

Course Owning Unit	Course ID	SLO Name	Assessment Type	Assessment Tool	Benchmark	Assessment Tool Assigned To	Assessment Data & Analysis	Benchmark Met	Action	Based on your assessment results & analysis, does the SLO statement need revision?	Supervisor's Feedback Using The High Quality SLO Assessment Rubric	Supervisor's Approval Status
Department (STEM) - STEM	CAP 066	Computer Files	Presentation	Using a guideline and rubric (see attachment), students will be able to create a Microsoft Office PowerPoint with a minimum of 8 slides. Also, students will present their slides to their peers.	70% of the class will score 70% or higher based on assignment guidelines and rubric.	Kumtak, Ranny	23 students in CAP 066-1 21 students in CAP 066-2 18 students in CAP 066-3	Benchmark Met	The benchmark was met because direction and guidelines were translated/spoke in Marshallese, and students were given the option to speak in Marshallese while presenting. Also, students were given 3 class times to work on the project with the instructor's assistance. The assistance was done in 1 on 1 with the instructor, peer to peer, and as a	No. The SLO statement doesn't need revision.	Developing.	Approved
Department (STEM) - STEM	CAP 066	Computer Files	Presentation	Using a guideline and rubric (see attachment), students will be able to create a Microsoft Office PowerPoint with a minimum of 8 slides. Also, students will present their slides to their peers.	70% of the class will score 70% or higher based on assignment guidelines and rubric.	Mottelang, Manny	Section 1 & 3: 30 Participated and Section 2: 13 Participated. The average for section 1 & 3 is 87% and for section 2 is 23 students in CAP 066-1 21 students in CAP 066-2 18 students in CAP 066-3	Benchmark Met	The benchmark was met because direction and guidelines were translated/spoke in Marshallese, and students were given the option to speak in Marshallese while presenting. Also, students were given 3 class times to work on the project with the instructor's assistance. The assistance was done in 1 on 1 with the instructor, peer to peer, and as a	No. The SLO statement doesn't need revision.	Developing.	Approved
Department (STEM) - STEM	ICS 101	Enhance Documents	Skill Performance	At an introductory level, group members should perform spreadsheet skill-sets for a spreadsheet requirement of a group project chosen from a list of given topics with specified parameters. Group final output shall be marked and scored using a rubric. Please see the NOTES section below to view the Spreadsheet skills-set that will be assessed by recorded performance of skills and by teacher observation) LIST OF TOPICS ***** (TOPIC PARAMETERS) A TAXI Business*** (STaxi Units Profile, Drivers Profile, Income, Expense) A student organization fund-raiser IN DELAP PARK*** (5 Donors, Sales, Promo, Leftovers) An Organizer of RALIK-RATAK BASKETBALL TOURNAMENT*** (5 Players Statistics, Team Profile, Expenses, Awards, Prizes, Rollover) An Organizer of a Miss Marshall Islands Beauty Pageant*** (5 Candidates Profile, Judges Profile, Donors/Sponsors, Expense, Prizes) A Marshall Islands COVID-19 Community Intensive Campaign*** (5 Sponsors, Expenses, Projections) Owner of a fishing fleet with fish retail business*** (5 Boats, Expenses, Income, Catch Statistics, Loans) School food cafeteria business owner*** (Weekly, customers, promo, inventory, sales, expenses) An Organizer of a Music Concert at Delap Park*** (5 Sponsors, ticket sales, leftovers, expenses, loans) Handicraft Business owner*** (Foreigner Local Customers Profile and Statistics, Sales, Expenses, Raw Materials, Inventory) Tattoo Business owner*** (Cost of Service Package, expenses, sales)	At least 70% of the count of groups that participated in the assessment will correctly perform at a level of at least 70% or above the spreadsheet skills-sets in both performance on record and by observation.	Vila, Curtis	Revised Assessment Plan and Assessment Results Spring 2021-ICS101 The original assessment plan was revised due to a severe attendance issue this semester which started to occur after the midterm period and again after the spring break week. Students who are still attending the class after spring break was regrouped with no consideration of their Math and English levels which deviates from the original plan. Each of the new groups picked a final project topic as mentioned in the original assessment plan. However, such a topic chosen by each new group was not also considered in this SLO assessment due to the possibility of attendance uncertainties beyond the spring break period. About two weeks before the administration of the new assessment plan, I started distributing the assessment instrument with its embedded rubric, and a spreadsheet file was provided to all possible participants. These three instruments were in connection with the original SLO assessment plan as aforementioned. The new SLO assessment plan is now independent of the final project spreadsheet requirement as originally planned. On the 28 and 29th day of April, while the PowerPoint was the current topic in class, and using a random sampling method via free online software. Five assessment questions were selected randomly instead of the twenty-five questions as originally prepared in the assessment instrument of the original SLO assessment plan. Questions 3,5,8,17,21 were selected.	Benchmark Not Met	To improve both the original and new SLO assessment plan, students should be provided with activities to practice on the range finder mode, and point mode in typing formulas to appropriately manipulate, text, data and images (charts). Moreover, an increase of discussion on the application of the principles of conditional formatting is also necessary order for students to understand the point of automatic data formatting which increases productivity and effectiveness, and recognized source and destination of data being used in a formula to improve accuracy in the act of organizing and manipulating values and functions in a formula. The rubric also encourages room for improvement in terms of scales and articulation of categories, timing, grouping composition, and a finetuning of alignment with assessed group work course requirement.	Yes. The SLO statement needs revision.	Well developed.	Approved
Department (STEM) - STEM	ICS 104	Complex Spreadsheets	Objective Type Exam/Quiz - In Course	Cases and scenarios type of quiz (in Moodle) that solicits quantitative and qualitative short answers from learners. Topics provided for the final project will be used in the cases and scenarios to increase relevance and local context. The quiz will assess the levels of reasoning and logic of the learner specifically in the dimensions of: DIMENSIONS-REASONING & LOGIC 1Syllogism 2Disjunctive reasoning 3Conditional reasoning 4Evaluation Argument 5Conditional Inference 6Interpretation of Argument 7Recognition of Assumption 8Estimation 9Insight Problem Solving 10Statistical Reasoning ICS104 FINAL PROJECT GIVEN TOPICS A TAXI Business A student organization fund-raiser IN DELAP PARK. An Organizer of RALIK-RATAK BASKETBALL TOURNAMENT. An Organizer of a Miss Marshall Islands Beauty Pageant A Marshall Islands COVID-19 Community Intensive Campaign Owner of a fishing fleet with fish retail business School food cafeteria business owner An Organizer of a Music Concert at Delap Park Handicraft Business owner Tattoo Business owner	At least 70% of students who participate in this assessment will be able to think critically at a level of at least 70% or above the advanced level of reasoning and logic.	Vila, Curtis	SLO Assessment Analysis ICS104-Spring2021 Final Project Worksheet and Final Project Rubric-Start January 2021 Number of Discussions about logic and reasoning from January to May 6 = 10 Assessment Conducted – May 11, 2021 5pm-6:30pm Number of Individual Participants (n) – 16 Number of Groups - 7 TO ELIMINATE BIASES, MOODLES BLIND MARKING OR ANONYMOUS LEARNER GRADING WAS USED TO MARK THE SUBMISSIONS USING THE RUBRIC. SLO Assessment – Additional Parameters: Group Name: Active Students in the Group Total # of students in the group: Group Topic: Group Project Completion in % as of SLO Assessment date: LOOKUP@LOOKUP EXPLANATION: IF FUNCTION EXPLANATION HIPPO: Miss Marshall Islands: 85% JLRAN: Taxi Business: 70% DMKF: MIMRA BUSINESS OPERATIONS: 80% NAVIGATORS: MIMRA-AQUARIUM AND CLAMS OPERATIONS: 65% WARRIOR: RALIK RATAK BASKETBALL TOURNAMENT: 75% BAS: HOSPITAL SERVICES CLIENT TIME EFFICIENCY: 60% AMIGOS: MISCO WHOLESALE: 60%	Benchmark Not Met	The rubric needs to be revised with emphasis on scales of well-articulated categories of the overlapping dimensions of logic and reasoning. Increase practice sessions through short answer explanations of short cases parallel to the group's chosen topic.	Yes. The SLO statement needs revision.	Developing	Approved
Department (STEM) - STEM	MATH 066	Perimeter & Area	Objective Type Exam/Quiz - In Course	Students are expected to be familiar with how to calculate the perimeter and area of basic geometric figures from High School. This SLO will test if the students had entered the course with any previous knowledge and/or skills related to calculating Perimeter and Areas of geometric figures. A Pre-test Quiz (SLO Pretest Quiz) will be administered to the students prior to teaching the topics so as to test the proficiency (defined as a pass score or 70%) at which the students are entering the course. Using Chapters 8.3 and 8.4 of the Text (Basic College Mathematics by Elayn Martin-Gay) the topics will be presented and discussed in class. Specific problems from the book will be assigned for classwork. This will be facilitated by worksheets, drills and homework. Then a similar Quiz to the one taken already (SLO Posttest Quiz) will be administered to assess the improvement in proficiency after the intervention. The percent of students showing improvement in proficiency by score and by grade will form the basis of the assessment of the SLO.	At least 70% of the students who took the posttest quiz will score 70% or better. The students' average posttest score will increase by a 10% average compared to the pretest score. The observed gain score (Posttest average - Pretest average) will be statistically significantly greater than zero.	Alfonso, Edward	Although the majority of participants used both IF and Fifty (50) students registered in 4 sections of MAT 066 for Spring 2021. Forty 40 students took the pretest Quiz and 37 students took the posttest Quiz. However, only 33 students who took both the pretest and posttest quizzes were included in the analysis. The students' average score pretest was 45.6% which increased to 79.2% posttest indicating an average increase of 33.6%. Moreover, only 9 out of 33 students (27.3%) were proficient at pretest but this has tripled to 27 out of 33 (81.9%) after the posttest. Four (4) of the six (6) students who were below the proficiency level after the intervention had grades very close to pass (3 of them scored 67% each and 1 scored 60%) and they also improved their grades by a minimum of 40 marks. However, 2 students scored abysmally low grades even after the intervention. Moreover, six students either had a gain score less than 10 or had a negative gain (scored less in the posttest compared to pretest). The observed GAIN score (M = 33.6, SD = 29.46, N = 33) was significantly greater than zero (mean of the posttests - mean of the pretests), paired t(32) = -6.557, one-tail p = 0.000 < .05, providing strong evidence that on average, the lecture interventions improved students' performance in solving the Perimeter/ Circumference and Areas of Basic Geometric Figures. The 95% C.I. about the difference in mean GAIN scores is (23.2, 44.1). This indicates that the observed difference in marks is not only statistically important but also practically important.	Benchmark Met	Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings. Use the results of this SLO to develop targeted interventions in calculating areas and circumferences of circles which is the topic where students are weakest. There is also need for further interventions in multiplication and operations with decimal numbers. Improve on test validity and reliability by including marking guide which may reduce differences in grading among instructors. Embark on targeted qualitative feedback where all Instructors will collect information on students' perspective of their knowledge on the SLO topics through questionnaires or interview guides. Pursue strategies to improve tardiness and reduce absenteeism. As these are College wide problems, another workshop on how to discourage these negative attributes, which are the main contributors to failure and low completion rate, should be encouraged.	No. The SLO statement doesn't need revision.	Well developed	Approved

Department (STEM) - STEM	MATH 066	Perimeter & Area	Objective Type Exam/Quiz - In Course	Pretest/Posttest Quizzes. Students are expected to be familiar with how to calculate the perimeter and area of basic geometric figures from High School. This SLO will test if the students had entered the course with any previous knowledge and/or skills related to calculating Perimeter and Areas of geometric figures. A Pre-test Quiz (SLO Pretest Quiz) will be administered to the students prior to teaching the topics so as to test the proficiency (defined as a pass score or 70%) at which the students are entering the course. Using Chapters 8.3 and 8.4 of the Text (Basic College Mathematics by Elayn Martin-Gay) the topics will be presented and discussed in class. Specific problems from the book will be assigned for classwork. This will be facilitated by worksheets, drills and homework. Then a similar Quiz to the one taken already (SLO Posttest Quiz) will be administered to assess the improvement in proficiency after the intervention. The percent of students showing improvement in proficiency by score and by grade will form the basis of the assessment of the SLO.	At least 70% of the students who took the posttest quiz will score 70% or better. The students' average posttest score will increase by a 10% average compared to the pretest score. The observed gain score (Posttest average - Pretest average) will be statistically significantly greater than zero.	Corpuz, Michael	Fifty (50) students registered in 4 sections of MAT 066 for Spring 2021. Forty 40 students took the pretest Quiz and 37 students took the posttest Quiz. However, only 33 students who took both the pretest and posttest quizzes were included in the analysis.	Benchmark Met	Continue to provide targeted review and intervention for students in whole-group, small groups, and one-on-one settings. Use the results of this SLO to develop targeted interventions in calculating areas and circumferences of circles which is the topic where students are weakest. There is also need for further interventions in multiplication and operations with decimal numbers. Improve on test validity and reliability by including marking guide which may reduce differences in grading among instructors. Embark on targeted qualitative feedback where all Instructors will collect information on students' perspective of their knowledge on the SLO topics through questionnaires or interview guides. Pursue strategies to improve tardiness and reduce absenteeism. As these are College wide problems, another workshop on how to discourage these negative attributes, which are the main contributors to failure and low completion rate, should be encouraged.	No. The SLO statement doesn't need revision.	Well developed	Approved
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Department (STEM) - STEM	MATH 086	Exponents & Polynomials	Objective Type Exam/Quiz - In Course	The concept to be assessed in this student learning outcome are discussed in chapter 5 - Exponents and Polynomials, which is the second last topics of the math 086 coverage. At the end of the chapter, student will take a quiz (see attachment) to show mastery of concepts. Also, a marking scheme is provided.	At least 70% of students that took the quiz to score 70% or better.	Alfonso, Edward	The results of Math 086 student learning outcome (SLO) in the analysis below are drawn from six (6) math sections using common quiz problems and a guiding marking scheme. These sections are taught by different math instructors with sections 1 and 3 being the accelerated cohort of students with minimum requirements of B grade or better in Math 066 or being placed but in reality this is not the case as some were able to join the program without meeting the set requirements. Other sections (2, 4, 5, 6) follow the regular schedule and is also a safe-net sections to those that did not pass the accelerated program.	Benchmark Met	To address the issues and common errors highlighted in this report, there should be continuous targeted interventions through tutorials, remedial activities, practice problems, on-line drills and activities (Moodle), and follow-up sessions. 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 addresses our unique attendance issue.	No. The SLO statement doesn't need revision.	Well developed.	Approved
Department (STEM) - STEM	MATH 086	Exponents & Polynomials	Objective Type Exam/Quiz - In Course	The concept to be assessed in this student learning outcome are discussed in chapter 5 - Exponents and Polynomials, which is the second last topics of the math 086 coverage. At the end of the chapter, student will take a quiz (see attachment) to show mastery of concepts. Also, a marking scheme is provided.	At least 70% of students that took the quiz to score 70% or better.	Baleikorocau, Waisiki	The results of Math 086 student learning outcome (SLO) in the analysis below are drawn from six (6) math sections using common quiz problems and a guiding marking scheme. These sections are taught by different math instructors with sections 1 and 3 being the accelerated cohort of students with minimum requirements of B grade or better in Math 066 or being placed but in reality this is not the case as some were able to join the program without meeting the set requirements. Other sections (2, 4, 5, 6) follow the regular schedule and is also a safe-net sections to those that did not pass the accelerated program.	Benchmark Met	To address the issues and common errors highlighted in this report, there should be continuous targeted interventions through tutorials, remedial activities, practice problems, on-line drills and activities (Moodle), and follow-up sessions. 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 addresses our unique attendance issue.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - STEM	MATH 096	Application Problems	Objective Type Exam/Quiz - In Course	The assessment tool to be used in measuring SLO 4 is the four-items. These items are incorporated in the Final Examination. Instructions are given. A rubric in marking was disseminated to the faculty members involved. These items are items 17, 18, 19 and 20 namely: Chapter 4 - Systems of Linear Equations Problems (1 Problem) # 17. Rate Problem John wants to go to outer islands. It takes 2 hours for the boat to travel 20 miles with the current. Sailing on the same boat, it will take him 6 hours to travel 12 miles against the current. What is the speed of the boat and the speed of the current. Chapter 5 - Exponents and Polynomials Problem (1 Problem) # 18 Geometry Problem A NTA technician placed a 20-foot ladder on the side of a building to fix a connection. The ladder is 10 feet away from the base of the building. How tall is the building where the ladder leaned? Chapter 7 Rational Expressions and Rational Functions Problem (1 Problem) # 19 Work Problem Venz can completely fix a broken fence in 4 hours and Emilio can fix a broken fence in 6 hours. How many hours will it take for both of them to repair the fence? Chapter 8 Quadratic Functions Problem (1 Problem) # 20 Motion Problem A ball is dropped to the ground from a 30-foot building. The initial velocity of the ball is 10 feet per second. How long will the ball reach the ground with the given function, $s(t) = 10t + 16t^2$ (t squared) and distance $s(t)$.	At least 70% of the students shall be able to get a 70% passing mark for the 4-items from the Final Exam.	Alfonso, Edward	The following table will show the number of students enrolled in the class and the number and percentage of students who took the Final Exam. Table 1. Number of students who took the Final Exam <table border="1"> <thead> <tr> <th>Section</th> <th>Number of Enrolled Students</th> <th>Number of Students Who Took the Final Exam</th> <th>Percentage of Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>19</td> <td>11</td> <td>57.9</td> </tr> <tr> <td>2</td> <td>23</td> <td>13</td> <td>56.52</td> </tr> <tr> <td>3</td> <td>22</td> <td>16</td> <td>72.73</td> </tr> <tr> <td>4</td> <td>19</td> <td>8</td> <td>42.11</td> </tr> <tr> <td>5</td> <td>17</td> <td>6</td> <td>35.29</td> </tr> <tr> <td>6</td> <td>15</td> <td>9</td> <td>60</td> </tr> <tr> <td>7</td> <td>17</td> <td>13</td> <td>76.47</td> </tr> <tr> <td>8</td> <td>14</td> <td>11</td> <td>78.57</td> </tr> <tr> <td>Total</td> <td>146</td> <td>86</td> <td>59.59</td> </tr> </tbody> </table> Table 1 shows the percentages of students who took the Final Exam. In section 1, out of 19 students there were 11 students who took the Final Exam which was	Section	Number of Enrolled Students	Number of Students Who Took the Final Exam	Percentage of Students	1	19	11	57.9	2	23	13	56.52	3	22	16	72.73	4	19	8	42.11	5	17	6	35.29	6	15	9	60	7	17	13	76.47	8	14	11	78.57	Total	146	86	59.59	Benchmark Not Met	For the next semester the following actions are to be taken in order to improve the solving problem skills of the students: 1) Give a one-type of assessment like word problems in one type like system of linear equations involving mixture, money, investment and motion problems; 2) Give the assessment in a quiz rather than in the final exam so that students can only focus on solving word problems; 3) The assessment shall be given before Midterm Exam because most often the attendance of students decreases after Midterm Examination; 4) Most of the problems given were taken from the topics that they had taken from Math 086 like System of Linear Equations, Quadratic Equations and Factoring. There was an introduction of solving rational equations also in Math 086. Due to this, I would encourage my colleagues, the Math instructors to give more practice in solving word problems from Math 086 up to Math 096. 5) In the next cycle, the format of the type of questions are to be similar from the textbook so that students shall be able to solve the problems.	No. The SLO statement doesn't need revision.	Well developed.	Approved
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Department (STEM) - STEM	MATH 102	Probability	Objective Type Exam/Quiz - In Course	Quiz on Probability of Event	At least 75% of the students who will do the assessment will get a C+ or better.	Alfonso, Edward	The following table will show the number of students enrolled in the class and the number and percentage of students who took the Final Exam.	Benchmark Met	1. The instructors need more activity sheets for better understanding on the part of the students. 2. The instructors should give more examples for further understanding of the target SLO. 3. The students should give their dedication not only to master the target SLO but also to finish the course. 4. Encouraging our students to come in the instructors' office hours or any comfortable time to address the issues of the students.	No. The SLO statement doesn't need revision.	Developing.	Approved																																								
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Department (STEM) - STEM	MATH 102	Probability	Objective Type Exam/Quiz - In Course	Quiz on Probability of Event	At least 75% of the students who will do the assessment will get a C+ or better.	Corpuz, Michael	A. Data Result 1. Number of participants: there are two sections for Math 102, section 1 and section 2 Math 102 Section 01, there are 11 students Math 102 Section 02, there are 14 students A total of 25 students participated in the SLO Assessment 2. In figure 01, about 84% (21 out of 25 students) got the grade of 70 and above (C or better). Benchmark was met. 3. In figure 02, about 81.8% mastered the problems with 70 and above mastery level. Benchmark was met. B. Analysis: 1. One of the possible reason why the majority of the students was met the SLO, it is because of the remaining students who are attending the class are	Benchmark Met	1. The instructors need more activity sheets for better understanding on the part of the students. 2. The instructors should give more examples for further understanding of the target SLO. 3. The students should give their dedication not only to master the target SLO but also to finish the course. 4. Encouraging our students to come in the instructors' office hours or any comfortable time to address the issues of the students.	No. The SLO statement doesn't need revision.	Developing.	Approved
Department (STEM) - STEM	MATH 102	Probability	Objective Type Exam/Quiz - In Course	Quiz on Probability of Event	At least 75% of the students who will do the assessment will get a C+ or better.	Ogunmokon, Adedayo Akinade	A. Data Result 1. Number of participants: there are two sections for Math 102, section 1 and section 2 Math 102 Section 01, there are 11 students Math 102 Section 02, there are 14 students A total of 25 students participated in the SLO Assessment 2. In figure 01, about 84% (21 out of 25 students) got the grade of 70 and above (C or better). Benchmark was met. 3. In figure 02, about 81.8% mastered the problems with 70 and above mastery level. Benchmark was met. B. Analysis: 1. One of the possible reason why the majority of the students was met the SLO, it is because of the remaining students who are attending the class are	Benchmark Met	1. The instructors need more activity sheets for better understanding on the part of the students. 2. The instructors should give more examples for further understanding of the target SLO. 3. The students should give their dedication not only to master the target SLO but also to finish the course. 4. Encouraging our students to come in the instructors' office hours or any comfortable time to address the issues of the students.	No. The SLO statement doesn't need revision.	Developing.	Approved
Department (STEM) - STEM	MATH 111	World Problems	Objective Type Exam/Quiz - In Course	A quiz consisting of four real world problems involving exponential growth and decay modeling will be administered by Math 111 instructors once Chapter 4 Exponential and Logarithmic Functions is fully covered. Some examples of real world problems involving exponential growth and decay modeling would be compound interest and half-life. Since money is important to most of our students, not only to our business students, it would be beneficial for our students to understand how compound interest is calculated. In addition, since many of our students do take medication such as Tylenol, it is important that they know these medications do contain a half-life and will decay in our bodies. Each problem should be graded from 0 - 5 points. The rubric is as follows: 5 points will be given when the student has completely shown all work and when the final answer is correct. 4 points will be given when the student has shown most of the work. However, makes a minor miscalculation in the final answer. 3 points will be given when proper formulas are presented and when some work is attempted. 2 points will be given when proper formulas are presented even if no work is shown. 1 point will be given if some attempt has been made. However, proper formulas are not presented at all. 0 points will be given if the problem is left blank.	70% of the students who take quiz will score 70% or higher.	Baleikorocau, Waisiki	One of the observations made by the Math 111 There were four sections of Math 111 College Algebra being taught during the Spring 2021 semester. After the quiz for Chapter 4 Exponential and Logarithmic Functions were given, the results were as follows: In Section 01, it was reported that only 6 out of the 19 students still enrolled (32%) were able to take the quiz. Out of the 6 students, only 4 students (67%) scored 70% or more on the quiz. Therefore, benchmark was not met. In Section 02, it was reported that only 9 out of the 15 students still enrolled (60%) were able to take the quiz. Out of the 9 students, 7 students (79%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 03, it was reported that 14 out of the 20 students still enrolled (70%) were able to take the quiz. Out of the 14 students, 13 students (93%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 04, it was reported that only 7 out of 13 students still enrolled (54%) were able to take the quiz. Out of the 7 students who took the quiz, 6 students (86%) scored 70% or more on the quiz. Therefore, benchmark was met. In all, there were 42 students who took the quiz, and out of the 42 students, 31 students (74%) scored 70% or more. Therefore, counting all four sections as one whole section, the benchmark was met.	Benchmark Met	For the most part, we believe that students can and will perform if they simply attend their classes. The topic of exponential growth and decay which is covered in Section 4.5 is not a difficult topic. However, if students are not attending classes for Sections 4.1 through 4.4, they will have a difficult time understanding the material for Section 4.5. In Section 4.1, Exponential Functions are discussed, and in that section, the Compound Interest formulas are introduced. Section 4.2 Logarithmic Functions and Section 4.3 Properties of Logarithms are the topics to be discussed. Finally, Section 4.4 Exponential and Logarithmic Equations are to be discussed. Without these topics, students will find Section 4.5 Exponential Growth and Decay quite difficult. It will take an instructor approximately two weeks to discuss these topics in class. However, if students do not attend these lectures, they will not perform well on the quiz i.e. the assessment. Even though 31 out of 42 students (74%) scored 70% or more on the quiz. We should question how the performance would be like if all 67 students attended their classes regularly, or we can also question what if all 67 students took the quiz, would our current results be the same? Would we have met our benchmark? Many of the students who take Math 111 College Algebra are under the impression that College Algebra is a requirement for their degree program. When in fact it is not. It is currently just an	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	MATH 111	World Problems	Objective Type Exam/Quiz - In Course	A quiz consisting of four real world problems involving exponential growth and decay modeling will be administered by Math 111 instructors once Chapter 4 Exponential and Logarithmic Functions is fully covered. Some examples of real world problems involving exponential growth and decay modeling would be compound interest and half-life. Since money is important to most of our students, not only to our business students, it would be beneficial for our students to understand how compound interest is calculated. In addition, since many of our students do take medication such as Tylenol, it is important that they know these medications do contain a half-life and will decay in our bodies. Each problem should be graded from 0 - 5 points. The rubric is as follows: 5 points will be given when the student has completely shown all work and when the final answer is correct. 4 points will be given when the student has shown most of the work. However, makes a minor miscalculation in the final answer. 3 points will be given when proper formulas are presented and when some work is attempted. 2 points will be given when proper formulas are presented even if no work is shown. 1 point will be given if some attempt has been made. However, proper formulas are not presented at all. 0 points will be given if the problem is left blank.	70% of the students who take quiz will score 70% or higher.	Canonigo, Ernest Tambagan	One of the observations made by the Math 111 There were four sections of Math 111 College Algebra being taught during the Spring 2021 semester. After the quiz for Chapter 4 Exponential and Logarithmic Functions were given, the results were as follows: In Section 01, it was reported that only 6 out of the 19 students still enrolled (32%) were able to take the quiz. Out of the 6 students, only 4 students (67%) scored 70% or more on the quiz. Therefore, benchmark was not met. In Section 02, it was reported that only 9 out of the 15 students still enrolled (60%) were able to take the quiz. Out of the 9 students, 7 students (79%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 03, it was reported that 14 out of the 20 students still enrolled (70%) were able to take the quiz. Out of the 14 students, 13 students (93%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 04, it was reported that only 7 out of 13 students still enrolled (54%) were able to take the quiz. Out of the 7 students who took the quiz, 6 students (86%) scored 70% or more on the quiz. Therefore, benchmark was met. In all, there were 42 students who took the quiz, and out of the 42 students, 31 students (74%) scored 70% or more. Therefore, counting all four sections as one whole section, the benchmark was met.	Benchmark Met	For the most part, we believe that students can and will perform if they simply attend their classes. The topic of exponential growth and decay which is covered in Section 4.5 is not a difficult topic. However, if students are not attending classes for Sections 4.1 through 4.4, they will have a difficult time understanding the material for Section 4.5. In Section 4.1, Exponential Functions are discussed, and in that section, the Compound Interest formulas are introduced. Section 4.2 Logarithmic Functions and Section 4.3 Properties of Logarithms are the topics to be discussed. Finally, Section 4.4 Exponential and Logarithmic Equations are to be discussed. Without these topics, students will find Section 4.5 Exponential Growth and Decay quite difficult. It will take an instructor approximately two weeks to discuss these topics in class. However, if students do not attend these lectures, they will not perform well on the quiz i.e. the assessment. Even though 31 out of 42 students (74%) scored 70% or more on the quiz. We should question how the performance would be like if all 67 students attended their classes regularly, or we can also question what if all 67 students took the quiz, would our current results be the same? Would we have met our benchmark? Many of the students who take Math 111 College Algebra are under the impression that College Algebra is a requirement for their degree program. When in fact it is not. It is currently just an	No. The SLO statement doesn't need revision.	Well developed	Approved

