focus on a process of transforming students from passive observers to active observers. This includes understanding of texts with constant support in the practical area. That is, the implementation of concepts in the practical creation of your own short film. Which includes critical analysis, oral expression, watching and analyzing 5 films pre-selected by the instruction, individual and

Program (GE) - General Education	ENG 230	SLO 1_Basic Understanding	Video or Audio Recording	70
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Upon completion of this course, students will be able to look at film as a larger part of art, society and history. Approved by CC on July 3, 2021.

The classes focus on a process of transforming students from passive observers to active observers. This includes understanding of texts with constant support in the practical area. That is, the implementation of concepts in the practical creation of your own short film. Which includes critical analysis, oral expression, watching and analyzing 5 films pre-selected by the instruction, individual and

Program (LA) - Liberal Arts AA	ENG 230	SLO 1_Basic Understanding	Video or Audio Recording	70
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Program (RFPNW) - Rating Forming Part of a Navigational Watch CC	MART 110	SLO 3_Various Injury Treatmen t Techniqu es	Observation	Upon completion of this course, students will be able to provide primary medical assistance to the sick or injured. The student will demonstrate primary management priorities, often referred to as a primary survey. These steps are outlined as DRCAB. (Ben Vroom)	Upon completion, 70% of the students will have a score of 70 or higher.
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Program (LA) - Liberal Arts AA	MAR 150	SLO 2_Compositional Strategies Presentation	Using a Rubric to evaluate students' composition skills in the Marshallese language, focusing on clarity, structure, and creativity. The grading system is divided into different sections. Content and ideas are worth 25 points, organization is worth 29 points, language and style also receive 20 points, mechanics is worth another 20 points, and creativity and expression are valued at 15 points.	Seventy percent of the students should be able to achieve a seventy percent score or higher	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (51% of the 100%) students achieved a 70% score or higher. 9 (49% of the 100%) students achieved a 69% score or lower. Benchmark didn't meet.	Benchmark Not Met	One possible reason why the student didn't meet the benchmark is that he or she missed class most of the time and didn't submit his or her assignment.	No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Language Arts CCT	MAR 150	SLO 2_Compo sitional Strategies Presentation	Using a Rubric to evaluate students' composition skills in the Marshallese language, focusing on clarity, structure, and creativity. The grading system is divided into different sections. Content and ideas are worth 25 points, organization is worth 29 points, language and style also receive 20 points, mechanics is worth another 20 points, and creativity and expression are valued at 15 points.	Seventy percent of the students should be able to achieve a seventy percent score or higher	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (51% of the 100%) students achieved a 70% score or higher. 9 (49% of the 100%) students achieved a 69% score or lower. Benchmark didn't meet.	Benchmark Not Met	One possible reason why the student didn't meet the benchmark is that he or she missed class most of the time and didn't submit his or her assignment. No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Social Studies CCT	MAR 150	SLO 2_Compo sitional Strategies Presentation	Using a Rubric to evaluate students' composition skills in the Marshallese language, focusing on clarity, structure, and creativity. The grading system is divided into different sections. Content and ideas are worth 25 points, organization is worth 29 points, language and style also receive 20 points, mechanics is worth another 20 points, and creativity and expression are valued at 15 points.	Seventy percent of the students should be able to achieve a seventy percent score or higher	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (51% of the 100%) students achieved a 70% score or higher. 9 (49% of the 100%) students achieved a 69% score or lower. Benchmark didn't meet.	Benchmark Not Met	One possible reason why the student didn't meet the benchmark is that he or she missed class most of the time and didn't submit his or her assignment. No. The SLO statement doesn't need revision.	Approved
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Program (MAR) - Marshallese Studies AA	MAR 150	SLO 2_Compo sitional Strategies Presentation	Using a Rubric to evaluate students' composition skills in the Marshallese language, focusing on clarity, structure, and creativity. The grading system is divided into different sections. Content and ideas are worth 25 points, organization is worth 29 points, language and style also receive 20 points, mechanics is worth another 20 points, and creativity and expression are valued at 15 points. Seventy percent of the students should be able to achieve a seventy percent score or higher	Pruter Karben	There were 19 students registered for this course. 19 (100% of the registered students) took the test or participated. 10 (51% of the 100%) students achieved a 70% score or higher. 9 (49% of the 100%) students achieved a 69% score or lower. Benchmark didn't meet.	Benchmark Not Met	One possible reason why the student didnt meet the benchmark is that he or she missed class most of the time and didnt submit his or her assignment.	No. The SLO statement doesn't need revision.	Approved
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Program (NURS) - Nursing AS	AH 114	SLO 1_Incorp orate Considera tions	Project - Individual	Using a rubric, students' performance in making a plan/menu that will be mostly Marshallese produce in order to sustain the cultural and psychological impacts of the foods to the students.	The criteria of evaluating the menu of the foods shall be assessed according to the cultural and psychologica l impact and the economic aspects with nutritional values. 70% of the students shall be able to achieve 70% of the points needed to satisfy the criteria of a nutritive value of the planned meals.	Joshi Bhagyashree/ Marica Rainibogi	Metric Calculation Result Class Average:(of submission) 44 total points divided by 6 7.3 / 10 Students Meeting Threshold (> 7 MA, NMB, TL, FP, RY 5 Students Success Rate 5 \div 7 { (Total Students) 71.4\% Status 71.4% > 70% SLO MET	Benchmark Met	Submitte d for approval.	No. The SLO statement doesn't need revision.	Well developed Plan.	Approved
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Program (ABE) - Adult Basic Education	WRI 020	SLO 6_Hormo phones	Project - Individual	Using poster or chart, students will present 10 homophones and how it is used in a sentence.	A rubric will be used to determine how well students can use and spell homophones . 70% of the students will satisfactorily spell and make application of homophones	Rosemary Loeak	A total of 21 students were enrolled across both sections of Level 2. However, only 5 of the registered students participated in the assessment. Of the 5 participants, 1 student (20%) did not meet the passing mark, while 4 students (80%) successfully passed. The benchmark was met as 4 of the 5 participants (80%) achieved 70% and above.	Gender Analysis: Among the 5 participants, 4 were female and 1 was male. Of the four females, 3 (75%) passed, while 1 (25%) did not. The only male participant scored very well, performing above the benchmark.	Age Analysis: Of the	Benchmark Met	Actions to be impleme nted based on the findings: Increase student participa tion. Offer additiona l tutorials or review sessions for Section 1 (Morning Section) students to strengthen their performa nce. Pair younger students (ages 18- 20) with older peers who perform well or vice	No. The SLO statement doesn't need revision.	Well developed assessment result and analysis.	Approved
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				Using the Likert Scale in assessing the research paper of the students. The research must comply the requirements of the instructor as these requirements shall be discussed by the instructor in class.	A rubric will be used to measure the comprehensiveness of the research paper submitted by the students. 70% of the students shall be able to achieve 70% of the points given in the Likert Scale.
Program (NURS) - Public Health CCT	AH 101	SLO 2_Concepts	Research Report		