Department (STEM) - STEM	MATH 111	World Problems	Objective Type Exam/Quiz - In Course	A quiz consisting of four real world problems involving exponential growth and decay modeling will be administered by Math 111 instructors once Chapter 4 Exponential and Logarithmic Functions is fully covered. Some examples of real world problems involving exponential growth and decay modeling would be compound interest and half-life. Since money is important to most of our students, not only to our business students, it would be beneficial for our students to understand how compound interest is calculated. In addition, since many of our students do take medication such as Tylenol, it is important that they know these medications do contain a half-life and will decay in our bodies. Each problem should be graded from 0 - 5 points. The rubric is as follows: 5 points will be given when the student has completely shown all work and when the final answer is correct. 4 points will be given when the student has shown most of the work. However, makes a minor miscalculation in the final answer. 3 points will be given when proper formulas are presented and when some work is attempted. 2 points will be given when proper formulas are presented even if no work is shown. 1 point will be given if some attempt has been made. However, proper formulas are not presented at all. 0 points will be given if the problem is left blank.	70% of the students who take quiz will score 70% or higher.	Corpuz, Michael	There were five sections of Math 111 College Algebra being taught during the Spring 2021 semester. After the quiz for Chapter 4 Exponential and Logarithmic Functions were given, the results were as follows: In Section 01, it was reported that only 6 out of the 19 students still enrolled (32%) were able to take the quiz. Out of the 6 students, only 4 students (67%) scored 70% or more on the quiz. Therefore, benchmark was not met. In Section 02, it was reported that only 9 out of the 15 students still enrolled (60%) were able to take the quiz. Out of the 9 students, 7 students (79%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 03, it was reported that 14 out of the 20 students still enrolled (70%) were able to take the quiz. Out of the 14 students, 13 students (93%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 04, it was reported that only 7 out of 13 students still enrolled (54%) were able to take the quiz. Out of the 7 students who took the quiz, 6 students (86%) scored 70% or more on the quiz. Therefore, benchmark was met. In all, there were 42 students who took the quiz, and out of the 42 students, 31 students (74%) scored 70% or more. Therefore, counting all four sections as one whole section, the benchmark was met.	Benchmark Met	For the most part, we believe that students can and will perform if they simply attend their classes. The topic of exponential growth and decay which is covered in Section 4.5 is not a difficult topic. However, if students are not attending classes for Sections 4.1 through 4.4, they will have a difficult time understanding the material for Section 4.5. In Section 4.1, Exponential Functions are discussed, and in that section, the Compound Interest formulas are introduced. Section 4.2 Logarithmic Functions and Section 4.3 Properties of Logarithms are the topics to be discussed. Finally, Section 4.4 Exponential and Logarithmic Equations are to be discussed. Without these topics, students will find Section 4.5 Exponential Growth and Decay quite difficult. It will take an instructor approximately two weeks to discuss these topics in class. However, if students do not attend these lectures, they will not perform well on the quiz i.e. the assessment. Even though 31 out of 42 students (74%) scored 70% or more on the quiz. We should question how the performance would be like if all 67 students attended their classes regularly, or we can also question what if all 67 students took the quiz, would our current results be the same? Would we have met our benchmark?	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	MATH 111	World Problems	Objective Type Exam/Quiz - In Course	A quiz consisting of four real world problems involving exponential growth and decay modeling will be administered by Math 111 instructors once Chapter 4 Exponential and Logarithmic Functions is fully covered. Some examples of real world problems involving exponential growth and decay modeling would be compound interest and half-life. Since money is important to most of our students, not only to our business students, it would be beneficial for our students to understand how compound interest is calculated. In addition, since many of our students do take medication such as Tylenol, it is important that they know these medications do contain a half-life and will decay in our bodies. Each problem should be graded from 0 - 5 points. The rubric is as follows: 5 points will be given when the student has completely shown all work and when the final answer is correct. 4 points will be given when the student has shown most of the work. However, makes a minor miscalculation in the final answer. 3 points will be given when proper formulas are presented and when some work is attempted. 2 points will be given when proper formulas are presented even if no work is shown. 1 point will be given if some attempt has been made. However, proper formulas are not presented at all. 0 points will be given if the problem is left blank.	70% of the students who take quiz will score 70% or higher.	Sumaoang, Rosalinda	One of the observations made by the Math 111 There were four sections of Math 111 College Algebra being taught during the Spring 2021 semester. After the quiz for Chapter 4 Exponential and Logarithmic Functions were given, the results were as follows: In Section 01, it was reported that only 6 out of the 19 students still enrolled (32%) were able to take the quiz. Out of the 6 students, only 4 students (67%) scored 70% or more on the quiz. Therefore, benchmark was not met. In Section 02, it was reported that only 9 out of the 15 students still enrolled (60%) were able to take the quiz. Out of the 9 students, 7 students (79%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 03, it was reported that 14 out of the 20 students still enrolled (70%) were able to take the quiz. Out of the 14 students, 13 students (93%) scored 70% or more on the quiz. Therefore, benchmark was met. In Section 04, it was reported that only 7 out of 13 students still enrolled (54%) were able to take the quiz. Out of the 7 students who took the quiz, 6 students (86%) scored 70% or more on the quiz. Therefore, benchmark was met. In all, there were 42 students who took the quiz, and out of the 42 students, 31 students (74%) scored 70% or more. Therefore, counting all four sections as one whole section, the benchmark was met.	Benchmark Met	For the most part, we believe that students can and will perform if they simply attend their classes. The topic of exponential growth and decay which is covered in Section 4.5 is not a difficult topic. However, if students are not attending classes for Sections 4.1 through 4.4, they will have a difficult time understanding the material for Section 4.5. In Section 4.1, Exponential Functions are discussed, and in that section, the Compound Interest formulas are introduced. Section 4.2 Logarithmic Functions and Section 4.3 Properties of Logarithms are the topics to be discussed. Finally, Section 4.4 Exponential and Logarithmic Equations are to be discussed. Without these topics, students will find Section 4.5 Exponential Growth and Decay quite difficult. It will take an instructor approximately two weeks to discuss these topics in class. However, if students do not attend these lectures, they will not perform well on the quiz i.e. the assessment. Even though 31 out of 42 students (74%) scored 70% or more on the quiz. We should question how the performance would be like if all 67 students attended their classes regularly, or we can also question what if all 67 students took the quiz, would our current results be the same? Would we have met our benchmark?	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	MATH 160	Data Preparation	Project - Individual	A project type assessment will be used as a tool to assess SLO 1. Students will be required to collect data from their schoolmates and will be asked to create a grouped frequency distribution. (Please see related document for more details)	At least 80% of the students will be able to create a group frequency distribution from a raw data with a grade of C or better (i.e. 70% or better)	Canonigo, Ernest Tambagan	One of the observations made by the Math 111 Out of the 19 students still enrolled in Math 111 Section 02, only 15 students (79%) turned in Grouped Frequency Distribution project. The rest of the four students stop showing up in class. On the other hand, out of the 13 students still enrolled in Math 160 Section 01, only 3 students (23%) turned in Grouped Frequency Distribution project. However, out of the 13 students still enrolled, only 9 students (69%) have been consistently attending since Midterm. Therefore, only 3 out of the 9 students (33%) turned in Grouped Frequency Distribution project. Overall, 18 (56%) turned in the project regardless of whether they are consistently attending classes or not. Based on the grading criteria (please see related document), the results are as follows: Timeliness. Out of the 18, 13 (72%) were able to turn in the output on time. This means that majority were able to get the maximum marks in this criterion. Accuracy. Accuracy in terms of calculations and analysis was also used to assess this SLO. The average accuracy of those who turned in was 81.67%. Most notable mistake is the miscalculation of means and standard deviations. There were 4 students who miscalculated the class width and 1 miscalculated the class limits that resulted to inaccurate frequency distribution table. Format. Only 6 (32%) students got a perfect 10 in this criterion using the MLA format. Minor mistakes include extra spaces and missing page numbers. Overall, as	Benchmark Met	Distribution is a topic covered in Chapter 2, this project should have been given sometime during the first week of class or the second week of class. Assigning the project near the end of the semester might not be an optimal time for students to learn such a topic. 2)Second, some other suggested topics, rather than asking people their ages, were topics related to social media. For example, how many friends do you have on Facebook? In addition, friends could be categorized into family members, actual friends, acquaintance, classmates, or colleagues. This may have produced more projects since social media is a topic many of our students are very interested in. 3)The data to be collected can be used to contextualize problems in statistics. 4)Data collection can also be extended to establishing relationship between variables.	No. The SLO statement doesn't need revision.	Well developed	Approved

Department (STEM) - STEM	SCI 110	Organ Systems & Functions	Objective Type Exam/Quiz - In Course	At the end of the lecture, students will take a quiz on muscle systems with the emphasis on the muscles for facial expression and mastication. They should identify the muscles and describe the functions.	70% of the students that took the quiz will score a C grade or better.		SCI 110 A&P1: A total of 11 took the assessment. Below is the specific breakdown of takers. 5 out of 11 got 100% 1 out of 11 got 94.44% 3 out of 11 got 88.88% 1 out of 11 got 83.33% 1 out of 11 got 72.22%	Benchmark Met	In the next semester, I will use the same assessment tool and teaching methodology. The purpose is to compare the results of this assessment to further assess the effectivity of the tool.	No. The SLO statement doesn't need revision.	Well developed but still room for improvement	Approved
Department (STEM) - STEM	SCI 111	Sustainability	Project - Group	Thursday October, 15th 2020. Fall Semester. A comprehensive presentation which should be accompanied by the physical construction of a model/poster that captures and exhibits sustainability of resource utilization, conservation of biodiversity and preservation of ecosystem functions. (KR)	At least 70% of students should achieve 70% and above in this assessment. Romany, Kendal		The benchmark (70% of the students that took the quiz will score a C grade or better) was met. Days before the lecture the students were given pointers and encouraged to do advance reading of the topic. During the lecture-demonstration using the human muscle model, the students showed interest and enthusiasm in Environmental Science. A comprehensive presentation which should be accompanied by the physical construction of a model/poster that captures and exhibits sustainability of resource utilization, conservation of biodiversity and preservation of ecosystem functions Benchmark: At least 70% of students should achieve 70% and above in this assessment. Assessment Number of enrollees in Environmental Science Number of participants in the exercise Terms of reference for assessment tool. Develop an interactive board game incorporating environmental regarding resource utilization, conservation of biodiversity and preservation of ecosystem functions. Phase 1- Develop a game concept and design. Start the construction of the board game and deliver a presentation based on game design, dynamics and mechanics. Phase 2- Complete the board game in its entirety. Showcase the board game at the official exhibition by explaining its dimensions and promoting student engagement. 100% of participants achieved 70% and above in the assessment. The data reveals that the benchmark was met.	Benchmark Met	1)Aggressively and avidly encourage more students to partake in the activity 2)Provide frequent gentle reminders preceding the date of the activity assessment 3)Increase academic rigor in order to further expand student capacity 4)Ensure the alignment of the terms of reference of the activity with the established learning standards 5)Engage in preparatory exercises in advance coupled with thorough meaningful feedback to aid in the enhancement of notable student performance.	No. The SLO statement doesn't need revision.	A well developed analysis.	Approved
Department (STEM) - STEM	SCI 112	Climate System	Project - Group	Thursday October 15th, 2020. Fall Semester. Give a presentation which should be accompanied by the physical construction of a model/poster that encompasses and illustrates in specialized language, the composition of the Earth's climatic system and its adverse alteration which is inherently linked to imbalances engendered by forcing mechanisms. (KR)	70% of students should achieve 70% and above. Romany, Kendal		Scoring Rubric utilized for the assessment of student Climate Change Give a presentation which should be accompanied by the physical construction of a model/poster that encompasses and illustrates in specialized language, the composition of the Earth's climatic system and its adverse alteration which is inherently linked to imbalances engendered by forcing mechanisms. Assessment Terms of reference for assessment tool. Develop an interactive board game incorporating, the composition of the Earth's climatic system and its adverse alteration which is inherently linked to imbalances engendered by forcing mechanisms. Phase 1- Develop a game concept and design. Start the construction of the board game and deliver a presentation based on game design, dynamics and mechanics. Phase 2- Complete the board game in its entirety. Showcase the board game at the official exhibition by explaining its dimensions and promoting student engagement. 100% of participants achieved 70% and above in the assessment. Scoring Rubric utilized for the assessment of student performance	Benchmark Met	1. Maintain providing continuous explanations over a considerable period regarding assignments. 2. Utilize intriguing techniques when developing assignments. 3. Collect information from students regarding their interests which should be incorporated in assignment development.	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	SCI 120	Proper Lab Use	Research Report	A simple practical on the scientific method especially how it used to solve problems was given to students to test their knowledge of problem solving skills and scientific report writing skills. The major question students solved in this practical was "Do seeds grow better when soaked in fresh water or saltwater?"	70% of students should achieve 70% or above in the aforementioned assessment. Nating, Dako		Number of enrollees in Climate Change There were twenty three (23) students enrolled in this course. Twenty two (22) students did this practical and eighteen (18) of them scored 70% or more and therefore the benchmark was achieved. Most students were able to score higher marks because they were given sufficient time (from week 2 to week 14) and also	Benchmark Met	Regular reviews are required in order to improve students' scores.	Yes. The SLO statement needs revision.	Developing. Need to include the action plan.	Approved
Department (STEM) - STEM	SCI 120	Proper Lab Use	Research Report	A simple practical on the scientific method especially how it used to solve problems was given to students to test their knowledge of problem solving skills and scientific report writing skills. The major question students solved in this practical was "Do seeds grow better when soaked in fresh water or saltwater?" SLO: Students will develop competency in the explanation and application of the constituents of the scientific method.	70% of students should achieve 70% or above in the aforementioned assessment. Nating, Dako		There were twenty three (23) students enrolled in this course. Twenty two (22) students did this practical and eighteen (18) of them scored 70% or more and therefore the benchmark was achieved. Most students were able to score higher marks because they were given sufficient time (from week 2 to week 14) and also they were guarded and assisted on the proper format and the contents of the scientific report before they were accessed.	Benchmark Met	Students need to be: (i). guided properly on how to write proper scientific reports or scientific research papers, (ii). given more time to design and carry out their experimental work, (iii). able to write scientific reports using the MLA format, (iv). given opportunities to observe and critique well written scientific papers.	Yes. The SLO statement needs revision.	Developing. Need to include the action plan.	Approved
Department (STEM) - STEM	SCI 135	Scientific Method	Experiment or Other Laboratory Experience	Students were given a lab demonstration to understand the scientific method for exploring the general elements of physical, chemical, and biological science that is the study of marine science. The assessment was done for 15% from lab write ups to	70% of students will achieve a grade of C or better Madan, Ekta		Students demonstrated the given process in the lab write up during last week of February. Total number of students for the course N=10. During the lab performance one student was marked absent while the	Benchmark Met	Though the benchmark was met still the need for more practice sessions should be done, coupled with the limited basic scientific knowledge of students, the topic is always a more challenging	No. The SLO statement doesn't need revision.	This analysis is somewhat developed and can be better.	Approved
Department (STEM) - STEM	SCI 135	Scientific Method	Project - Group	Paired and individual student project poster on a marine issue or subject of the student's own choice, presented at the Science Fair. Student demonstrates research; using and presenting results following the scientific method, with citations.	Fair through excellent C+/75% to A/95%		Students were given this lab experiment demonstration during last week of February. The write up was scored from 15% as lab session in the Moodle eLearning platform. One student was absentee while the rest	Benchmark Met		No. The SLO statement doesn't need revision.		

Department (STEM) - STEM	SCI 210	Organ Systems	Objective Type Exam/Quiz - In Course	A written quiz is given to students where the student is to explain through writing the pathway of oxygen from the outside environment, that is from the air being breathed until the air comes out of the body as carbon dioxide. Specifically, the students have to: 1.)Identify the parts of the body where the air passes through ; 2.)Describe how oxygen enters the body; 3.)Describe how the oxygen is converted into carbon dioxide as a waste; and 4.)Identify how this carbon dioxide goes out of the body.	75% of the students will attain 75% grade or C+ grade or better	Sumaogang, Moses	In the Table 1, it showed that there were 14 students who took the pretest and posttest for tracing oxygen pathway from the air a human being breathed until it went out of the body as a carbon dioxide. This showed the distribution of students who were able to achieve their grades in the pretest and the posttest. (Please refer to the document attached) There were 50 points in the pretest and in the posttest. The items in the pretest and the posttest were the same. In the pretest, 1 out of 14 or 7% of the students got a grade of A. No student or 0% of the students got a grade of B. There was 1 out of 14 who got a C+. or 7% of the students got a grade of C+. There was 1 out of 14 students or who got a grade of D. 11 out of 14 students or 79% of the students got a grade of F. With these results, this showed that only 3 out of 14 students or 21% of the students had an understanding about the pathway. Maybe these students had advance readings on this topic in their textbook before coming to class. However, a greater percentage of 79% of students got a failing grade of F. So that the students shall be able to understand, describe and identify the pathway of oxygen into a human body, I had to use PowerPoint and videos from Youtube as one of my strategies in teaching this lesson. Aside from the PowerPoint and the videos, I used mannequins while discussing the pathway of oxygen	Benchmark Met	If still given the opportunity Scie 210 – Human Anatomy and Physiology 2, I will do the following: 1. Use PowerPoint, videos from Youtube and mannequins in teaching the topics; 2. Evaluate the same SLO and compare the result between this Spring 2021 and to the next semester where I shall teach, to evaluate if it is really the intervention that I did had given the effect of students' performance;	No. The SLO statement doesn't need revision.	Well developed	Approved
Department (STEM) - STEM	SCI 215	Microorganisms	Written Assignment or Essay	A written assignment worth 20 points will be given to individual students to identify prokaryotes and various eukaryotic microorganisms belonging to the algae, protozoa groups, fungi and helminthes and to write four (4) characteristic features that belong to each specific group (phylum) (sample questions will be uploaded).	70% of the students will attain a C grade or better.	Nating, Dako	Seventeen (17) students out of nineteen (19) took the test. Only nine (9) students out of seventeen (17) scored 75 % and above for this test and therefore the bench mark has not been achieved. A good number of students find it challenging to remember the basic structure of HIV viruses, its mode of reproduction, how	Benchmark Not Met	1. Chunking the topic is needed in order to help with students' retention. 2. Give students assignments, quizzes and pre-tests prior to the given assessment (test) and provide timely feedback. 3. Conduct additional tutorials on the topic for at	No. The SLO statement doesn't need revision.	Well developed. Can be improved.	Approved
Department (STEM) - STEM	SCI 215	Microorganisms	Written Assignment or Essay	A written assignment worth 20 points will be given to individual students to identify prokaryotes and various eukaryotic microorganisms belonging to the algae, protozoa groups, fungi and helminthes and to write four (4) characteristic features that belong to each specific group (phylum) (sample questions will be uploaded).	70% of the students will attain a C grade or better.	Nating, Dako	Seventeen (17) students out of nineteen (19) took the test. Only nine (9) students out of seventeen (17) scored 75 % and above for this test and therefore the bench mark has not been achieved. A good number of students find it challenging to remember the basic structure of HIV viruses, its mode of reproduction, how	Benchmark Not Met	Regular reviews are required in order to improve students' scores.	No. The SLO statement doesn't need revision.	Well developed. Can be improved.	Approved
Department (STEM) - STEM	SCI 230	Chemical Analysis	Objective Type Exam/Quiz - In Course	A written closed test was given to the students to assess their understanding of writing and balancing chemical equations, mole calculations, identifying limiting and excessive reagents by comparing mole values of reactants, and computations of the mass produced by the limiting reactant. The total score for the test was out of 20.	70% of the students will attain a C grade or better	Nating, Dako	Twenty five (25) students enrolled for this course this semester. Out of this enrollment only twenty two (22) of them attended classes every week. Out of 22 students, 20 of them took the test and eighteen (18) of them scored 14 marks and above out of 20 marks. This was 81.5% and therefore the bench mark for the SLOs was achieved. Most students applied their knowledge of writing chemical formulas, balancing simple chemical equations, mole equations for solids and	Benchmark Met	(1. Continuous revision of the following subtopics are required: (i) naming and writing of chemical formulas is needed as most students tend to forget the proper way of naming and writing of chemical formulas, (ii). balancing of chemical equations, (iii). mole and percentage calculations, and (iv). calculations of excess and limiting reagents.	No. The SLO statement doesn't need revision.	A somewhat developed analysis. Need to include the action plan.	Approved
Department (STEM) - STEM	SCI 230	Chemical Analysis	Objective Type Exam/Quiz - In Course	A written closed test was given to the students to assess their understanding of writing and balancing chemical equations, mole calculations, identifying limiting and excessive reagents by comparing mole values of reactants, and computations of the mass produced by the limiting reactant. The total score for the	70% of the students will attain a C grade or better	Nating, Dako	Twenty five (25) students enrolled for this course this semester. Out of this enrollment only twenty two (22) of them attended classes every week. Out of 22 students, 20 of them took the test and eighteen (18) of them scored 14 marks and above out of 20 marks. This	Benchmark Met	Regular reviews are required in order to improve students' scores.	No. The SLO statement doesn't need revision.	A somewhat developed analysis. Need to include the action plan.	Approved
Program (ACE) - Adult Basic Education	ICS 040	Vocabulary & Use	Objective Type Exam/Quiz - In Course	The student will take the midterm exam vocabulary section for the student to match each terminology with their functions. (WB)	70% of students will earn at least 70% in the vocabulary matching on the midterm exam worksheet. (WB)	Bosin, Wesley	The test were 27 students Section 1 and 24 students took the test and 18 students got 70% and up which is 75% of them passed the test, and 6 students got below 70%	Benchmark Met	My plans for next semester is to add more vital words to develop students learning comprehension and apply more teaching strategies	No. The SLO statement doesn't need revision.	The language is developing.	Approved
Program (ACE) - Adult Basic Education	ICS 050	Software Skills	Objective Type Exam/Quiz - In Course	Use Moodle to monitor the student's fundamental skills, word processing, spreadsheet, and PowerPoint presentation and multimedia, by activities and final exam at the end of the semester.	70% of the students will earn an average of 70% and above on activities on moodle for level 5 students during the semester and final exam at the end of fall 2020 and spring 2021 semester.	Henos, Tarry	The computer class for level 5 in both section 1 and 2, it has a total of 37 students enrolled. During the assessment date, only 29 out of 37 students showed up for the test and this is 75%. The number of students passed from both sections are 27 students and this 72%. The student's results were taken from the final exam but, before giving out the assessment, the students were given a study guide to go through.	Benchmark Met	Need to assessing the typing speed more frequently after 2 to 3 typing practice in order to know if they are ready for the assessment or not.	No. The SLO statement doesn't need revision.		Approved
Program (ACE) - Adult Basic Education	MATH 010	Whole Numbers	Objective Type Exam/Quiz - In Course	1. Paper Tests 2. Oral questions 3. Individual solving of problems - call up on interested student to solve and explain proper stems in solving math problems on white board. Class take part to correct if necessary.	1. 6 tests covering each of the topics being taught were given to students upon completing each topic. 2. During topic deliverance, related questions were given to students to answer and explained their responses or answers. 3. Ask for volunteer to do math exercises on board. Student explained proper steps for solving the problems correctly.	Philimon, Anel	All 37 students that attempted the test have excellent Assessment Data and Analysis: Math 010 There were two sections of Math 010: A. Section 1: Out of the 10 students who took the tests and final exam, 7 (70%) passed and received the projected percentages of 70% and higher. B. Section 2: Out of the 12 students who took the tests and final exam, 11 (92) passed and received 92% and higher. C. The total combined students who took the test in Math 010 (sections 1 and 2) were 22. Of these 22, 18 (77%) students maintained a passing score of 77% and higher. And 4 (18%) of them will have to study harder to obtain better and higher grades. Therefore, the Benchmark was met.	Benchmark Met	Action: Plans for next semester to elevate proper skills and understanding of the learning topic or course subject to the students who did not meet the required scoring point will include: a. More reviewing activities on the topics will be conducted . b. Utilize online related teaching practice sheets c. Ask the Department to hire additional teacher who will concentrate on tutoring d. Select related topic online power point presentations e. To make sure that the classroom rules are followed accordingly.	No. The SLO statement doesn't need revision.		
Program (ACE) - Adult Basic Education	MATH 020	Ratio Proportion	Objective Type Exam/Quiz - In Course	The students will take a mid-term exam test on ratios and propotion problems APhilimon	75% of the total students who take the exam/test will pass with a score of 70% or higher. APhillimon	Philimon, Anel	The reasons for those 18 students who passed the test Assessment Data and Analysis: Math 020 There were two sections of Math 020: A. Section 1: Out of the 19 students who took the tests and final exam, 15 students (79%) passed and received the projected percentages of 70% and higher. B. Section 2: Out of the 12 students who took the tests and final exam, 7 students (71) passed and received 71% and higher. C. The total combined students who took the assessment in Math 020 sections 1 and 2 were 31. Of these 31, 22 (71%) students maintained a passing score of 71% and higher. And 9 (29%) of them failed and will have to study harder to obtain better and higher grades.	Benchmark Met	Action: Plans for next semester to elevate proper skills and understanding of the learning topic or course subject to the students who did not meet the required scoring point will include: a. More reviewing activities b. Utilize online related teaching practice sheets c. Ask the Department to hire additional teachers to concentrate more on tutoring. Tutoring sessions offer to the students who in needs of bringing up the grades results. d. Select online power point presentations to supplement the topic.	No. The SLO statement doesn't need revision.		
Program (ACE) - Adult Basic Education	MATH 030	Graphs	Objective Type Exam/Quiz - In Course	Class participations, attendance records, assignments, semi-weekly tests, mid-term tests, and semester final tests	75% of the students who enroll in the course will pass the course with 70% and higher.	Philimon, Anel	The reasons for those 22 students who passed the test because they demonstrated strong skill in identifying I only taught Math 030 Section1: Out of the 22 students completed the course and by taking the test, the 17 (77%) students who took the test passed, and 5 (23%) of them failed and are required to study harder to obtain better and higher grades. Therefore, the Benchmark was met.	Benchmark Met	- Plans for next semester for the 17 students who took the test and passed is to promote them to the next higher level. - Plans for next semester to elevate proper skills and understanding of the learning topic or course subject to the students who did not meet the required scoring point will include: a. More reviewing activities on the topic(s)	No. The SLO statement doesn't need revision.		

Program (ACE) - Adult Basic Education	MATH 030	Probabilities	Project - Group	by MI: Using two coins, students will measure the probability of a head and a tail when throwing the two coins one by one and two a time as a group activity. The assignment is for students to record the probability of a head and tail landing when both coins are tossed separately (independent probability) and when they are tossed at the same time (dependent probability). Next, students were given 10 probability questions based on the same scenario to answer as a group. Each group submitted their written report for assessment.	75% of students will earn at least 70% on the assignment.	lentaake, Moarieta	Math 3 section 2 SLO Assessment by Moarieta lentaake: Spring 2021 SLO Assessed: Probabilities Calculate probabilities involving compound events. Approved by CAC on April 30, 2018. SLO Assessment Tool: Group Project Assessment Data and Analysis 1. Data Results o Number of participants The assessment Data & Analysis was based on Math Level 3 section 2 a.k.a afternoon students for Spring 2021. The beginning enrollment for Level 3 section 2 was 17 but reduced to 12 students with 5 students not showing up from the beginning till now. o Actual numbers and percent of those who met and did not meet the benchmark The results of the assessment Data & Analysis are as follows: Exceed benchmark = 17% Meet the benchmark = 33% Did not meet the benchmark = 60% mainly due to poor attendance. o Statement if benchmark was met or not The benchmark was not met.	Benchmark Not Met	Attendance Problem needs to be addressed and resolved.	No. The SLO statement doesn't need revision.	
Program (ACE) - Adult Basic Education	MATH 030	Probabilities	Project - Group	by MI: Using two coins, students will measure the probability of a head and a tail when throwing the two coins one by one and two a time as a group activity. The assignment is for students to record the probability of a head and tail landing when both coins are tossed separately (independent probability) and when they are tossed at the same time (dependent probability). Next, students were given 10 probability questions based on the same scenario to answer as a group. Each group submitted their written report for assessment.	75% of students will earn at least 70% on the assignment.	Philimon, Anel	Math 3 section 2 SLO Assessment by Moarieta lentaake: Spring 2021 SLO Assessed: Probabilities Calculate probabilities involving compound events. Approved by CAC on April 30, 2018. SLO Assessment Tool: Group Project Assessment Data and Analysis 1. Data Results o Number of participants The assessment Data & Analysis was based on Math Level 3 section 2 a.k.a afternoon students for Spring 2021. The beginning enrollment for Level 3 section 2 was 17 but reduced to 12 students with 5 students not showing up from the beginning till now. o Actual numbers and percent of those who met and did not meet the benchmark The results of the assessment Data & Analysis are as follows: Exceed benchmark = 17% Meet the benchmark = 33% Did not meet the benchmark = 60% mainly due to poor attendance. o Statement if benchmark was met or not The benchmark was not met.	Benchmark Not Met	Attendance Problem needs to be addressed and resolved.	No. The SLO statement doesn't need revision.	
Program (ACE) - Adult Basic Education	MATH 040	Algebraic Expressions	Objective Type Exam/Quiz - In Course	The ABE student will be tested by chapter quizzes at the end of each chapters in the math book and also in the final exam created on Simplify and Evaluate Algebraic expressions. (Active)	70% of the students will earn 70% as a result of averaging the quizzes and the final exam on simplifying and evaluating algebraic expressions.	Debrum, Derick	For section 1, out of 30 students that met the benchmark of class, only 8 students sat the final exam. Out of the 8 students, 5 students passed the exam with the score of 70% and above. Therefore, more than half of the students that sat the final exam passed. Most of the students that came to level four could not even do simple addition, subtraction, multiplication, and division problems. Students that are promoted to level 4 should know all the basic addition, subtraction, The math for level 5 in Spring 2021, there were 35 students enrolled. Only 35 of them from both section took the assessment. A review was made during the final exam week. In the final exam, five of the questions were to assessing the SLO #2 for the math 050. There were 16 students from section took the final exam and only 10 of them passed with 70% and above. In the	Benchmark Not Met	I am planning on making tutor sessions for students that really struggle with the multiplication table. Tutoring should be mandatory for struggling students. I will also use my office hours to work with students that still need help because 50 minutes class is not enough to teach math class. DdB	Yes. The SLO statement needs revision.	
Program (ACE) - Adult Basic Education	MATH 050	Polynomial Operations	Objective Type Exam/Quiz - In Course	A chapter quiz will be administered on performing basic operation on polynomial at the end of the lesson. Also the final exam will include some questions on polynomial operations.	70% of the student will earn 70% and above.	Henos, Tarry	The math for level 5 in Spring 2021, there were 35 students enrolled. Only 35 of them from both section took the assessment. A review was made during the final exam week. In the final exam, five of the questions were to assessing the SLO #2 for the math 050. There were 16 students from section took the final exam and only 10 of them passed with 70% and above. In the	Benchmark Not Met	More practice needed before giving the assessment.	No. The SLO statement doesn't need revision.	Approved
Program (ACE) - Adult Basic Education	REA 010	Texts and Visuals	Objective Type Exam - Midterm	By Moarieta lentaake: A written midterm test on SLO#1: Text and Visuals will be administered to Reading Level 1 section	70% of the students should score 70% and above.	lentaake, Moarieta	SLO Assessed: SLO#1: Texts and Visuals: Read a variety of texts and visuals to identify and interpret useful information. Approved by CAC on May 14, 2018. SLO Assessment Tool: Objective Summative Assessment Test Background: This assessment data & analysis is based on the same SLO Assessments proposed by Mothy Andrew on 28 April 2020 but to be applied to Reading Level 1 section 2, for April 15, 2021 Spring Semester. Assessment Data and Analysis 1. Data Results o Number of participants There were 15 students who enrolled in Reading Level 1 section 2, and 2 students out of 15 or 13% never showed up for classes with 13 out of 15 students or 87% retention rate for this section 2 of Reading Level 1. o Actual numbers and percent of those who met and did not meet the benchmark 38% of the students exceed the benchmark with an "A" grade. 85% of the students with a passing score of 70% and over meet the benchmark 15% of the students did not meet the benchmark. o Statement if benchmark was met or not	Benchmark Not Met	Action By Moarieta - 04/15/2021 Possible actions to explore: 1. Apply and use the same SLO assessment to section 1 of Reading Level 1 in the next cycle in order to confirm students' performance on this SLO#1. 2. Attendance problem needs to be addressed by all stakeholders responsible: ABE administration, ABE faculty, Students, Parents, and CMI Counseling and others (04/15/2021)	No. The SLO statement doesn't need revision.	Approved