Program (AHS) - Adult High School	OTE 050	SLO 2_Archiving System & Folder Management	Critique of Performance	Virtual filing system using Google Drive and organize it.	70% of 30 students must pass with C or above.	Jeziel Mae S. Ma	Quiz Results for each item; 1. Only 12 out of 23 students enrolled (52%) took the assessment. 2. 11 out of 23 students enrolled (48%) did not take the assessment. 3. 9 out of 12 students (75%) got a grade of (70%) and above which is considered as passed (P). 4. 3 out of 12 students (25%) got a grade below (70%) which is considered as not passed(NP).	Benchmark Met	Provide feedback to students on their folder organizat ion and highlight areas for improve ment. Offer short practice sessions on Google Drive and folder manage ment to build confiden ce and skills. Encourag e all students to participa te in the assessme nt through reminder	No. The SLO statement doesn't need revision.	The instructor provides clear quantitative evidence of student learning and achievement of outcomes, which aligns well with the SLO assessment plan. The analysis thoughtfully explains possible reasons why a certain percentage of students met the benchmark and addresses underlying factors contributing to those who did not. Overall, the data results, analysis, and proposed actions are well- articulated, using clear, concise language with appropriate grammar and mechanics.	Approved
							Therefore, benchmark was met for Office Technology OTE 050 Section 1 & 2 class.					