Program (ACE) - Adult Basic Education	REA 010	Texts and Visuals	Objective Type Exam/Quiz - In Course	Tests, Quizzes, Homework, Class Participation and Discussions	Mothy's Assessment SLO for Spring 2019 Mothy Andrew 28 April 2020	Andrew, Mothy	By Moarieta lentaake - April 15, Spring 2021.	Benchmark Met	By Moarieta - 04/15/2021 Possible actions to explore: 1. Apply and use the same SLO assessment to section 1 of Reading Level 1 in the next cycle in order to confirm students' performance on this SLO#1. 2. Attendance problem needs to be addressed by all stakeholders responsible: ABE administration, ABE faculty, Students, Parents, and CMI Counseling and others	No. The SLO statement doesn't need revision.	Approved
					This Student Learning Outcome (SLO) Report includes background, benchmark, activities, results, and analysis of the SLO in Reading 010. The SLO included: The topics included: Memos and Forms, How to and Instructions, Websites, Workplace Documents, Graphic Documents, Reference Texts, and Comparing tests in different media.		SLO Assessed: SLO#1: Texts and Visuals: Read a variety of texts and visuals to identify and interpret useful information. Approved by CAC on May 14, 2018.				
					Background: The course started with the total enrollment of 25 students. One student stopped showing up for classes. Only 17 students were managed to complete the course. A total of 8 students decided to stop showing up for 8 daily classes.		SLO Assessment Tool: Objective Summative Assessment Test				
					The students' grades were evaluated on tests, quizzes, homework, and class discussions and participation		Background: This assessment data & analysis is based on the same SLO Assessments proposed by Mothy Andrew on 28 April 2020 but to be applied to Reading Level 1 section 2, for April 15, 2021 Spring Semester.				
					Benchmark: It is projected that 75% of the students who completed the course will earn 70% and up passing grade. The 17 students who completed the course's requirements earned 70% and more making the Benchmark to receive a perfect 100% mark.		Assessment Data and Analysis 1. Data Results o Number of participants There were 15 students who enrolled in Reading Level 1 section 2, and 2 students out of 15 or 13% never showed up for classes with 13 out of 15 students or 87% retention rate for this section 2 of Reading Level 1.				
							o Actual numbers and percent of those who met and did not meet the benchmark 38% of the students exceed the benchmark with an "A" grade. 85% of the students with a passing score of 70% and over meet the benchmark 15% of the students did not meet the benchmark.				
Program (ACE) - Adult Basic Education	REA 020	Sources	Project - Group	The students will be divided into groups of four depending on the number of students. Each student will participate in the oral portion whereas the group will work collaboratively on the written portion. In addition to reading and writing, students will self evaluate using the rubric which the Instructor provides.	A rubric will be used to gauge performance of students in determining whether sources are primary or secondary. 70% of students will satisfactorily perform the skills listed in the rubric.	Owens, Patricia	Students were told about the assignment since the beginning of the semester. Students were divided into groups of 3 or 4. Each group was assigned to choose a topic of their liking, write a paper by working collaboratively, and each participating in the oral portion of the project - the presentation. Students were given a whole week using class times to prepare their paper and presentations. Out of 42 students that registered for the class, there were 37 students that participated. Out of the 37 students that participated, there was only one group that did not meet all the requirements for the assignment. This group had only 3 Base on the test result, out of 20 students in reading 3 combing the two sections (1 & 2), it showed that 12 passed with a score of 70% and up, and 8 failed and got Reading 4 section 2 SLO Assessment by Moarieta lentaake - April 15, Spring 2021.	Benchmark Met	In the next semester, I will consider changing the assessment tool from working in groups to working individually to test their knowledge and skills on the subject.	No. The SLO statement doesn't need revision.	
Program (ACE) - Adult Basic Education	REA 030	Text Meaning	Objective Type Exam/Quiz - In Course	Student will recognize tone and diction in paragraphs. WB	75% of the students who take the exam test will pass with a 70% mark and higher. WB	Bosin, Wesley		Benchmark Not Met	Plan for next semester is to bring up more reading texts to develop reading comprehension and also do presentations.	No. The SLO statement doesn't need revision.	Approved
Program (ACE) - Adult Basic Education	REA 040	Bio and Autobiography	Research Report	Students will conduct a research comparing and contrasting the biography and autobiography of President Amata Kabua and his accomplishments for the Marshall Islands. Students will submit the written report (By Moarieta lentaake - Fall Semester, Oct 15, 2020)	A rubric will be used to gauge students' understanding of the similarity and differences between a biography and an autobiography. A benchmark of 70% of the students will score 70% and above.	lentaake, Moarieta	SLO Assessed: Biography & Autobiography Compare and contrast the form and characteristics of a biography and autobiography. Approved by CAC on May 14, 2018.	Benchmark Met	I need to revise the SLO assessment by changing the assessment type from a research project to a summative objective test in the next cycle	Yes. The SLO statement needs revision.	The explanation of the results is not clear. Approved
							SLO Assessment Tool: Objective Summative Assessment Test				
							The assessment Data & Analysis will be based on Reading Level 4 section 2 a.k.a afternoon level 4 students for Spring 2021. The beginning enrollment for Level 4 section 2 was 26 but reduced to 20 students with 5 students not showing up from the beginning till now. The average attendance is 40% which correlated to 60% absenteeism rate which indicated high absenteeism rate affecting students performance.				
							Unfortunately, I could not implement the research plan due to Covid19 restricting students movements to do research work as planned. So, I replaced the reserch work with a summative assessment in the form of two written tests administered to students: Test 2 - Biography and Test 3- Autobiography.				
							Assessment Data and Analysis 1. Data Results o Number of participants The assessment Data & Analysis will be based on Reading Level 4 section 2 or afternoon level 4 students for Spring 2021. The beginning enrollment for Level 4 section 2 was 26 but reduced to 20 students with 5 students not showing up from the beginning till now. The average attendance is 40% which correlated to 60% absenteeism rate which indicated high absenteeism rate affecting students performance.				
Program (ACE) - Adult Basic Education	REA 050	Effective Writing	Objective Type Exam/Quiz - In Course	Skill Practice in recognizing how literal and figurative language helps create effective and expressive word choices in writing. The skill practice will be given as a multiple choice quiz.	About 70% of the students will should score 70% and above.	Owens, Patricia	Students were told when the test would take place. Before taking the test, students were given a study guide to have an idea of what to study. Aside from the study guide, there were also two class sessions that were used to answer any questions the students had about the study guide as well as have more review. The test was administered on Moodle. There were 21 students that attempted the test. Out of 21 students, 2 students scored 40%, 2 students scored 50%, 2 students scored 65%, 2 students scored 70%, 2 students scored 75%, 2 students scored 80%, 1 student scored 85%, 2 students scored 90%, and 5 students scored 100%. Out of 21 students, 6 students did not attempt the test. Students were told in class as well as on the syllabus when the midterm exam would take place in the beginning of the semester. Before the midterm, students were given a study guide showing what to study for the test. Two days of class were used to review the midterm before the exam was given. One session of review was meant to answer any questions students had about the study guide for the midterm. For the next session of review, students were able to use Kahoot. The midterm exam was on Moodle. There were 42 students who attempted the exam. Out of 42 students, 1 student had a score of 0%, 1 student had a score of 65%, 1 student had a score of 75%, 1 student	Benchmark Met	In the next semester, I will have more review sessions to ensure students fully understand the topic.	No. The SLO statement doesn't need revision.	The narrative clearly explained the data analysis results. Approved
Program (ACE) - Adult Basic Education	SCI 040	Heredity	Objective Type Exam/Quiz - In Course	The students will take midterm exam which covers some questions on heredity. Exam will consist of multiple choice questions.	70% of students will earn 70% or higher on the questions on what the genetic code is as well and how traits are inherited.	Owens, Patricia	Students were told in class as well as on the syllabus when the midterm exam would take place in the beginning of the semester. Before the midterm, students were given a study guide showing what to study for the test. Two days of class were used to review the midterm before the exam was given. One session of review was meant to answer any questions students had about the study guide for the midterm. For the next session of review, students were able to use Kahoot. The midterm exam was on Moodle. There were 42 students who attempted the exam. Out of 42 students, 1 student had a score of 0%, 1 student had a score of 65%, 1 student had a score of 75%, 1 student	Benchmark Met	For the following semester, I will incorporate more challenging questions and have even more review sessions for the midterm exam. I will also add approximately ten or more questions then which the current midterm has.	No. The SLO statement doesn't need revision.	All the rubric elements are well developed. Approved

Program (ACE) - Adult Basic Education	SCI 050	Cosmos	Objective Type Exam/Quiz - In Course	Review test on the Origins of the Universe will be administered at the end of the lesson.	About 70% of the students will score 70% and above.	lentaake, Moarieta	By Moarieta lentaake - April 15, Spring 2021. SLO Assessed: Cosmos Analyze the origins of the universe, the Milky Way, the solar system, and Earth and the Moon. Approved by CAC on April 30, 2018. SLO Assessment Tool: Objective Summative Assessment Review Test Assessment Data and Analysis 1. Data Results o Number of participants The assessment Data & Analysis was based on Reading Level 5 section 2 a.k.a afternoon students for Spring 2021. The beginning enrollment for Level 5 section 1 was 21 but reduced to 17 students with 4 students not showing up from the beginning till now. The average attendance is 73%. o Actual numbers and percent of those who met and did not meet the benchmark The results of the assessment Data & Analysis are as follows: Exceed benchmark = 29% Meet the benchmark = 76% Did not meet the benchmark = 24% mainly due to poor attendance. o Statement if benchmark was met or not The benchmark was met.	Benchmark Met	Attendance issue is a serious issue that needs to be addressed and resolved in order for our ABE level 5 section 1 students to meet the benchmark.	No. The SLO statement doesn't need revision.	The explanation did not mention the number of students took the assessment.	Approved
Program (ACE) - Adult Basic Education	SST 040	International Systems	Objective Type Exam/Quiz - In Course	I will prep the students to do well on their quiz after each lesson is covered by going through the correct answers with them. And above all, I will deliver a productive lecture to ensure that the whole class will get the message across. Lastly, prepare all students to have 75% or above on their Mid-Term exam as well as their final. (Dde)	The target level of achievement will be at 70% or better.	Debrum, Derick	For section 1 on the mid-term exam, there were 21 students that sat the midterm exam. Out of the 21 students, only 12 students that passed with 70% and above. More than half of the students passed the midterm test. As for the final exam, the same 21 students sat the final exam, but only 10 students passed with 70% and above. less than half of the class passed the final exam.	Benchmark Not Met	I need to offer tutoring session for students that can hardly write. This is a plan for next semester. Dde	Yes. The SLO statement needs revision.		
Program (ACE) - Adult Basic Education	SST 050	Systems	Project - Individual	The assessment tools I will utilize here are class discussion, quiz, and test to ensure that students grasp the lesson. (WB)	The benchmark will be set at 70% or better on all assessment areas. (WB)	Bosin, Wesley	Out of 26 students (combine two sections 1 & 2) who took the quiz, 19 students got 70% and up and 7 students got below 70%. 19 students who passed is equal to 73% of the test and 27% is for the 7 students	Benchmark Not Met	My plan for next semester is to develop more time to discuss on various topics and apply more effective strategies to teach.	No. The SLO statement doesn't need revision.		Approved
Program (ACE) - Adult Basic Education	WRI 010	Sentences	Objective Type Exam/Quiz - In Course	Quiz, Attendance, Test, Performance, Final	75 % of the students who will take the test will pass with 70% and higher.	Andrew, Mothy	Out of 22 students (combined of sections 1 and 2) who took the exam, 17(77%) passed and 5 (23%) fail the test and had to study much harder for better and higher grades. Therefore the Benchmark was met. The 17	Benchmark Met	More reviewing activities on the topics will be conducted in the next teaching cycle/semester. I am planning to offer tutoring sessions and use online teaching materials including power point	No. The SLO statement doesn't need revision.		Approved
Program (ACE) - Adult Basic Education	WRI 020	Adjectives & Adverbs	Objective Type Exam/Quiz - In Course	Tests, Quizzes, Homework, Class Participation and Discussions	Background: The students will learn to be able to identify the functions of the adjectives and adverbs in sentences. Benchmark: 75% of the students who will take the quizzes, tests, and final examinations will pass with 70% and higher. Activity: Class active participation, quizzes, tests, and final examinations. Results: Analysis:	Andrew, Mothy	Out of 23 students (combined of Sections 1 and 2) who took the exam, 17 (77%) passed, and 5(23%) failed the test and had to study much harder for better and higher grades. Therefore, the Benchmark was met. The 17 students passed because they demonstrated strong skill in identifying the different kinds of sentences and writing sample sentences for each kind. These 5 students who did and pass were struggling in identifying and writing the sentences.	Benchmark Met	More reviewing activities on the topics will be conducted in the next teaching cycle/semester. I am planning to offer tutoring sessions and use of online power presentations.	No. The SLO statement doesn't need revision.		Approved
Program (ACE) - Adult Basic Education	WRI 030	Organization	Written Assignment or Essay	Students will be able to write short paragraphs and short responses. DdB	(Yes or No) 70% of the students will pass the final paper. DdB	DEBRUM, DERICK	There were 16 students in the beginning of the semester, and only 11 students completed the whole semester. Out of the 11 students only 8 students did the final paper. The final paper was given to the students 2 weeks prior to the exam date. The students were given 2 topics, and they were to pick just one topic to write about. They all had 6 days (M/W/F) in	Benchmark Not Met	Most of the students were not ready to be in level 3. Majority of the students could not even write simple sentences nor read simple sentences. It was very challenging to teach them how to write paragraphs because they were not ready to start writing paragraphs. Therefore, for next semester, if I encounter these types of students I will minimize	Yes. The SLO statement needs revision.		Approved
Program (ACE) - Adult Basic Education	WRI 030	Tone & Diction	Objective Type Exam/Quiz - In Course	Students will be assessed on tone & diction through an in class exam. The exam will consist of multiple choice questions, as well as fill in the blank questions, and writing.	70% of students who enroll in the class will pass with 70% or higher.	Owens, Patricia	Students were told early on in the semester as well as reminded on the course syllabus of when the exam would take place. Before taking the exam, students were given a study guide as well as multiple review sessions to ensure the material would be understood. There were 20 students who attempted the exam. Out of 20 students, 10 students scored less than 70%, and 10 students scored 70% or higher. Out of 20 students, 50% of the students that attempted the exam had less than 70% on the exam, and 50% had a score of 70% or higher. The writing 5 section 2 class were having an enrollment of 17 students. Usually 53% of the class always have perfect attendance. These are the students usually presented when discussed this lesson. We had spent the last two weeks before the final exam on how to write essays by following the directions on the writing	Benchmark Not Met	I will consider changing the assessment tool and redesigning it to change any parts that were challenging to understand. In the next semester, I will also have more review sessions.	Yes. The SLO statement needs revision.	Data collected and the narrative clearly explained the results.	Approved
Program (ACE) - Adult Basic Education	WRI 050	Narratives	Written Assignment or Essay	The students will read two passages in which authors put forth differing perspectives on an issue of importance. Then the student will write an essay in which they explain their own opinion on the issue. A rubric will be used to score the students' essays.	70% of the students who will sit the essay writing test will passed with the score of 3 and above. The rubric has 5 score and 5 is the highest and 1 is the lowest.	Henos, Tarry	The writing 5 section 2 class were having an enrollment of 17 students. Usually 53% of the class always have perfect attendance. These are the students usually presented when discussed this lesson. We had spent the last two weeks before the final exam on how to write essays by following the directions on the writing	Benchmark Not Met	The plan for the next semester for this class is to give more practice on this lesson.	No. The SLO statement doesn't need revision.		Approved
Program (ACE) - Adult Basic Education	WRI 050	Organization	Skill Performance	My assessment will base on four (4) important factors of effective learning. The first one is about consistence essay practice, followed by one-on-one with individual student to ensure that they're sound and good, thirdly by timing students' work to	The bench mark I will use is 70% satisfactory level. This is really base on how good the student understand grammar, how he or she would comfortably write a good paragraph let	Debrum, Derick	For section 1, out of 28 students that sat the final exam, 16 students pass with 70% and above. More than half of the class pass the final exam. The final exam was base on the HiSet test and the students were prepared 100% of the students (25 out of 25) earned 70% or higher. 8 of the students did not take the quiz and, thus, did not participate and were not included in the analysis. All of the students gave thoughtful responses that included the justification for their answers (i.e. the why) for why they chose their answers. Throughout the semester, the class focused on the questions that were asked on the quiz, so the students were more than adequately prepared for the responses.	Benchmark Met	For the level 5 writing class, I plan to focus my SLO on the HiSet and give more practices from the HiSet guide book. This way, more students can pass the writing section in the HiSet and the final exam. At I was expecting these results, as the students were more than prepared to answer the questions from what they had been learning all semester. Next time, I will have a similar SLO, but with different questions addressing different topics learned from the semester. E.g. questions on animal rights, accounting ethics, and so on.	No. The SLO statement doesn't need revision.		Approved
Program (BUS) - Accounting Clerkship CC	ETH 101	Common Beliefs	Objective Type Exam/Quiz - In Course	Students will take a quiz that asks them five questions that ask for a thoughtful evaluation of ethical common beliefs. The questions will be as follow: Directions: You will be graded on how you answer the questions, so please give each answer a thoughtful response. 1. It is always wrong to tell a lie, no matter how small the lie is. Agree or disagree? Why or why not? 2. The right thing to do is always what brings people the most pleasure/happiness. Agree or disagree? Why or why not? 3. Justice is always giving people what they deserve. Agree or disagree? Why or why not?	80% of the students who complete the quiz will earn 70% or higher.	Velasquez, Alexander		Benchmark Met		No. The SLO statement doesn't need revision.		

Program (BUS) - Business AA	ACC 251	Accounting Differences	Objective Type Exam/Quiz - Standardized	Students will take quiz, test and final exam. Demonstrate ability to record, analyze, and prepare financial statements including statements or retained earnings of corporation. Exhibit proficiency to analyze and interpret financial statements for decision-making purposes. (ST)	90% or above the Managerial Accounting rubric used to gauge the quiz, test and final exam. By doing this student will do well with all demonstration performance and strength in their knowledge to perform well. 95% of the student will satisfactorily do the entire accounting rubric. (ST)			To demonstrate the ability to record, analyze and prepare financial statements including the equity section of the balance sheet, a source document exercise was undertaken as a practical test and quiz for the students. The exercise involved real invoices, purchase orders, sales invoices, assumed financing activities for loans and equity raising. This exercise was done in class where students were called up and asked to document the debit and credit entries on the income statement and balance sheet. All students were able to demonstrate understanding as the exercise was repeated for two weeks. 13 out of the 14 students articulated the exercise well this is about 92.85% exceeding the benchmark of 90%. Furthermore, the major assignment which was 40% of the final marks was based on analyzing the financial statement for the Marshall Islands National Telecommunications Authority ("the entity" under study). The students first had to recompute the cashflow statement as the balance sheet and income statement was already covered as part of the source document exercise. In the computation of the cashflow statement 14 out of the 14 students submitted their assignment with minor errors that was corrected through remedial classes to ensure the logic and understanding of the movements of the cashflow statement.	Benchmark Met	The teacher needs to revise the course Syllabus so instead of class room activity it is better if the students can go to private or government offices to do internship so they can apply what they learn in the class room.	
Program (BUS) - Business AA	BUS 101	Business Relationships	Objective Type Exam/Quiz - Standardized	Written Test in Moodle. e.g., What are the three levels of management in business, describe the responsibilities for each level of management and give an example of each management level using a local company or organization here in the Marshall Islands. A detailed rubric will be provided to help guide students on how test will be assessed in terms of score points.	70% of students will pass with an overall average score of 70% or better.	Kendall-Lekka, Meitaka		This is the first assessment for this particular SLO plan. The rationale is to compare students' results/understanding of marketing concepts for Fall/Spring semesters as this SLO assessment plan is new to the instructor. As such, the instructor wants to see areas of strength, weakness, or if there need to be improvements in teaching and learning pedagogies for the particular topic of assessment. The assessment method for this SLO plan was measured through a written test containing the same questions above. Keeping tests similar for both semesters is critical to help analyze fairly whether student's SLO level of understanding improved or not at the end of each semester. The test rubric consists of 9 total points (3 points for successfully listing the 3 levels of management, another 3 points for describing responsibilities for each, and the last 3 points for the examples).	Benchmark Met	Not only does the instructor need to re-evaluate this SLO plan in Fall 2021, but also needs to take a closer look at 1st part of the assessment test question and find out why students failed to properly identify the different management levels. I believe the question can be simplified to evaluate more efficiently. For example, instead of a written question/answer format, it can be in the form of a matching question.	Yes. The SLO statement needs revision.
Program (BUS) - Business AA	BUS 106	Determine	Objective Type Exam/Quiz - In Course	At the end of the course, students must be able to understand basic business math calculations including salary calculation using straight time, time and half and double time methods. Additionally, students will have learned how to do bank reconciliations. (MB)	70% will get 70 mark in the quiz			Collecting Data: 20 out of 20 students in BUS101 course took the written test after the chapter or topic was covered. The test was manually created by the instructor in Moodle where students individually work on written tests and submit for manual grading by the instructor. After grading, Moodle is able to generate an individual as well as an average overall score for the instructor to analyze results.			
Program (BUS) - Business AA	BUS 106	Determine	Objective Type Exam/Quiz - In Course	At the end of the course, students must be able to understand basic business math calculations including salary calculation using straight time, time and half and double time methods. Additionally, students will have learned how to do bank reconciliations. (MB)	70% will get 70 mark in the quiz			Analyzing Data: An average score is calculated for each student based on the points scored according to the rubric mentioned. 10 out of 17 students were present. A reconciliation exercise, as well, as exercises on calculations of salaries were presented. the students used the whole 1 and 30 minutes to work on the assessment. 10 out of the 10 students were not able to complete the reconciliation works. Attempts were made but still the reconciliations were all incorrect.	Benchmark Not Met	Action 1. Need to do more in class activities for hands or practical experience on the subjects 2. Spend more time on "core Business Math" topics and spend little time on the basic such as fractions and decimals. For the class anyways, the first 4 chapters were easy. 3. Shortened the quizzes and assignments 4. Require more student's participation	Yes. The SLO statement needs revision.
Program (BUS) - Business AA	BUS 106	Determine	Objective Type Exam/Quiz - Standardized	Take home test, solving problem Bank Statement Reconciliation step by step from the company information database.	85% of the students are able to solve the problem all the reconciliation was done well and 95% of the students are able to get a grade above B.			Assessment Data and Analysis 1. Data Results 0/10 out of 17 students were present. 0/10 out of the 10 students did not meet the benchmark. A quiz was given to students to work on for the entire 1 hour and 30 minutes. None of the students were able to solve the problems correctly. 2. Analysis 0/10 The reason why students were not able to reach may include several factors: ? It is an 8 am class and attendance is pretty low. Even if students show up, they show up 30 minutes into the hour. ? Because students often miss out on class, they do not work on the assignments despite numerous follow ups and a lot of leniency. ? Additionally, the class focused on a lot of basic math in the very beginning of the course. There were calculations on fractions and decimals. More time were spent on basic math rather on basic business math. ? The subject of the SLO was mostly on reconciliation and salaries calculation. More time is needed in class for instructor to explain these concepts to students.	Benchmark Not Met		Yes. The SLO statement needs revision.
Program (BUS) - Business AA	BUS 106	Solve	Skill Performance	Students will provide a reflection of their lessons learned through interactive online games that includes business math solving problems such as bank reconciliation, applying trade discounts, invoicing, and sales taxes.	70% of the students will achieve 70% and above on the scoring			The assessment was done to determine the student's understanding basics of Business Math. These include doing a basic reconciliation of bank statement and Bank register. Additional works such as basic calculation of salaries and wages and incorporating percentages and decimal were presented for students to solve. 0% of the students met the benchmark of passing with a B, at least, for the course assessment (test) given. The chapters on simple and compound interest, fractions interests are topics covered in the 18 out of 20 students participated in the class, of the 18 5 scored above 90%; 10 above 80% and the last 3 scored 75%. There were 15 questions which had a time limit of a range between 1 minute and 1.5 minutes depending on the question. Slow internet depending on	Benchmark Met	It is recommended to have a computer lab or a requirement to have laptops for this class; it is further recommended to have stable internet connection to avoid interruption in the timing of each assessment questions. However this is a very	No. The SLO statement doesn't need revision.

				Project - Group	Students will need to work on business plans and proposals to reflect their business ideas, the cost of the business start up, the customers, the capital needed, a 3 year projections using Profit and loss statements incorporating loan payments, as well as, showing presenting a amortization schedule of any loan taken. MB	100% of the students will score 95% and be able to demonstrate their ideas through presentation.		The class was divided into 4 different groups to work on business proposals. Students must demonstrate great understanding of developing a business plans and demonstrate their market research and business research including cost of start up, a 3 year projection of Revenue and Expenditures, showing the profit or loss for the first 3 years. Students must also must identify the capital needs for start up and present an amortization schedule -incorporating that into the Profit/Loss statements. 3 groups out of 4 were present to give their presentation equating to 10 students of of 16. Presentation were assessment on the basis of a) how realistic the business plan were - if there's a market, the services and products proposed, the start up costs, the operation costs and strategies that students put in place to mitigate risks that they foresee.	Benchmark Met	Action oContinue with the theory studies from the textbook. It helps greatly but at the same time expose the students to practical works. In the next course, more projects (smaller scale) should be done. This way the students get a lot more comfortable in doing up their business proposals and presenting to financiers.	No. The SLO statement doesn't need revision.
								SLO Assessment Results, Analysis, and Action (Business Math 106) Assessment Data and Analysis 1. Data Results o10 out of 18 students were present. o80 of the presenters were all on target. They had business ideas, cost of startup, the financial projections for the first 3 years. They all identified sources of startup (mostly loans with the local financier such as Marshall Island Development Bank) as well as presented their amortization schedule. Students were able to demonstrate how the loan payments would be managed. Financial projects were as realistic as possible. o20 out of 22 students participated in the class; of the 20 students, 8 scored above 90% correct, 12 scoring more than 80%, and the last 2 scoring at above 70%. Students not coming to class on time posed as a challenge. The 18 students scoring 80% or higher had demonstrated not only a firm grasp of the			
Program (BUS) - Business AA	MGT 261	Individual Behavior	Skill Performance	Students will demonstrate the lessons learnt through interactive game that includes the history of management, organizational environments and cultures, ethics and social responsibility, planning and decision making, organizational strategy, innovation and change, global management, and managing individuals and a diverse work force. In conducting this game, the student	75% of the student will achieve 70% or above				Benchmark Met	It is recommended to begin the assessment 20 minutes after the beginning of class. Many students struggle to come on time, averaging an estimate of 15 minutes tardiness. For this reason, it is recommended to start the assessment 20 minutes after class begins.	No. The SLO statement doesn't need revision.
Program (BUS) - Business AA	MKT 241	Marketing Strategies	Written Assignment or Essay	Written Test in Moodle. E.g., What are the Marketing Mix or 4Ps of the Marketing Strategy, and apply these 4Ps by using a local ad or flyer to identify how these marketing mixes are being used in detail. A rubric will be enclosed to help guide students on how the test will be scored.	70% of students will pass with an overall average score of 70% or better.	Kendall-Lekka, Meitaka	Assessment & Rubric: This is the first assessment for this particular SLO plan. The rationale is to compare students' results/understanding of marketing concepts for Fall/Spring semesters as this SLO assessment plan is new to the instructor. As such, the instructor wants to see areas of strength, weakness, or if there need to be improvements in teaching and learning pedagogies for the particular topic of assessment. The assessment method for this SLO plan was measured through a written test containing the same question above. Keeping tests similar for both semesters is critical to help analyze fairly whether student's SLO level of understanding improved or not at the end of each semester. Test rubric consists of 8 total points (4 points for successfully listing the 4 marketing mix and another 4 for describing each strategy accurately and in detail according to flyer).	Benchmark Met	Need second assessment for this SLO plan again in Fall 2021.	Yes. The SLO statement needs revision.	
							Collecting Data: 16 out of 19 students in MKT241 course took the written test after the chapter or topic was covered. The test is manually created by the instructor in Moodle where students individually work on written tests and submit for manual grading by the instructor. After grading, Moodle is able to generate an individual as well as an average score grade for the instructor to analyze test results.				
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark. RL	70% of the students will write the essay will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Lord, Rigieta	CMI 101-7 which is made up 23 students. Only 21 participated in the activity (91%). Of the students who participated, the breakdown of marks are: 1) % of students earning 70% and above = 20% 2) % of students earning 60% - 69% = 20% 3) % of students earning less than 59% = 70% Analysis: a. Only 2 (20% of all participants) scored 80% and above in the activity. They showed detailed planning in their Planner, especially in the Weekly Plan. They did not complete the Reflections section, if they did, it was incomplete. This was common with the other students, I had to emphasize the importance of reflecting on the week's work, the month's activities and work. However, they did well in the semester schedule, neatness and weekly assignments. They also included the activities they did in the weekend. b. For those that earned 60%-69% in the task also planned all the required activities. They again did not complete the Reflections section well. They were able to plan their work well and left our the Study hours for each course they were registered in. c.9 students (50% of the participants) failed the activity. Their planners did not reach the benchmark set in terms of effort and detailed planning. For example, they only indicated their class time. Most slots in their weekly plan were empty. Impact of Activity: During the Planner Activity, they had to be reminded	Benchmark Not Met	As an instructor, I will include the Planner Reminder each week on Moodle and at the beginning of each class, the second class of the week, check the students Planner so they can understand the importance of this activity. Students - regular reminders on Moodle as well as on Calendar so that this activity is completed weekly.	No. The SLO statement doesn't need revision.	
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below). (Manase Manase)	70% of the students will earn will earn 70% or higher based on each instructor's rubric	Manase, Manase	An overall of 21 students in the class. Out of the 21 students, 80% pass with a score 75% and above. The other 20% failed and scored less than the set benchmark of 70%. 40% of the 80% score 80% and above, the other 40% score 75% and above. Even though the benchmark was met, there still a lot of room for improvement since only one student score a B+, and no A. The 80% pass rate was a success not only because we met the set benchmark, but also due to the guided	Benchmark Met	The planner is a very complicated learning tools faced by the students. Too much effort is required to fulfilled all the tasks in the planner. A better modification to planner is a must focusing on education value content and context, reduce the number fill in the blanks - in other words, focus on the important concepts significant to students career, major, and learning. A revision to the overall syllabus is needed, CMI instructor's responsible need to rethink this,	No. The SLO statement doesn't need revision.	

Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (GM)	70% of the students will earn will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Maitokana, Gade	CMI 101-2 and CMI 101-3 combined (I teach both classes) make up 33 students. Only 28 participated in the activity (85%). Of the students who participated, the breakdown of marks are: 1) % of students earning 70% and above = 36% 2) % of students earning 60% - 69% = 21% 3) % of students earning less than 59% = 43% Analysis: a. Only 2 (7% of all participants) scored 100% in the activity. They showed detailed planning in their Planner, especially in the Weekly Plan. What stood out were their effort in specifying the courses they would study in their study time; allocating time for Moodle work; assigning Library hours; and family time in the weekend. Their planners showed evidence of detailed and thorough planning. b. For those that earned 60%-69% in the task also planned all the required activities. However, they were not as specific as the top 2 students. For example, the study hours did not indicate what course they would be working on. Although they listed down all the activities	Benchmark Not Met	In the future, samples of an excellent Planner as well as Unsatisfactory Planner will be shown to the students to help them prepare their work. In addition, more class time will be devoted to planning i.e 15 min at the beginning of the class. This implies that instead of leaving the task to themselves to do on their own, they will be guided on their planning during class to ensure that they meet the requirements of the task.	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	(A.I.) Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below). (Active)	70% of the students will earn will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Ishiguro, Amanda	Data Results 12 students turned in their planner schedule. Of the 12, 91% (11) earned over 70% on the assignment. This means the benchmark was met. Analysis While the planner assignment seems to be very successful there are problems with how many students submitted it. The assignment is one of the very first assignments of the class which means more students are still regularly attending class. One of the CMI 101 classes struggled with attendance from the start of class which might explain why only 3 students turned in the assignment, but the second CMI 101 class still only had a 64% turn in rate. Why such a poor turn in rate? This semester the instructor changed the instruction of the planner by removing a pre-activity. The pre-activity was removed to create more time at the start of the semester to begin rotations earlier. It seems that the combination of less class time and more responsibility. When students answered follow-up questions on the use of the planner there were several revealing ----- from students who completed the This activity was a planner work graded out of 20 and a reflection graded out of 10. All in all, this activity was graded out of 30. 70% of 30 is 21 and the results below will summarize the 2 sections of CMI 101 I teach to find out how many scored 21 or above. CMI 101-1 15 students are registered in this class but only 10 are active. Out of the 10 students, 7 submitted the planner work and reflection that was assessed. *Only 1/7 scored above 21%@23/30 *1/7x100=14% therefore SLO not met in this section. CMI 101-5 15 students registered in this class but only 8 are active. Out of the 8 students, 5 submitted the planner work while 7 submitted the reflection that was assessed. *0/8 students scored above 21 and the scores range from 4/30 to 19/30. SLO benchmark was not met. The very low scores in this assessment can be attributed to the following: 1. Planner work was not taken seriously on the part of the students and this could be cultural as planning is -----	Benchmark Met	The planner needs to be taught with more time. The rotation schedule should be moved back to week 5 like previous semesters to allow the pre-activity and class time for student support. There should be an assessment done for student use of the planner sooner than the midterm. There should also be instruction on how to adjust for changing schedules to help students with jobs as well as other natural chasing responsibilities. A final area for action is bringing the idea of a CMI planner to the bookstore again. Currently CMI uses a planner that was designed by faculty and created by the media center. This means the planner matches what CMI instructors want, but it does have a home-made feel. The benefit of the campus made planner is that it is paid for through the students' book fee. If CMI ordered planners then they would also need to be paid for by the book fee.	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below).	70% of the students will earn will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Kumoru, Demiana	----- from students who completed the This activity was a planner work graded out of 20 and a reflection graded out of 10. All in all, this activity was graded out of 30. 70% of 30 is 21 and the results below will summarize the 2 sections of CMI 101 I teach to find out how many scored 21 or above. CMI 101-1 15 students are registered in this class but only 10 are active. Out of the 10 students, 7 submitted the planner work and reflection that was assessed. *Only 1/7 scored above 21%@23/30 *1/7x100=14% therefore SLO not met in this section. CMI 101-5 15 students registered in this class but only 8 are active. Out of the 8 students, 5 submitted the planner work while 7 submitted the reflection that was assessed. *0/8 students scored above 21 and the scores range from 4/30 to 19/30. SLO benchmark was not met. The very low scores in this assessment can be attributed to the following: 1. Planner work was not taken seriously on the part of the students and this could be cultural as planning is -----	Benchmark Not Met	Some action to be taken include the following: 1. Certain class time will be devoted to planner work every week as repetitive behavior to instill this skill more. 2. Attendance issue needs to be rectified whereby faculty and counseling have to be intrusive (if they have to) to get to the students. 3. CMI 101 classes should be more of a "hands on" rather than theoretical where students actively learn how to access all the resources available for their success. (SSV)	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below).	70% of the students will earn will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Savu, Silipa	----- from students who completed the This activity was a planner work graded out of 20 and a reflection graded out of 10. All in all, this activity was graded out of 30. 70% of 30 is 21 and the results below will summarize the 2 sections of CMI 101 I teach to find out how many scored 21 or above. CMI 101-1 15 students are registered in this class but only 10 are active. Out of the 10 students, 7 submitted the planner work and reflection that was assessed. *Only 1/7 scored above 21%@23/30 *1/7x100=14% therefore SLO not met in this section. CMI 101-5 15 students registered in this class but only 8 are active. Out of the 8 students, 5 submitted the planner work while 7 submitted the reflection that was assessed. *0/8 students scored above 21 and the scores range from 4/30 to 19/30. SLO benchmark was not met. The very low scores in this assessment can be attributed to the following: 1. Planner work was not taken seriously on the part of the students and this could be cultural as planning is -----	Benchmark Not Met	Some action to be taken include the following: 1. Certain class time will be devoted to planner work every week as repetitive behavior to instill this skill more. 2. Attendance issue needs to be rectified whereby faculty and counseling have to be intrusive (if they have to) to get to the students. 3. CMI 101 classes should be more of a "hands on" rather than theoretical where students actively learn how to access all the resources available for their success. (SSV)	No. The SLO statement doesn't need revision.

Program (DEV) - Developmental Education	CMI 101	Student Habits	Critique of Performance	Peer review of semester week plan using a 5-element rubric with a 0,1,2 rating scale, 0 being lowest and 2 being highest. This was a collectively selected activity for spring 2021 semester by the CMI 101 instructors. See notes for further explanation. (CV)	70% of the students will earn will earn an average score of 1.4 or higher for all elements of the rubric.	Vila, Cheryl	Twenty-one students from two sections participated in the assessment activity. Out of the 21 students, 81% had an average score of 1.4 for all elements of the rubric (out of a maximum score of 2). Benchmark is met.	Benchmark Met	To ensure that students fully grasp and appreciate the tools in the planner, more time should be accorded for students to acclimatize and make this as a habit. Close monitoring in the first weeks of semester is important especially in making feedbacks to the "plan" and allowing students to adjust the "plan" in the semester to reflect student's reality.	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below). (Active)- Demiana Kumoru	70% of the students will write the essay will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Kumoru, Demiana	For S8 I used the planner as the assessment tool. So there were a total of 22 students that enrolled in my CMI 101. Out of that only 19 were active. And out of the 19 students only 9 turned in there planners and 10 did not. I want to find out if 14 students pass this assessment. Clearly the benchmark was not met.. I would need 14 students passing the assessment in order to meet the 70% benchmark.	Benchmark Not Met		No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below). (Active)- Demiana Kumoru	70% of the students will write the essay will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Kumoru, Demiana	The benchmark was not met because the 7 students had attendance issue. They stopped attending class after mid-ter. The other 3 did not turn in their planners. But for those who passed the assessment had good passing rate of 80%. And most of my students do not take the planner seriously although they are told so many times that scores be given for accomplishing the For SLO # 4 (Study Habits), I used the planner as the assessment tool. And I want to find out if 14 of my CMI 101 58 students passed the assessment . I had 19 active students in my class. Out of the 19, only 9 turned in their planners and 10 did not.	Benchmark Not Met		No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	CMI 101	Student Habits	Written Assignment or Essay	Students will demonstrate successful time management skills by creating a semester week plan (located in the CMI planner) that includes class time, study time and personal time. Faculty will provide qualitative anecdotal qualitative statements from students regarding the impact of the activity, along with quantitative data addressing how many student benchmark (see below). (KO)	Benchmark: 70% of the students will write the essay will earn 70% or higher based on each instructor's rubric (this would be a related document in the Amass and Process fields).	Osborne, Karalaini	The benchmark was not met simply because 7 students stopped attending classes after mid-term and 3 did not 11/14 (78%) of the students scored 70% or higher. 2/14 (22%) of the students scored less than 70% Three activities were given to the students on a period of one week. As we have 2 meetings per week, those who are absent in one of those meetings missed out on the discussions and guidance given in those classes. The two students who failed to pass in this assessment were absent from one of the two meetings and handed in incomplete work. They misunderstood the instructions. Those who were present in the two meetings understood what was required of them and wrote the reflection essay. 3/14 submitted a very good There were 14 students , 12 took the assignment and 2 were absent. Out of the 10 students that took the test, 7/10 scored 75% or above i.e. out of 20%, 7 students scored 15 or above. 3/10 students scored less than 75% @ 11/20 and 2/10 students scored less than 75% @4/20. The benchmark of 70% to score 75% and above was met indicating that the SLO was successfully met. The 5 students that did not meet the benchmark were absent the day we did class activity and practice test but were present to do the actual test. This SLO was met due to the following: 7/26 (27%) > 75% 19/26 (73%) < 75% 60% of the students of the whole class were able to grasp the idea of sketching a map relating to the information provided. However they failed to use proper symbols and abbreviations. On the first section of the assessment, where they were required to fill in the blanks, communicate and make small notes of the paragraph given, only 7 out of 26 students were able to perform well. The main weakness here was the incorrect information transferred from the paragraph to the activities. Wrong vocabularies and incorrectly spelled ones were seen in the students' worksheet. There All the 14 students in the class participated in the note-taking activity (100%). The results are as follows: 1) 40% achieved a score of 75% and above as benchmarked. 2) 40% scored between 50% to 74% 3) 20% scored less than 50%.	Benchmark Met	A standard Task and Rubric for all Instructors would be better for future SLO Assessments. Instruction should be done over a long period of time. And to be done at the beginning of every class. Some require one to one assistance. Workshops and seminars on filling in work plan should be carried out – daily plan or schedule-consistent across the departments. More time should be used in encouraging students by way of worksheets to allow them to sincerely express their emotions and thoughts. (KO) I will continue to teach this skill but more of training the students to HEAR and take note using any of the note taking strategy mentioned in this activity. (SSv)	Yes. The SLO statement needs revision.
Program (DEV) - Developmental Education	ENG 086	Note-Taking	Written Assignment or Essay	In SP2021, students in ENG 86 will refer to a paragraph provided by the Instructor and take notes using the most appropriate style from mind maps/ diagrams, tables, symbols and abbreviation, and outlining. Each Instructor will be responsible for the paragraph to be assessed by the class for this SLO.	70% of participants will score 75% or more in this activity	Savu, Silipa	The benchmark of 70% to score 75% and above was met indicating that the SLO was successfully met. The 5 students that did not meet the benchmark were absent the day we did class activity and practice test but were present to do the actual test. This SLO was met due to the following: 7/26 (27%) > 75% 19/26 (73%) < 75% 60% of the students of the whole class were able to grasp the idea of sketching a map relating to the information provided. However they failed to use proper symbols and abbreviations. On the first section of the assessment, where they were required to fill in the blanks, communicate and make small notes of the paragraph given, only 7 out of 26 students were able to perform well. The main weakness here was the incorrect information transferred from the paragraph to the activities. Wrong vocabularies and incorrectly spelled ones were seen in the students' worksheet. There All the 14 students in the class participated in the note-taking activity (100%). The results are as follows: 1) 40% achieved a score of 75% and above as benchmarked. 2) 40% scored between 50% to 74% 3) 20% scored less than 50%.	Benchmark Met	I intend to allocate more class time on doing Outlining from video presentations. In addition there should be more lessons on Grammar mechanics and note taking. The Outline Assessment that was given to the students is from the text, "21st Century Communication"-Ted Talks- and students find it a bit hard to relate. Thus there is a need to give more contextualized text to allow meaningful learning. Moreover, conducting the SLO Assessment in 2 meetings was not adequate enough, as students still need more practice. Therefore it should be carried out in 3-4 meetings taking into consideration the inconsistent	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 086	Note-Taking	Written Assignment or Essay	In SP2021, students in ENG 86 will refer to a paragraph provided by the Instructor and take notes using the most appropriate style from mind maps/ diagrams, tables, symbols and abbreviation, and outlining. Each Instructor will be responsible for the paragraph to be assessed by the class for this SLO. (KO). (Active).	70% of participants will score 75% or more in this activity.	Osborne, Karalaini	More practice exercise need to be carried out in class before the assessment to give students more opportunities to build their note-taking skills. The task was done after only 2 trials in class. During the trials, more than 50% of the students scored 70% and above in the activity, but during the actual assessed task, only 40% scored 70% and above. They forgot to use abbreviations and symbols.	Benchmark Not Met		Yes. The SLO statement needs revision.
Program (DEV) - Developmental Education	ENG 086	Note-Taking	Collaborative Group Activity	SP2021, students in ENG 86 will refer to a paragraph provided by the Instructor and take notes using the most appropriate style from mind maps/ diagrams, tables, symbols and abbreviation,	70% of participants will score 75% or more in this activity.	Maitokana, Gade	Descriptions of performance: 1) For the top 40% who achieved the benchmark, they used Informal Page Outline correctly and clearly. They also employed contractions and abbreviations as required. There was no properly worded sentences found in their notes. Likewise, they used their texting emojis effectively. 2) It was not the same for the second 40% of students EEnriquez: Eighty-percent [80 %] of participants completed the task successfully. Only 20% trailed behind. Freshmen students find it most challenging to	Benchmark Not Met		No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 086	Note-Taking	Collaborative Group Activity	SP2021, students in ENG 86 will refer to a paragraph provided by the Instructor and take notes using the most appropriate style from mind maps/ diagrams, tables, symbols and abbreviation,	70% of participants will score 75% or more in this activity.	Enriquez, Emiliana		Benchmark Met	A weekly assignment of this kind might be a good idea to add to the Moodle course.	No. The SLO statement doesn't need revision.