Program (AHS) - Adult High School	MATH 050	SLO 1_ Explain Transformations	Objective Type Exam/Quiz - In Course	Vocabulary test will be given to students on the definitions learned from angles, circles, perpendicular lines, parallel line and line segments. RLoeak	70% of the students taking the vocab test should pass with 70% and higher.
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Program (AHS) - Adult High School	MATH 050	SLO 1_Explaining Transformations	Objective Type Exam/Quiz - In Course	Vocabulary test will be given to students on the definitions learned from angles, circles, perpendicular lines, parallel line, and line segments. TH	70% of the students taking the vocab test should pass with 70% and higher.	Rosemary Loeak	Out of 27 students who participated in the assessment: 15 students (56%) passed the quiz. 12 students (44%) did not pass the quiz. The benchmark goal was for 70% of students to achieve 70% or above. The benchmark was not met, falling 14% below the target. Gender Analysis: Males (62%) performed better than females (50%) in this assessment. However, the benchmark was not met for both gender still short of the 70% target. Section Analysis: Section 2 outperformed Section 1. Section 2 (Afternoon) performed well (86%) pass. Section 1 (Morning) remains below benchmark (45%).	Benchmark Not Met	Conduct remedial sessions for struggling students in Section 1 and weaker residences. Use peer tutoring to boost student understanding. Implement concept- based revision before the next assessment. Encourage balanced participation between male and female students.	No. The SLO statement doesn't need revision.	This is a good assessment results.	Approved
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Program (EDU) - Elementary Education AS	ENG 211	SLO 3_Multic ultural Perspecti ves	Presentation	Working collaboratively with your partners, you will choose one local childrens 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 Childrens Literature from David L Russells book Literature for Children A Short Introduction textbook to guide you. As a group: Choose your local text/story (can be one of the books your group used for Assignment 1) for your group discussion and the presentation.	70	Rosie Koroi	There were two sections of ENG 211. Section 1 was taught in Fall -1 and Section 2 was taught in Fall 2. All the students were located in Majuro. In Section 1, 22 students enrolled, 16 female and 6 males. In Section 2- 28 students enrolled, 12 male and 16 females. A total of 48 students participated in the assessment. Section 1- 5 male and 16 females. Section 2- 11 male and 16 females. The benchmark was met for both sections. The assignment was done individually by Section 1 students. For Section 2, the students worked in partners due to the big class roll. The students were assessed on the following components in the	Benchmark Met	Students to look at stories from other Pacific Nations and how similar or different are the Literary issues with their Marshall ese Stories.	No. The SLO statement doesn't need revision.	Approved
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Program (EDU) - Elementary Education CCT in Teaching	ENG 211	SLO 3_Multic ultural Perspecti ves	Presentation	working collaboratively with your partners, you will choose one local childrens 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 Childrens Literature from David L Russells book Literature for Children A Short Introduction textbook to guide you. As a group: Choose your local text/story (can be one of the books your group used for Assignment 1) for your group discussion and the presentation.	70	Rosie Koroi	There were two sections of ENG 211. Section 1 was taught in Fall -1 and Section 2 was taught in Fall 2. All the students were located in Majuro. In Section 1, 22 students enrolled, 16 female and 6 males. In Section 2- 28 students enrolled, 12 male and 16 females. A total of 48 students participated in the assessment. Section 1- 5 male and 16 females. Section 2- 11 male and 16 females. The benchmark was met for both sections. The assignment was done individually by Section 1 students. For Section 2, the students worked in partners due to the big class roll. The students were assessed on the following components in the	Benchmark Met	Students to look at stories from other Pacific Nations and how similar or different are the Literary issues with their Marshall ese Stories.	No. The SLO statement doesn't need revision.	Approved
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Program (GE) - General Education	ENG 211	SLO 3_Multic ultural Perspecti ves	Presentation	Working collaboratively with your partners, you will choose one local childrens 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 Childrens Literature from David L Russells book Literature for Children A Short Introduction textbook to guide you. As a group: Choose your local text/story (can be one of the books your group used for Assignment 1) for your group discussion and the presentation.	70	Rosie Koroi	There were two sections of ENG 211. Section 1 was taught in Fall -1 and Section 2 was taught in Fall 2. All the students were located in Majuro. In Section 1, 22 students enrolled, 16 female and 6 males. In Section 2- 28 students enrolled, 12 male and 16 females. A total of 48 students participated in the assessment. Section 1- 5 male and 16 females. Section 2- 11 male and 16 females. The benchmark was met for both sections. The assignment was done individually by Section 1 students. For Section 2, the students worked in partners due to the big class roll. The students were assessed on the following components in the	Benchmark Met	Students to look at stories from other Pacific Nations and how similar or different are the Literary issues with their Marshall ese Stories.	No. The SLO statement doesn't need revision.	Approved
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Program (LA) - Liberal Arts AA	ENG 211	SLO 3_Multic ultural Perspecti ves	Presentation	Working collaboratively with your partners, you will choose one local childrens 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 Childrens Literature from David L Russells book Literature for Children A Short Introduction textbook to guide you. As a group: Choose your local text/story (can be one of the books your group used for Assignment 1) for your group discussion and the presentation.	70	Rosie Koroi	There were two sections of ENG 211. Section 1 was taught in Fall -1 and Section 2 was taught in Fall 2. All the students were located in Majuro. In Section 1, 22 students enrolled, 16 female and 6 males. In Section 2- 28 students enrolled, 12 male and 16 females. A total of 48 students participated in the assessment. Section 1- 5 male and 16 females. Section 2- 11 male and 16 females. The benchmark was met for both sections. The assignment was done individually by Section 1 students. For Section 2, the students worked in partners due to the big class roll. The students were assessed on the following components in the	Benchmark Met	Students to look at stories from other Pacific Nations and how similar or different are the Literary issues with their Marshall ese Stories.	No. The SLO statement doesn't need revision.	Approved
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