Program (DEV) - Developmental Education	ENG 086	Note-Taking	Skill Performance	In SP2021, students in ENG 86 will refer to a paragraph provided by the Instructor and take notes using the most appropriate style from mind maps/ diagrams, tables, symbols and abbreviation, and outlining. Each instructor will be responsible for the paragraph to be assessed by the class for this SLO. (Manase Manase)	70% of participants will score 75% or more in this activity.	Manase, Manase	Out of the 30 students, one withdraw, two spend more time cutting class, only show up when they feel please to. I conclude as my analysis, 27 of the overall number of the class completed the first half of the Semester. 57% of the 27 students score 75% and up, 29% of which pass the course, but score less than 75%. The remaining percentage score less than the set passing grade of 70%. The overall passing rate for this class was 86% which exceed the set benchmark, including those with a C pass. Most of the students who pass simply because, of their All the students in the class participated in this paragraph production activity. These are the results: 1) only 15% scored 75 points or more as benchmarked. This involved only 2 students out of the 13 total. They showed a proficient level of written expression with punctuation marks, subject-verb agreement, and sentence structure. One of them had a few errors with spelling (lap instead of lab; cap instead of cab). The other student showed minimal sentence level errors - the only problem were a few typos (which he corrected	Benchmark Not Met	Help at risk students meet the set benchmark, built up their know-how knowledge on the content, and also identify strength in the SLO's and implement conducive, effective and constructive mean for teaching and learning in the class. Ensure students hand-on on future activities, make the activities interesting, not boring - to help eliminate cutting and arouse students desire to come and learn, apply and comprehend. Working closely with these at risk children and understanding their problem, I believe is key to	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 089	English Grammar & Mechanics	Written Assignment or Essay	At the end of the Spring term, the students of Eng. 89 will produce a written assignment which will have no more than ten errors in the following: punctuation marks, capitalization, subject-verb agreement, sentence structure, spelling and the like (GM)	70% of participants should achieve at least a 75 mark.	Maitokana, Gade	All the students in the class participated in this paragraph production activity. These are the results: 1) only 15% scored 75 points or more as benchmarked. This involved only 2 students out of the 13 total. They showed a proficient level of written expression with punctuation marks, subject-verb agreement, and sentence structure. One of them had a few errors with spelling (lap instead of lab; cap instead of cab). The other student showed minimal sentence level errors - the only problem were a few typos (which he corrected	Benchmark Not Met	More lab classes to be organized so that students get used to typing assignments and using google doc. Peer review on essays also need to be carried out more effectively - a list of commonly seen grammar errors can be prepared before peer review to assist in the process.	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 089	English Grammar & Mechanics	Written Assignment or Essay	At the end of the Spring term, the students of Eng. 89 will produce a written assignment which will have no more than ten errors in the following: punctuation marks, capitalization, subject-verb agreement, sentence structure, spelling and the like (GM)	70% of participants should achieve at least a 75 mark.	Maitokana, Gade	All the students in the class participated in this paragraph production activity. These are the results: 1) only 15% scored 75 points or more as benchmarked. This involved only 2 students out of the 13 total. They showed a proficient level of written expression with punctuation marks, subject-verb agreement, and sentence structure. One of them had a few errors with spelling (lap instead of lab; cap instead of cab). The other student showed minimal sentence level errors - the only problem were a few typos (which he corrected	Benchmark Not Met	Students need to be familiar with typing assignments and using word.doc or google .doc programs. In future classes, they should be exposed to doing assignments using the computer very early in the semester. Most importantly, more lessons on grammar and writing should be designed where students brush up on their grammar skills.	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 089	English Grammar & Mechanics	Written Assignment or Essay	At the end of the Spring term, the students of Eng. 89 will produce a written assignment which will have no more than ten errors in the following: punctuation marks, capitalization, subject-verb agreement, sentence structure, spelling and the like. (KO) (Active)	Benchmark: Seventy percent of participants should achieve at least a 75 mark.	Osborne, Karalaini	7/22 (32%) < 10 grammatical errors 15/22 (68%) > 10 grammatical errors The most frequent error in the students' writing was subject verb agreement, spelling, and word forms. 90 subject verb agreement errors were identified 62 spelling errors and 50 word forms. The others were 24 sentence structure, 16 punctuation, 6 capitalization, 2 linking words, 2 articles. The highest number of grammatical error committed by a student is 18 and 25 is the overall number of students in the class, one withdraw and two no show. Out of 22 students, 80% managed to pass. From this 80% of the students who pass, 56% of which manage to score 75% and above, the remaining 24% score between 70% - 74%, which mean a pass, but they did not meet the set benchmark of 75% and above. The SLO statement need no revision since, even though the bench mark was not met, 80% of the overall students pass. Currently I am still working with my students, especially the at risk, hopefully by the end of the semester, the set benchmark is achieve.	Benchmark Not Met	More practice on worksheets is needed to improve language efficiency and reduce grammatical errors. Furthermore, 2 meetings or more are needed for just editing of an assigned paragraph writing. More verbal practice in class is necessary for identification and correction of grammatical errors. This practice if carried out in sensitivity and tact could instill confidence on the students and consequently will improve both their spoken and	Yes. The SLO statement needs revision.
Program (DEV) - Developmental Education	ENG 089	English Grammar & Mechanics		At the end of the Spring term, the students of Eng. 89 will produce a written assignment which will have no more than ten errors in the following: punctuation marks, capitalization, subject-verb agreement, sentence structure, spelling and the like. MM	Seventy percent of participants should achieve at least a 75 mark.	Manase, Manase	25 is the overall number of students in the class, one withdraw and two no show. Out of 22 students, 80% managed to pass. From this 80% of the students who pass, 56% of which manage to score 75% and above, the remaining 24% score between 70% - 74%, which mean a pass, but they did not meet the set benchmark of 75% and above. The SLO statement need no revision since, even though the bench mark was not met, 80% of the overall students pass. Currently I am still working with my students, especially the at risk, hopefully by the end of the semester, the set benchmark is achieve.	Benchmark Not Met	No changes to be made to the SLO anytime soon. PWFAM is a very conducive methodology thoroughly design to engulf any cultural setting where it is implemented. Working closely with the at risk hopefully the 24% pass, but did not meet the set benchmark will pass exceeding the set benchmark. More hands-on is needed, meaning more dedication and commitment from me and as well from the students. Furthermore, a lot more drills are needed and with limited time remaining, our commitment (me and the students) is crucial	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 089	English Grammar & Mechanics	Collaborative Group Activity	EEnriquez: At the end of the Spring term, the students of Eng. 89 will produce a written assignment which will have no more than ten errors in the following: punctuation marks, capitalization,	Seventy percent of participants should achieve at least a 75 mark.	Enriquez, Emiliana	EEnriquez. The students did it. Seventy -five percent of the participants garnered passing marks of 70 and 80. Twenty -five percent failed to achieve passing marks.	Benchmark Met	I would like to do this exercise for every unit as an integral activity.	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 089	English Grammar & Mechanics	Written Assignment or Essay	Practice: At the end of the Spring term, the students of Eng. 89 will produce a written assignment which will have no more than ten errors in the following: punctuation marks, capitalization, subject- verb agreement, sentence structure, spelling and the like. (Active) - MT (SS)	Seventy percent of participants should achieve at least a 75 mark.	Savu, Silipa	12 students out of 14 took this activity. 2 students were absent. This is a breakdown of the number of mistakes made by students: 17 mistakes by 1 student 11 mistakes by 2 students 10 mistakes by 1 student 4/12 students *100=33.3%. This clearly shows that the benchmark of 70% to achieve 75 mark was not met. The top 3 mistakes made by all the 12 students in this activity were: 1. Subject/verb agreement=30 mistakes 2. Spelling=28 mistakes 3. Punctuation=14 mistakes The top 3 mistakes made shows the following: 1. Students made simple mistakes of adding -s to make nouns plural. This is also reflected in their speech whereby the -s sound is always avoided for some reason. 2. Students need to understand sentence structure to	Benchmark Not Met	This SLO should be evaluated at the end of the semester to give students more time to practice the mechanics of writing to be evaluated. More time should be devoted to grammar work in class. (SSv)	No. The SLO statement doesn't need revision.
Program (DEV) - Developmental Education	ENG 096	Note-Taking	Objective Type Exam/Quiz - In Course	(A.I.) To access students ability to take credit level notes they will take notes during a lecture on student habits with a follow-up quiz. Students will receive an article on student habits one week before the lecture and will be instructed to be prepared for the lecture by reading the article prior to class. The lecture will include a limited power point to structure content from the article with additional information. Students will use their notes from the lecture note to answer questions on a quiz comprised of multiple choice, true/false, and one open ended answer. The article and quiz will be related documents during the Amass & Process Data phrase.	70% of participating students will earn at least 70% on the quiz.	Ishiguro, Amanda	8 of the 10 students (80%) who took notes and the quiz scored over 70% which means the benchmark was met. Of the two students who failed the quiz 1 student also failed the note taking assignment while the other scored 90% on notes, A third student who earned 70% on the quiz failed the note taking assignment. Analysis The two students who failed the quiz missed a lot of class. One student had missed 6 classes and the other student had missed 8 classes. The student who passed the quiz but failed the notes part missed 3 classes. Another student also had 3 absences but passed both the notes and quiz most likely as a result of attending class on lecture days while the other student missed lecture days. The assessment tool has an accidental design error. When planning the tool (quiz) I was supposed to include a multiple choice and a true/false question in	Benchmark Met	Action The assignment should be repeated with a new quiz that includes the multiple choice and true/false question to see if students with lower English fluency benefit. This assignment could also be done without the article in advance. This would make it a true indicator of students' ability to take notes.	No. The SLO statement doesn't need revision.

Program (DEV) - Developmental Education	ENG 096	Note-Taking	Skill Performance	After having learned the Cornell Method of Note-taking, students will listen to a lecture on stress and will actively take down notes using the Cornell format. The students should be able to fill out all the parts of the lecture note with appropriate question cues, important information, and the summary of the lecture. The students are graded based on the organization of their notes using the Cornell Method and on the completeness of their notes. (RB)	70% of participating students will score 70% or higher in this assessment. The note organizing and note completion results will be averaged to calculate the overall score.	Bojos, Rosalie	ENG 096 - SLO ASSESSMENT SP 2021 (RBojos)	Benchmark Met	In the next semester, students should be trained to use more note taking symbols and more practice activities in using these symbols. They will also be trained how to draw a flowchart when notetaking a process. Aside from this, they will be required to write notes using the Cornell format all the time so they get used to doing and using it. Lastly, an additional activity, like answering a quiz using their notes, will be given to see if taking down notes will help them pass a quiz. (RB)	revison.		
Program (DEV) - Developmental Education	ENG 096	Note-Taking	Skill Performance	Students will listen to a Ted Talk (21cc Unit 2 Book 3) and take notes using any appropriate note-taking skills or a combination of note-taking skills from the 4 types that they have learnt in class. Using the information on their notes, they will answer an objective type test based on the information from the Ted Talk. (GMaitokana)	70% of students who participate in the activity will score 70 or more on the Note-Taking activity and the Test.	Maitokana, Gade	Assessment Data and Analysis There were 49 students in 4 sections of ENG 096 who participated in the assessment as follows: ENG 096 - Section 1 = 10 students ENG 096 - Section 3 = 20 students ENG 096 - Section 4 = 11 students ENG 096 – Section 5 = 8 students.	Benchmark Met	The Ted Talk could be played thrice (3 times) to be fair on the students who are not fluent English speakers. For one, the speaker is a native English speaker so she was speaking in a natural native speaker's speed. Playing the video more than once will assist students in note-taking as they can add what they missed the first time they listened. More practice could be done in class on other similar Ted Talks with native speakers of English to expose students to the speed and intonations used in speech.	No. The SLO statement doesn't need revision.		
Program (DEV) - Developmental Education	ENG 096	Note-Taking	Written Assignment or Essay	Students will listen to a lecture and use an outline to complete the notes. They will be required to write at least 5 words they hear in abbreviated form, (by removing vowels in words) and this will be followed by class discussion. Students will then use their notes to answer a summary worksheet for comprehension.	70% of students will score at least 70% or above in this assignment.	Savu, Silipa	Assessment Results and Analysis 1. Skill in filling all the fields in the Cornell Note sheet. Results showed that 47 students (96%) had filled all the parts of the note sheet with the appropriate questions, notes and summary. The other 2 students (4%) wrote down the questions and notes but did not write a summary of the lesson. With 96% of the students appropriately organizing their notes using the Cornell Note sheet, the students actively listened to a podcast about how stress affects the body and at the same time took down notes to answer the three (3) guide questions given prior to the listening activity. They were assessed on the following specific notetaking skills: a. filling out all the fields – cues, notes, and summary - in the Cornell Note sheet, and b. completing their notes, (which were the answers to the 3 guide questions). Those notes were the main points and supporting details of the topic in the podcast.	Benchmark Not Met	This assessment tool is appropriate to assess note taking. Students need to see the connection between reading skills learnt in ENG 89 and understand that these skills can be applied both in listening and writing. More time should be devoted to teaching reading/listening skills in class. (SSv)	No. The SLO statement doesn't need revision.	Met Requirements	Approved
Program (DEV) - Developmental Education	ENG 096	Note-Taking	Skill Performance	After having given several listening activities and learned note-taking strategies, the students will actively listen to a podcast and will complete lecture notes with appropriate details. Such notes will be used in writing a paragraph expressing their stressful experience and how they manage their stress. (CC)	70% of the students will earn 70% score or higher in this listening and note-taking assessment.	Concepcion, Cherry	1. This clearly shows a correlation between taking good notes and understanding the content. Based on the assessment results, Out of 6 students who participated in this activity, 67% of the students scored 70% while 33% of the students scored 55%. With this, the benchmark was not met. From the results, it shows the students' difficulties are in listening and filling in the appropriate details at the same time. The listening had to be repeated several times for the students to get the correct details. In their notes, some students have used the words, which did not even relate to details. An understanding of cause and effect relationships is a challenge that needs to be improved, too. On the other hand, in paragraph writing only 50% of the students 10 students took this activity. Out of the 10 students: *10 achieved unity in their essay *10 achieved cohesion *10 had more than 3 similar errors in grammar.	Benchmark Not Met	In order to enhance and strengthen students' skills in listening and note taking, I will provide students more practice activities in note taking focusing in cause and effect relationships, main points/details, and other effective note taking strategies. A pre-assessment should be administered at the beginning of the semester in order to identify the weaknesses immediately. In addition, assigning a list of words as a weekly focus for note taking will also be incorporated in my instruction.	No. The SLO statement doesn't need revision.		
Program (DEV) - Developmental Education	ENG 099	English Grammar & Mechanics	Written Assignment or Essay	Students will respond to a prompt in class with a 2-5 paragraph essay/response with minimal sentence-level grammar errors, coherence, and unity. The students will be expected to produce a hand written response with no more than 3 similar errors occurring in grammar, unity or cohesion.	70% of the students who participate in the given activity will score 70% or above according to individual teacher's rubric.	Savu, Silipa	Essay was graded out of 30 and these are the results: *1 student@ 25/30 *3 students @24/30 *1 student @ 22/30 70/100*30=21% 5/10=50% achieved 21/30 or above which is well below the benchmark of 70 therefore SLO not met.	Benchmark Not Met	1. Organizing the essay was well done because of the preparation and time put into it. However, grammar needs to be emphasized more in class - grammar application as opposed to prescriptive grammar. 2. I will continue to religiously follow the 7 steps of writing process because it not only helps in the idea formation but in the organization of essay. 3. Topics should also be relevant ones that the students can relate to. They will write something they experience and understand. (SSv)	No. The SLO statement doesn't need revision.		
Program (DEV) - Developmental Education	ENG 099	English Grammar & Mechanics	Written Assignment or Essay	Students will respond to a prompt in class with a 2-5 paragraph essay/response with minimal sentence-level grammar errors, coherence, and unity. The students will be expected to produce a hand written response with no more than 3 similar errors occurring in grammar, unity or cohesion.	70% of the students who participate in the given activity will score 70% or above according to individual teacher's rubric.	Maitokana, Gade	Unity and cohesion of the essay was possible due to the following reasons: 1. This essay was an extension from the same paragraph they wrote in ENG 89 only this time ENG 99, they expanded it to a 5 paragraph essay. 2. Unity and cohesion is evident because brainstorming was done in class with a lot of discussion on the topic. Students followed the 7 steps of the writing process. 8 students participated in the activity. They wrote an argument essay on the closure of the RMI Borders due to covid-19. There were a lot of discussions in class on the advantages and disadvantages of closing the borders to get the students thinking. So, in terms of arguments and ideas, the students were well informed. An outline was prepared to assist in organizing the content of the essay. To aid in editing, we engaged in peer review. Results showed that : *67% of the students who participated scored 70% or above in the grammar section. They made use of the	Benchmark Not Met	Peer Review needs to be carried out with competent reviewers instead of class mates. Prior organization with WH201 tutors and Academic coaches can be done to ensure that they are engaged in the peer review process.	No. The SLO statement doesn't need revision.		

Program (DEV) - Developmental Education	ENG 099	English Grammar & Mechanics	Written Assignment or Essay	Students will respond to a prompt in class with a 2-5 paragraph essay/response with minimal sentence -level grammar errors, coherence, and unity. The students will be expected to produce a hand written response with no more than 3 similar errors occurring in grammar, unity or cohesion. (RBojos)	70% of the students who participate in the given activity will score 70% or above according to individual teacher's rubric.	Bojos, Rosalie	ENG 99-3 and ENG 99-5 (RBojos)	Benchmark Not Met	1.The grammar skills of the students must be strengthened, therefore in the succeeding semesters, I will include those grammar rules that students have not mastered as shown in this assessment. 2. Prior to starting my lessons in Eng 99 in the next semester, I will conduct a grammar test to have a baseline data on their grammar skills and teach those skills that they need to write better essays. 3. Modify the assessment tool and rubric. Three or less errors in grammar is just too lofty or high a goal. 4. Find out ways and create lessons that teach grammar in context. (RBojos).	No. The SLO statement doesn't need revision.		
Program (DEV) - Developmental Education	ENG 099	English Grammar & Mechanics	Written Assignment or Essay	Students will respond to a prompt activity in class with a 2-5 paragraph essay/response with minimal sentence -level grammar errors, coherence, and unity. The students will be expected to produce a hand written response no more than 3 similar errors occurring in grammar, unity or cohesion. (Js)	70% of the students who participate in the given activity will score 70% or above on each prompt and then average to one final score according to individual teacher's rubric. The final score will be 70% or above.	Seru, Jennifer	The writing assessment used to measure this SLO was a Journal entry under the Topic of Nuclear testing in the RMI. A total of 17 student participated in this activity by submitting their journal entries. There was a mixed response from the students as they shared their perspective of Nuclear testing and what they wished for differently. Of the 17 that participated, 9 scored 70% and above with minimal grammar, unity and cohesion error. This 53% pass rate is 17 % less then the benchmark of 70%. There were 2 participants who score between 3-5 errors and a score between 50-69%. The rest of the 6 participants scored 5 and above errors with scores of 49% and below.	Benchmark Not Met	This assessment highlighted the need for more and heavy grammar work in their ENG activities. Moving forward I will increase the class reading activities, leisure reading and consider online grammar activities for more practice. I will work across the department to figure out ways to combat this grammar weakness.	No. The SLO statement doesn't need revision.	Meeting requirement	Approved
Program (DEV) - Developmental Education	ENG 099	English Grammar & Mechanics	Written Assignment or Essay	Students will respond to a prompt in class with a 2-5 paragraph essay/response with minimal sentence -level grammar errors, coherence, and unity. The students will be expected to produce a hand written response with no more than 3 similar errors occurring in grammar, unity or cohesion.(CC)	70% of the students who participate in this activity will score 70% or above according to the teacher's rubric.	Concepcion, Cherry	Based on the assessment result, Out of 11 students who participated in this assessment, 73% of the students scored 70% and above and 27% scored 70% below. With this result, the benchmark was met. The student's work shows an understanding in expressing clearly a thesis statement and topic sentences. The students were able to use an effective and interesting hook in their introduction, although stating the	Benchmark Met	For next semester, more focus will be given on how a connecting information and conclusion can be stated by providing students example essays to analyze or for comparison. These are the two areas that need improvement aside from grammar and mechanics. Either the students are confused on how connecting information should be written or how to conclude a paragraph. However, in other	No. The SLO statement doesn't need revision.		
Program (DEV) - Developmental Education	ENG 099	English Grammar & Mechanics	Written Assignment or Essay	(A.I.) Written Assignment or Essay Students will respond to a prompt in class with a 2-5 paragraph essay/response with minimal sentence -level grammar errors, coherence, and unity. The students will be expected to produce a hand written response with no more than 3 similar errors occurring in grammar, unity or cohesion.	Benchmark: 70% of the students who participate in the given activity will score 70% or above according to individual teacher's rubric.	Ishiguro, Amanda	Data Results 9 participants. Complete assignment score: 7 passed with over 70%. 2 were under 70%. 78% passed. Specific section on grammar, unity and cohesion score: 5 pass and 4 fail. Benchmark not met.	Benchmark Not Met	Action There are two important actions that need to be taken. This SLO was difficult to determine as met or not as the guidelines were no more than 3 similar errors in grammar, unity & coherence.	No. The SLO statement doesn't need revision.		
							Analysis Grade of whole assignment: The students who earned over 70% were attending class more often than those who did not pass. In fact there was some correlation between how often students were on time to class and earning a higher percentage on the assessment. Only one student who regularly attended class earned on the low end, 75%, and the student struggled with English grammar beyond the others often having to ask classmates for help on how to say something. Two other students who scored in the low 70s were absent more than 3 times. There was one anomaly of a student who was absent 4 times at the end of the semester, but still earned 79.5% on the assessment, however, the student did not struggle with grammar during the semester. One of the students who did not meet the benchmark was absent 3 times during the semester and the other one was absent 10 times.		First, faculty need to discuss what "minimal sentence -level grammar errors" really means. Some grammar errors are tiny and not distracting. Other grammar errors can stop a reader from understanding. Does having three tense errors mean a student has not met the benchmark when it is still easy to understand the piece? Second, the scoring material needs to be modified to reflect the previous discussion. Grammar errors should be moved into a rubric format instead of a number to failure format.			
Program (EDU) - Elementary Education AS	EDU 101	Writing Process	Written Assignment or Essay	Writing #3 will focus on and assess the student's understanding of and participation in the writing process: ideas, drafting, reading his/her own work for issues addressed in the rubric, revising and making progress through metacognition throughout the writing experience. P. Perkins	75% of the students will achieve a minimum of 70% on the rubric that will be provided to students throughout the semester.	Perkins, Pamela	Analysis: At the beginning of the semester, 24 students were enrolled, and one left the class very early in the semester because she was concerned about being over-committed. Of the 23 students who remained, 17 participated in the writing activity in time to be included in the assessment. Of that number, 12 were successful within the 70% or higher range. To consider the Benchmark as MET would have required 13 students to meet the 70% cutoff. This class was created in order to provide a foundation in literacy development for future classroom teachers so that they have the skills and knowledge to provide literacy development for their elementary students.	Benchmark Not Met	Actions: There needs to be more coordination among teachers at CMI. Dev Ed, English, and Education Department faculty must work together to see that a foundation is provided for students who have accepted isolated skills instruction throughout their early years in school as adequate instruction. The IQBE grant and the Quality Pedagogy Framework (QPF) focus on quality pedagogy: the understanding of what needs to happen for learning outcomes to be sustainable and construct a foundation for higher level thinking and learning.	No. The SLO statement doesn't need revision.		
Program (EDU) - Elementary Education AS	EDU 109	Western Philosophies	Project - Group	In a study of the development and influence of western philosophies of education, students will select two philosophies and examine the following aspects, Aims of Education, Methods and Curriculum and Role of the teacher. Students will use primary and secondary sources and school observations for their study. Students will reach conclusions on which philosophies are used or can be used by teachers in their own country. The project will be submitted as a written report. Categories A, B, C and E will be a combined effort by the group members. Category D will have individual reports from each group member. A rubric will be used to assess the research project. The categories in the rubric will be A) Aims of education (20 marks), B) Methods and Curriculum (20 marks), C) Role of the teacher (20 marks), D) Demonstrating Knowledge of theories- Conclusion (25 marks) E) Organization-grammar, MLA citations (15 marks). The total score for the rubric is 100 marks.	80% of the students to score 80 out of 100 in the rubric.	Koroi, Rosie	SLO# 1 Examine the development and influences of western philosophies of education. The assessment tool for the SLO was group work. Students were assessed on their knowledge of the learning philosophies that were discussed in class were, Progressivism, Constructivism, Reconstructionism, and Behaviorism. The groups went out and observed teachers in the classroom to see what learning theory the teacher was using. Groups were to write a report on their observations and come to conclusions on which philosophies teachers were using. Benchmark set: 80% of the students to score a total of 80 marks out of the possible 100 marks Assessment Data and Analysis The benchmark set was that 80% of the students to score 80/100 marks. 30 students enrolled in EDU 109 in the beginning of the semester. 2 students dropped out of the course. 28 students remained. 80% of the	Benchmark Not Met	Although all Education Department faculty bring I found out that the students in the course this semester needed a lot of explaining compared to previous students that I have taught. In the future I will seek consent from some teachers in the schools to have some of their lessons videotaped for my course. The videotaped lesson could help the students and I analyze the teacher's teaching methods and connect the relevant learning philosophy to it. The assessment tool I used was group project. I will use the Individual project assessment tool in the future.	No. The SLO statement doesn't need revision.	The assessment tool is well-constructed and tied closely to the SLO with appropriate depth of knowledge and difficulty. Both qualitative and quantitative evidence is provided.	Approved

Program (EDU) - Elementary Education AS	EDU 150	Communicate Algorithms	Written Assignment or Essay	The Problem Solving Rubric will be the main tool for this assessment. The rubric has 4 elements that correspond to Polya's 4-step problem solving process. These are: Understanding the Problem, Devising a Plan, Carrying Out the Plan, and Looking Back. Each element is scored from 1 to 4, 1 being the lowest and 4, the highest. Since SLO#1 is about communicating algorithms in writing, the data will be the average score for the CARRYING OUT THE PLAN element that describes the algorithm or procedures used in solving the problem. This section also includes the use of appropriate representation when necessary, such as tables or drawings, or patterns and making a general rule about the solution. There are 10 problems sets, categorized as homework (HW). Each set contains 2 problems. Scores on the 3rd element will be averaged and becomes the score for the set. The scores on the 10 sets will further be averaged and becomes the final score. L. Castano	On a rubric scale of 1 – 4, 75% of the students will attain an average score of 2.3	Castano, Luciana	In the spring 2021 semester, 23 students registered for the course. Of this number 3 did not turn any of the HW sets. Only the remaining 20 will be included in this analysis. The table below shows the score of each student. Student: 1234567891011121314151617181920 Score: 1.1 1.1 1.1 5.2 4.2 4.2 7.2 0.3 3.1 7.1 9.1 1.7 2.3 1.9 1.3 6.1 7.1 0.2 0.2	Benchmark Not Met	1. Coordinate with the Student Services department to hire and designate one STAMP tutor to help EDU 150. 2. Encourage and refer students to the Writing Center tutors to help them in writing their algorithm in problem solving. 3. Work a schedule for students for a tutoring appointment during office hours or any at any other time that works for both instructor and student.	No. The SLO statement doesn't need revision.	Depth of knowledge and level of difficulty fall into the well-developed range. The assessment tool is appropriate for the nature of the SLO, and the writing is of high caliber academic quality. The activities reflect an understanding and connection to the lives of the students assessed. Both quantitative and qualitative evidence is provided.	Approved
Program (EDU) - Elementary Education AS	EDU 210	Learning Environments	Project - Group	This project pairs students to focus on the construction and application of QPF (Quality Pedagogy Framework) to create a positive learning environment. Students (will be asked to prepare a Social Studies QPF suitable for Grade 1 children. Students are to use the IQBE learning plan template. The instructor will use the QPF rubric to assess how the students have incorporated creative yet practical ideas from (lectures, handouts, assigned readings, group projects) into their learning plans. Additionally, students are to relate how the six components of their QPF are intended to create positive learning environments during their presentation. The presentation of the QPF will be on a peer or school-based. The final write up can be presented in power-point, video, or other audio visual Students will carry out an individual project which is to create a story in a Big Book format. Using their story students will develop their curriculum materials on oral language activities, phonics and word activities, and reading and writing activities. The students will use their Big Book to develop their QPF lesson plan and teach their lesson in a PSS classroom. Students will be assessed using a rubric of 100 marks. The rubric will be divided into two categories. Category 1-Organisation (Big Book, reading materials) worth 50 marks and Category 2- Lesson Presentation worth 50 marks.	80% of students will achieve a score of 80/100=16/20 or above.	Kamenio, Luisa	The EDU 210 course enrolled 20 students in Spring semester (2021). The data below shows the results of the students scores for the SLO being assessed this semester. Three students did not participate in this assignment for personal reasons Marks out of 20 19 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18	Benchmark Met	•I have in mind to continue to assess developments and presentations of QPF as my assessment tools. I intend to focus on improving the performance on this QPF presentation having the students to do it over a period of seven (7) to eight (8) weeks in the first half of the semester, whereby I will incorporate the pedagogy and components of QPF step by step with clear demonstration to assist students to develop adeptness in the art and science of QPF Actions. Building resources for our students to have when they go to teach is very important. I view the creation of the Big Book format and the activities that go with it to be very useful for our students. I hope it will inspire them to create more books in the Big Book format for their own classrooms and have their students do the same	No. The SLO statement doesn't need revision.	The assessment tool is appropriate for the SLO's depth and level of difficulty. It clearly describes the evidence. It provides both qualitative and quantitative data. The rubric guides the students' activities to achieve the goal of the assessment. The assessment tool is well-written and clear.	Approved
Program (EDU) - Elementary Education AS	EDU 211	Reading-Across-the-Curriculum	Project - Individual	This is a paired-students project that focusses on the construction of an Oral Reading lesson and teaching resources suitable for SPED and Beginning Readers. There are two parts in marking the project. The instructor will assess students on how they have integrated creative and practical ideas from lectures, handouts, assigned readings, class discussions and their own teaching experiences into their reading learning plan. The ASEE Reading Assessment guide will be used for grading students' work. The second part will assess students on how they have integrated a best classroom management principle with evidence into the actual lesson presentation which will be school or community based.	80% of students will score a total of 80 out of a possible 100 marks.	Koroi, Rosie	EDU 211 SLO #2 Develop reading activities across the curriculum. The project was an individual one. Students were to create a story in the Big Book format. Using their Big Book students formulated a lesson on the QPF template. The lesson included speaking, reading, and writing activities. Students then took their prepared QPF lesson and taught in one of the PSS classrooms. The SLO assessed students' creativity in their Big Book presentation and how they used it as a teaching tool to enhance students' reading and writing activities. Benchmark set: 80% of the students to score a total of 80 marks out of the possible 100 marks.	Benchmark Met	•I hope to continue with the reading assessment and encourage students to honor the reading schedule with the school •I intend to improve the performance with more hands-on modelling by the instructor and more similar micro-teaching activities (class-based) by students, especially those who have problems with confidence and work on improving voice, tone, and clear expressions. •I have in mind to use these reading strategies to enhance students' understanding and	No. The SLO statement doesn't need revision.	The SLO and assessment tool are well-matched, appropriate in depth, and level of difficulty. Both quantitative and qualitative measures are considered. Guidelines and criteria for evaluating students are clear and direct.	Approved
Program (EDU) - Elementary Education AS	EDU 241	Relationship & Integration	Project - Group	This is a paired-students project that focusses on the construction of an Oral Reading lesson and teaching resources suitable for SPED and Beginning Readers. There are two parts in marking the project. The instructor will assess students on how they have integrated creative and practical ideas from lectures, handouts, assigned readings, class discussions and their own teaching experiences into their reading learning plan. The ASEE Reading Assessment guide will be used for grading students' work. The second part will assess students on how they have integrated a best classroom management principle with evidence into the actual lesson presentation which will be school or community based.	80% of students will achieve a score of 80/100= 16/20 or better for the final result of their project	Kamenio, Luisa	Assessment Data and Analysis. The EDU 241 course enrolled 23 students in spring semester (2021). The data below shows the results of the students' scores for the SLO being assessed this semester. One student left the class. Mark out of 20 19 19 19 20 18 19 16 16 16 19 18 16 20 18 19 18 19 19 19 19	Benchmark Met	•I hope to continue with the reading assessment and encourage students to honor the reading schedule with the school •I intend to improve the performance with more hands-on modelling by the instructor and more similar micro-teaching activities (class-based) by students, especially those who have problems with confidence and work on improving voice, tone, and clear expressions. •I have in mind to use these reading strategies to enhance students' understanding and	No. The SLO statement doesn't need revision.	The SLO assessment is written well and is of appropriate depth and level of difficulty. The assessment tool is clearly tied to the SLO, and the evidence is explained with both quantitative and qualitative data.	Approved
Program (EDU) - Elementary Education AS	EDU 250	Logical & Practical Methods	Written Assignment or Essay	Students in this course are required to create 3 problems that reflect both course content and any of the following: local activities, local practices, cultural customs, or traditions. They then solve these problems using Polya's four-steps. A rubric will be used to assess this SLO. The rubric has 2 main categories, Problem and Solution. The Problem category has 4 elements, namely: Ineffective, Partially Effective, Effective, and Highly Effective. The Solution category also has 4 elements, namely: Serious Flaws, Minor Flaws, Competent Response, and Excellent Response. Both categories are rated from a low 1 to a high 4. Points earned on both Problem and Solution will be the averaged. The final points earned will be the average of the 3 problems with solutions. L. Castano)	On a scale of 1 – 4, students should attain an average score of 2.5. Assessment tool:	Castano, Luciana	All 22 students passed this assignment. There were 26 students that were officially registered in this course. One (1) went on a Leave of Absence due to an injury while another one (1) did not turn in any assignment. Therefore, only 24 will be included in the analysis of the results. Data: Student: 123456789101112131415161718192021222324 Score: 4.1 2.2 2.2 2.2 5.2 4.2 3.2 2.6 1.5 1.3 5.2 1.2 5.1 1.9 1.3 3	Benchmark Not Met	1. This type of assignment could be done in pairs or in groups, each one focusing on one topic or reduce the number to two with the proviso that each problem will integrate at least 2 content topics. 2. Make drafts mandatory and allow up to two revisions. This is in conjunction with referral to the Writing Center tutors to improve grammatical structure. 3. Include in class discussions creating problems in the first four content topics integrating local practices and issues.	No. The SLO statement doesn't need revision.	The SLO assessment is well-developed and appropriately reflects the depth of the subject matter and tool utilized for data collection. The activities included are relevant to students' lives. Analysis and Actions are clear and concise, and the reporting represents academic writing conventions at a high level.	Approved
							The data above showed that 8 or 33% attained scores of 2.5 or higher while 14 or 67% attained scores less than 2.5. This means that the benchmark was not met. The categories and corresponding points used in marking this assignment for each section are as follows: PROBLEM SOLUTION Ineffective 1 Serious Flaws Partially Effective 2 Minor Flaws Effective 3 Competent Response Highly Effective 4 Excellent Response In analyzing the scores based on the above marking system above, the following results came out for each section: Section: Problem Score: 123456789101112131415161718192021222324					

Program (EDU) - Elementary Education AS	EDU 251	Inquiry-based Science Activities	Project - Individual	Students are observed and rated using the Rubric for Assessing Inquiry-based Learning and Instructional Materials (RAILIM) for their assigned projects and learning materials developed. Data for this SLO will be the scores attained in the rubric that includes 4 descriptive items that cover the criteria included in the rubric. Each item is rated from a low 1 to a high 5. When an item is not included, it is marked 0 (zero).	On a scale of 1 – 20 points, 85% of the students will achieve an average score of 16 points of 20.	Ralpho, Marson	67%	76% (16 out of 21 students) earned an average score of 16 points or higher; 24% (5 out of 21 students) earned less than an average of 16 points.	Benchmark Not Met	In the future, I will provide more regular group and pair discussions regarding to ensure that all students are able to express and understand the whole concepts before stepping into the field of higher level-order learning (e.g. apply, evaluate, analyze, and create). This is to address the gap of knowledge that became apparent from this recent assessment. After peer-learning and regular group discussions, students who still need to augment their skills and are in needs of more attention will meet with the instructor for more concentrated guidance.	No. The SLO statement doesn't need revision.	The assessment tool is well written, tied to the activities related to the SLO, and is of appropriate depth and level of difficulty. The assessment includes both quantitative and qualitative evidence of the SLO. It is written in clear, concise language.	Approved
Program (EDU) - Elementary Education AS	EDU 251	Investigative Activities	Project - Individual	Students are observed and rated using the Rubric for Assessing Inquiry-based Learning and Instructional Materials (RAILIM) for their assigned projects and learning materials developed. Data for this SLO will be the scores attained in the rubric that includes 4 descriptive items that cover the criteria included in the rubric. Each item is rated from a low 1 to a high 5. When an item is not included, it is marked 0 (zero).	On a scale of 1 – 20 points, 85% of the students will achieve an average score of 16 points of 20.	Ralpho, Marson	76%	The benchmark (on a scale of 1 – 20 points, 85% of the students will achieve an average score of 16 points) was not met in EDU 251. 76% of the students earning 85% or higher, but indicating that three students were successful meeting the SLO. 9% (2 out of 21 students) earned averages between 70% to 80%. The other 15% (3 out of 21 students) earned less than an average of 70%.	Benchmark Not Met	Furthermore, I will also consider reviewing and redesigning the assessment tool to identify the In the future, I will provide more regular group and pair discussions regarding to ensure that all students are able to express and understand the whole concepts before stepping into the field of higher level-order learning (e.g. apply, evaluate, analyze, and create). This is to address the gap of knowledge that became apparent from this recent assessment. After peer-learning and regular group discussions, students who still need to augment their skills and are in needs of more attention will meet with the instructor for more concentrated guidance.	No. The SLO statement doesn't need revision.	The assessment tool is tied to activity required for the SLO and is appropriate in depth and level of difficulty. It provides qualitative and quantitative evidence. The Assessment tool and analysis are well written.	Approved
Program (EDU) - Elementary Education AS	EDU 285	ESL Learning	Project - Individual	Students will plan lessons for elementary grade students using strategies compatible with the Quality Pedagogy Framework (QPF) that will facilitate second language learners' language development. CMI students will prepare to engage elementary students in a story and/or Readers Theater script in Marshallese language and will connect to the English version or translate to English. The QPF must start by activating students' prior knowledge regarding what they already know about culturally appropriate stories. The ultimate goal is to provide connected activities that involve the elementary students, and resources must be appropriate to their age/grade and interest level. K. Lussier	75% of students will achieve 70% or higher on the rubric for their lesson planning, resources, and connected activities.	Lussier, Kannea	87%	Students in this course are expected to apply the theories and contents learned in their coursework into Benchmark: MET 87% of students achieved 70% or higher on the rubric for their lesson planning, resources, and connected activities.	Benchmark Met	Furthermore, I will also consider reviewing and redesigning the assessment tool to identify the Action: More practice is needed regarding how to prepare a more effective high quality QPF prior to expecting students to understand the components of the QPF thoroughly. There should be more emphasis on the pedagogy related to the QPF: Bloom's Taxonomy and the Structure of Observed Learning Outcomes (SOLO). Producing effective high quality resources is a crucial part of a high quality QPF. Therefore, the instructor must provide more examples of the components throughout the course and prior to expecting students to fully understand connecting activities to both the resources and to the prior knowledge of their students. In the future there will be more class discussions and analysis activities on the unique principles of the performing arts done by the students in the classroom. This will help students to have a better understanding of the SLO.	No. The SLO statement doesn't need revision.	The assessment tool is well-developed, clearly tied to the SLO, and appropriate in depth and difficulty. The assessment tool is clear in regard to the evidence, who, and how it will be gathered. The assessment tool includes qualitative an quantitative evidence. Students engaged in dual language events with the elementary students with whom they worked, incorporating the lived-experiences of both levels of The SLO represents both the CMI students and their elementary students' lived experience and local content with culturally appropriate music and dance. The assessment tool is appropriate in depth-of knowledge and level of difficulty. The academic writing of the assessment tool and analysis are appropriate.	Approved
Program (EDU) - Elementary Education BA	ART 329	Performing Arts Analysis	Project - Group	SLO #1 has two parts. In part one students will be given selected music genre, dance performances and drama performances. They will analyze the unique principles, elements, properties and creative production and choreography of dance, music and drama in the selected music genre, dance performances, and drama performances and submit their findings in a portfolio. In part two students will create a music performance, dance or drama performance in Marshallese language with students in a classroom of their choice. The evidence for part two will be photos and a video of the students' performance. A rubric of 100 marks will be used to assess the student's project. The rubric will assess two categories of the project. Category I is the analysis of selected work in music, dance, and drama to show students' understanding of the unique principles, elements, and properties. Each student will prepare Quality Pedagogy Framework lessons plans (QPF) for 2 weeks work with students in an elementary level classroom. Their plans are assessed according to the Structure of Observed Learning Outcomes (SOLO); the minimum level of Bloom's Taxonomy must be understanding. Students engage elementary age students with high quality stories/experiences that enable them to make connections to their own lives.	80% of the students to score 40/ 50 in category 1 of the rubric. 80% of the students to score 40/50 in Category 2 of the rubric.	Koroi, Rosie	80%	The assessment tool for the assignment was a group project. Benchmark set: 80% of the students to score a total of 80 marks out of the possible 100 marks.	Benchmark Met	Assessment Data and Analysis. The assessment tool for the SLO was a group project. Students were assessed on their knowledge of the unique principles of music, dance and drama. The students analyzed selected music, dance, and drama performances. They also presented a music, dance, or Analysis: This is the first semester in the BAE for 8 of the 9 students in EDU 313 spring semester 2021. One student is an experienced Special Education teacher who is completing the NISSP BAE with Advanced Specialization Certificate in Severe Disabilities. He works with individuals within or out of classrooms but is not a classroom teacher. Of the 8 students who are experiencing their first semester in the BAE, 6 completed their ASEE and Certificate of Completion in Teaching (CCT) Practicum at CMI. The 2 young men in that group are students who completed their Associate of Arts in Liberal Arts at CMI with no experience in education classes or working Analysis: Of the 38 students in the two sections of EDU 314 in spring semester 2021, 25 (65%) collected evidence that indicated that 70% of their students had met the 70% benchmark on the writing rubric. Five of the BAE students had written a cloze procedure so that their students only needed to fill in some basic information and did not construct their own writing, but most of the BAE students in this class required their children to write their own autobiography after becoming acquainted with an autobiography of their teacher or another person. However, students' lack of regular engagement in writing limited their success. The elementary-grade students of our BAE students are not going through the writing process regularly because their teachers and the Cooperating Teachers in the classrooms where our pre-service teachers are Analysis: The EDU 322 course enrolled 17 students in Spring semester (2021). The data below shows the results of the students' scores for the SLO being assessed this semester. One student did not participate in the assessment.	No. The SLO statement doesn't need revision.	The SLO represents both the CMI students and their elementary students' lived experience and local content with culturally appropriate music and dance. The assessment tool is appropriate in depth-of knowledge and level of difficulty. The academic writing of the assessment tool and analysis are appropriate.	Approved
Program (EDU) - Elementary Education BA	EDU 313	Differentiated Instruction	Project - Individual	Elementary students will write their own autobiography after the CMI student has shared his/her well written autobiography that is strong on ideas, organization, sentence fluency, and conventions. Throughout the 4 weeks of Field Work within that classroom, the CMI student will engage students in instruction directed at the needs shown by this writing experience in order to move forward This writing rubric focuses on the Writing Process. Is the student going through a thorough process each time s/he writes in order to assure that this writing is as well-done as can be with the skills that the student has developed at this time?	75% of students will achieve 70% on the rubric that considers content, pedagogy, and areas of human growth (reflection).	Perkins, Pamela	75%	Analysis: This is the first semester in the BAE for 8 of the 9 students in EDU 313 spring semester 2021. One student is an experienced Special Education teacher who is completing the NISSP BAE with Advanced Specialization Certificate in Severe Disabilities. He works with individuals within or out of classrooms but is not a classroom teacher. Of the 8 students who are experiencing their first semester in the BAE, 6 completed their ASEE and Certificate of Completion in Teaching (CCT) Practicum at CMI. The 2 young men in that group are students who completed their Associate of Arts in Liberal Arts at CMI with no experience in education classes or working Analysis: Of the 38 students in the two sections of EDU 314 in spring semester 2021, 25 (65%) collected evidence that indicated that 70% of their students had met the 70% benchmark on the writing rubric. Five of the BAE students had written a cloze procedure so that their students only needed to fill in some basic information and did not construct their own writing, but most of the BAE students in this class required their children to write their own autobiography after becoming acquainted with an autobiography of their teacher or another person. However, students' lack of regular engagement in writing limited their success. The elementary-grade students of our BAE students are not going through the writing process regularly because their teachers and the Cooperating Teachers in the classrooms where our pre-service teachers are Analysis: The EDU 322 course enrolled 17 students in Spring semester (2021). The data below shows the results of the students' scores for the SLO being assessed this semester. One student did not participate in the assessment.	Benchmark Met	Becoming familiar with research in elementary classrooms that consistently finds that common practices are ineffective and detrimental to students' learning will continue to be a focus of the Literacy and Literature I course. Helping students comprehend educational research on literacy development is a major issue, especially so in that much of their own education fell into the categories of ineffective and detrimental and often continues in current classrooms. Comprehension must be the priority in all learning of the pre-service and practicing teachers so that they can create their own classrooms where meaningful Action: I am hopeful that we have Activated the Prior Knowledge of the current and pre-service teachers that they need to improve their knowledge in regard to literacy and literature in order to support their students' literacy development. However, it remains clear that there is much work to be done in raising the literacy levels of classroom teachers so that they start every school year with authentic reading and writing experiences that engage their students and continue to read and write daily throughout the year. They have additional resources with which they and their students have had good experiences and are encouraged to continue to offer rich reading and writing opportunities to their students. Create spaces in their classrooms for osting	No. The SLO statement doesn't need revision.	The assessment tool is tied and is appropriate to the SLO. Both quantitative and qualitative data are included. Guidelines for evaluating student learning are clear. Students' lived experiences relate to the SLO and assessment tool.	Approved
Program (EDU) - Elementary Education BA	EDU 314	Appropriate Instructional Methods	Project - Individual	Each student will develop and submit a QPF learning plan for social studies that integrates into Arts 329 plus teaching resources suitable for Grade 3-4 elementary students. In marking the project, the instructor will assess how students have incorporated a variety of instructional strategies for teaching social studies into the learning plan. Students will clearly label the social studies part of the QPF and also the integrated part of Arts 329. The QPF learning plan rubric will be used for grading student work. This individual project will be presented in the form of video, power-point, or any other audio visual illustration.	70% of elementary students will achieve a minimum of 70% on the Writing Rubric	Perkins, Pamela	65%	Marks out of 20: 16 18 15 15 18 18 18 18 18 17 16 18	Benchmark Not Met	Intend to develop parts of the six components as my assessment tools and focus on improving the performance on QPF presentation with more hands-on modelling by the instructor and micro-teaching activities (fieldwork) by students. The students are to do this over a period of seven (7) to eight (8) weeks in the first half of the semester whereby they will incorporate the pedagogy and components of QPF step by step with clear demonstration to assist students to develop adeptness in the art and science of QPF.	No. The SLO statement doesn't need revision.	The assessment is tied and is appropriate to the SLO. Both quantitative and qualitative data are included. Guidelines for evaluating student learning are clear. Students' lived experiences relate to the SLO and assessment tool.	Approved
Program (EDU) - Elementary Education BA	EDU 322	Integrate Social Studies	Project - Individual	Each student will develop and submit a QPF learning plan for social studies that integrates into Arts 329 plus teaching resources suitable for Grade 3-4 elementary students. In marking the project, the instructor will assess how students have incorporated a variety of instructional strategies for teaching social studies into the learning plan. Students will clearly label the social studies part of the QPF and also the integrated part of Arts 329. The QPF learning plan rubric will be used for grading student work. This individual project will be presented in the form of video, power-point, or any other audio visual illustration.	75% of the students will receive a 75%=15/20 or better grade for this individual project	Kamenio, Luisa	75%	The EDU 322 course enrolled 17 students in Spring semester (2021). The data below shows the results of the students' scores for the SLO being assessed this semester. One student did not participate in the assessment.	Benchmark Not Met	Intend to develop a wider variety of skills and approaches to the six components of QPF to integrate social studies with other elementary Inquiry-based learning is a learning method that emphasizes the student's role in the learning process and prioritizes student questions, ideas, and analyses. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Students learn by doing instead of memorizing facts and material. Many of the students were successfully able to create learning plans that integrated small-	No. The SLO statement doesn't need revision.	The assessment is tied and is appropriate to the SLO. Both quantitative and qualitative data are included. Guidelines for evaluating student learning are clear. Students' lived experiences relate to the SLO and assessment tool.	Approved
Program (EDU) - Elementary Education BA	EDU 324	Inquiry-based Teaching	Project - Individual	Students will be able to successfully create QPF lesson plans that include the use of appropriate hands-on activities for math lessons. The created lessons will cover a 2-week teaching period. Lesson plans will be assessed using the Structure of Observed Learning Outcomes (SOLO). Students engage with high quality resources and make connections to their own lives.	75% of students will be able to score a minimum of 70% for the QPF lesson plans they create according to the rubric provided.	Page, Alvin	77%	Of the 13 students who completed this assignment by the assessment date, 10 students (77%) attained scores of 70% or higher. 3 obtained a score of 66%. Of the 10 students who scored 70% or more for the assignment, 5 scored between 80-82%, 3 scored between 71-75% and 2 scored 70%. The benchmark of '75% of students scoring a minimum of 70% for the lesson plans they created' was met. There are several possible reasons students did not meet the benchmark. One may be	Benchmark Met	Intend to develop a wider variety of skills and approaches to the six components of QPF to integrate social studies with other elementary Inquiry-based learning is a learning method that emphasizes the student's role in the learning process and prioritizes student questions, ideas, and analyses. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Students learn by doing instead of memorizing facts and material. Many of the students were successfully able to create learning plans that integrated small-	No. The SLO statement doesn't need revision.	The assessment tool is clearly tied to the SLO and is of appropriate depth and level of difficulty. It describes the evidence that was gathered in both quantitative and qualitative manners. The rubric guides yet requires extensive explanation	Approved

Program (EDU) - Elementary Education BA	EDU 325	Hands-on Materials	Project - Individual	Students will be able to successfully create QPF lesson plans that include the use of appropriate hands-on activities for math lessons. The created lessons will cover a 2-week teaching period. Lesson plans will be assessed using the Structure of Observed Learning Outcomes (SOLO). Students engage with high quality resources and make connections to their own lives. (Alvin Page)	75% of students will be able to score a minimum of 70% for the QPF lesson plans they create according to the rubric provided.	Page, Alvin	Benchmark Met	All of the students were able to complete the first draft of the assignment by the assessment date. Of the 8 students, 6 (or 75%) attained scores of 70% or higher. 2 obtained a score of 68%. Of the 6 students who scored 70% or more for the assignment, 4 scored between 80-84%, while 2 scored between 76-79%. The benchmark of 75% of students scoring a minimum of 70% for the lesson plans they create was met. Two students scored below 70% on their first attempt at the assignment. There are several possible reasons students did not meet the benchmark. One may be that students needed more experience with understanding how to use the rubric in order to effectively align the components of their QPF lesson 90% (18 out of 20 students) earned an average score of 24 points or higher; 10% (2 out of 21 students) earned less than an average of 24 points.	Benchmark Met	Hands-on activities are important for students in order to help them develop conceptual understanding of the material they are engaging with. It also allows students to engage in kinesthetic learning. "Doing" helps students gain a better understanding of the material. It allows students to experience with trial and error, learn from their mistakes, and understand gaps between theory and practice. With in the mathematics classroom, there are three experiences in which students can be engaged with the material. These are concrete experiences, representational experiences, and abstract experiences. Most of the time, learners are taught mathematics from an In the future, I will continue with the assessment teaching tools and strategies as I find them effective for students. Encouraging student-centered approach in teaching is an essential factor that contributed toward this result, and I will continue to expand it more. Additionally, I will manage to integrate more field work and real-life observations for students to gain a concrete sense of understanding of an actual classroom in the RMI. I will also consider reviewing and redesigning the assessment tool to identify the steps that are challenging for students in the future and to modify its complex process. This will help students to My action with regard to the results of this SLO focuses on enabling students to present high quality and enriching activities that are connected to learning experiences on a relational and extended abstract level (SOLO Taxonomy). This will require us to focus more specifically on improving student understanding of the variety of strategies that can be used to conduct small-group connected activities with elementary students in the classroom and to give more opportunities to experience and practice connecting meaningful activities during instruction. (Alvin Page)	No. The SLO statement doesn't need revision.	This is a well-developed assessment tool which is reported appropriately in regard to its depth of knowledge and level of difficulty. The gathering of data is clearly explained in relation to the content by way of both quantitative and qualitative evidence of student learning. The writing is articulate and appropriate. The rubric gathers the evidence of learning We have worked with the SLO assessment tool and results and have found them to be appropriate in knowledge and level of difficulty. They are well written and show both quantitative and qualitative evidence of students work within the SLO.	Approved								
Program (EDU) - Elementary Education BA	EDU 341	Classroom Management Practices	Project - Individual	Students are observed and rated using a multipoint rubric developed in relation to the Lyford Model of Classroom Management. Data for this SLO will be the overall scores attained in the rubric section that includes 6 descriptive criteria on a 1-5 Likert scale Each item is rated from a low 1 to a high 5. When an item is not included, it is marked 0 (zero).	On a scale of 1 – 30 points, 85% of the students will achieve an average score of 24 points.	Page, Alvin	Benchmark Met	The benchmark (on a scale of 1 – 30 points, 85% of the students achieved an average score of 24 points) was met in EDU 341. The benchmark was exceeded with 90% of the students earning 80% or higher, indicating that the students were successfully meeting the SLO. The remaining 10% (2 out of 20 students) earned an average between 70% and 80%. This gives us an overview that the participants are performing well on the course activities and learning. In the Spring semester, 13 students enrolled for the EDU 496 course. At the time of the assessment date, all of the students had been observed in their classrooms numerous times during the semester. Since not all students had been observed an equal number of times, an average of each student's score for the effective implementation of activities at the small-group level of the QPF learning plan was calculated. The table below shows that 100% of the students were able to meet the benchmark of 75% of students were able to score a minimum of 70% for the implementation of small group connected activities within the Flow of Learning using the assigned rubric from the BAAE student handbook. One student (or 8%) scored between 70-74% for small-group work activities. Three students (or 23%) scored between 75-79% on the assigned rubric from the student handbook. Three students (or 23%) scored between 80-84% on the In the Spring semester, 13 students enrolled for the EDU 497 course. All of the students are engaged in creating artifacts that they will provide as evidence of their assessment of K-6 students' progress in key areas of their school experience. At the time of the assessment date, 4 students had completed their artifacts, and so for the purpose of this analysis, we will review those that are already complete. Of the 4 students being assessed at the time of the assessment date, 4 (or 100%) attained scores of 70% or In spring 2021, twenty two (22) students registered; however, one quit at the start of in-school practice (ISP) while another stopped reporting to his assigned school after midterm. Hence, only the results of the remaining 20 practicum students (PSs) were considered in this analysis. It should be noted that EDU 296 is the last course required in order to earn a Certificate of Completion in Teaching (CCT). With department permission, students that have one (1) course left to finish ASEE were allowed to take EDU 296 simultaneously; in this regard, there were twelve (12) PSs in the CCT program who took one (1) coursework to earn their ASEE degree together with Teaching Practicum.	Benchmark Met	No. The SLO statement doesn't need revision.	The assessment tool is clearly related to the SLO and is high quality in terms of knowledge and difficulty. Quantitative and qualitative data are provided. The assessment tool is well-written and clear. Students engage with their elementary age students daily for the entire semester, clearly sharing lived-in experiences throughout.	Approved									
Program (EDU) - Elementary Education BA	EDU 496	Differentiated Instruction	Critique of Performance	The QPF lesson plan has several key sections (Activation prior knowledge, whole-class activity, small group work, individual work, formative & summative assessment, and reflection). For analysis of this SLO, students will be able to demonstrate effective implementation of activities at the small-group level of the QPF learning plan. (Alvin Page)	75% of students will be able to score a minimum of 70% for implementation of small group work activities within the flow of learning using the assigned rubric from the BAAE student handbook.	Page, Alvin	Benchmark Met	In the Spring semester, 13 students enrolled for the EDU 496 course. At the time of the assessment date, all of the students had been observed in their classrooms numerous times during the semester. Since not all students had been observed an equal number of times, an average of each student's score for the effective implementation of activities at the small-group level of the QPF learning plan was calculated. The table below shows that 100% of the students were able to meet the benchmark of 75% of students were able to score a minimum of 70% for the implementation of small group connected activities within the Flow of Learning using the assigned rubric from the BAAE student handbook. One student (or 8%) scored between 70-74% for small-group work activities. Three students (or 23%) scored between 75-79% on the assigned rubric from the student handbook. Three students (or 23%) scored between 80-84% on the In the Spring semester, 13 students enrolled for the EDU 497 course. All of the students are engaged in creating artifacts that they will provide as evidence of their assessment of K-6 students' progress in key areas of their school experience. At the time of the assessment date, 4 students had completed their artifacts, and so for the purpose of this analysis, we will review those that are already complete. Of the 4 students being assessed at the time of the assessment date, 4 (or 100%) attained scores of 70% or In spring 2021, twenty two (22) students registered; however, one quit at the start of in-school practice (ISP) while another stopped reporting to his assigned school after midterm. Hence, only the results of the remaining 20 practicum students (PSs) were considered in this analysis. It should be noted that EDU 296 is the last course required in order to earn a Certificate of Completion in Teaching (CCT). With department permission, students that have one (1) course left to finish ASEE were allowed to take EDU 296 simultaneously; in this regard, there were twelve (12) PSs in the CCT program who took one (1) coursework to earn their ASEE degree together with Teaching Practicum.	Benchmark Met	No. The SLO statement doesn't need revision.	The assessment tool is clearly related to the SLO and is high quality in terms of knowledge and difficulty. Quantitative and qualitative data are provided. The assessment tool is well-written and clear. Students engage with their elementary age students daily for the entire semester, clearly sharing lived-in experiences throughout.	Approved									
Program (EDU) - Elementary Education BA	EDU 497	Assessment	Research Report	As part of their professional reflective practice as Student Teachers in a classroom, students will carry out an Action Research (AR) project involving assessment of students' progress in the core subjects. The AR will assist students to systematically track the implementation and review of their teaching strategies. A rubric will be provided. (Alvin Page)	75% of students will be able to score more than 70% on the rubric that will be provided.	Page, Alvin	Benchmark Met	Coordinating EDU 497 has been a new experience for me this semester, and it will probably be some time before I have an opportunity to work with this particular SLO again, so at this point I'm not exactly sure what action I will take to improve students' ability to meet the date set to submit artifacts. Since a good SLO is one that can be assessed at a reasonable time during the semester, I think my action will definitely have something to do with making sure that more students are able to show 1. To gather feedback from PSs regarding their management styles and concerns 2. Encourage PSs that whenever possible, to plan and teach lessons that a. have hands-on components b. are relevant to real life situations (place-based learning) c. allows mobility while learning the concepts 3. Conduct a seminar on ways to address classroom management issues experienced in the classroom during their teaching practicum period.	No. The SLO statement doesn't need revision.	The assessment tool is well-developed and appropriate in depth of knowledge and level of difficulty, but there will be changes made in SLO 3 for this course in the near future in order to clarify that the evidence of the assessments of their elementary students should not be of end-of-	Approved										
Program (EDU) - Elementary Education CCT in Teaching	EDU 296	Classroom Management	Observation	Students in this course are expected to apply the theories learned in their coursework into their teaching in the class they are assigned to for 12 weeks. Except for week 1, students teach from week 2 through week 12. Students are observed once a week and are rated using the Instructional Observation Form developed by the Education department that reflects 3 categories, namely, PERSONALITY, INSTRUCTION, and MANAGEMENT. Data for this SLO will be the scores attained in the MANAGEMENT section that includes 6 items covering these areas: maintaining positive learning environment; regular practice of routines and procedures; and teacher's voice level. Each item is rated from a low 1 to a high 5. When an item is not observed, it is marked 0 (zero). The weekly points will be averaged and becomes the final point earned. L. CastanoT	On a scale of 1 – 30 points, 85% of the students will achieve an average score of 24 points.	Castano, Luciana	Benchmark Not Met	The composition of this group is shown in the table below. <table border="1"> <tr> <td>Home Island Pre-service</td> <td>10</td> </tr> <tr> <td>Majuro (capita)</td> <td>10</td> </tr> <tr> <td>RMI Outer Islands</td> <td>7</td> </tr> <tr> <td>Solomon Islands</td> <td>1</td> </tr> <tr> <td>TOTAL</td> <td>28</td> </tr> </table>	Home Island Pre-service	10	Majuro (capita)	10	RMI Outer Islands	7	Solomon Islands	1	TOTAL	28	No. The SLO statement doesn't need revision.	This course is a Practicum that precedes students' entrance into their professional careers, and therefore, the Benchmark is set high. The assessment tool describes the data, accurately is clearly tied to the SLO, and is of appropriate depth and level of difficulty. Students' lives are clearly considered in every respect in that it assesses their daily practice within elementary classrooms working directly with young students. The quality of the analysis and actions is appropriate to the academic expectations of this writer.	Approved
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								In spring 2021 semester, this cohort of PSs was composed of 2 or 10% in-service and 18 or 90% pre-service students. The number of pre-service students was 9 times more than the number of in-service. This is probably the first time that the number of pre-service PSs outnumber in-service PSs by a very large percentage. This shows that passing a CCT has become													

Program (EDU) - Elementary Education CCT in Teaching	EDU 296	Classroom Management	Observation	Students in this course are expected to apply the theories learned in their coursework into their teaching in the class they are assigned to for 12 weeks. Except for week 1, students teach from week 2 through week 12. Students are observed once a week and are rated using the Instructional Observation Form developed by the Education department that reflects 3 categories, namely, PERSONALITY, INSTRUCTION, and MANAGEMENT. Data for this SLO will be the scores attained in the MANAGEMENT section that includes 6 items covering these areas: maintaining positive learning environment; regular practice of routines and procedures; and teacher's voice level. Each item is rated from a low 1 to a high 5. When an item is not observed, it is marked 0 (zero). The weekly points will be averaged and becomes the final point earned. L. CastanoT	On a scale of 1 – 30 points, 85% of the students will achieve an average score of 24 points.	Koroi, Rosie	In spring 2021, twenty two (22) students registered; however, one quit at the start of in-school practice (ISP) while another stopped reporting to his assigned school after midterm. Hence, only the results of the remaining 20 practicum students (PSs) were considered in this analysis. It should be noted that EDU 296 is the last course required in order to earn a Certificate of Completion in Teaching (CCT). With department permission, students that have one (1) course left to finish ASEE were allowed to take EDU 296 simultaneously; in this regard, there were twelve (12) PSs in the CCT program who took one (1) coursework to earn their ASEE degree together with Teaching Practicum.	Benchmark Not Met	1. To gather feedback from PSs regarding their management styles and concerns 2. Encourage PSs that whenever possible, to plan and teach lessons that a. have hands-on components b. are relevant to real life situations (place-based learning) c. allows mobility while learning the concepts 3. Conduct a seminar on ways to address classroom management issues experienced in the classroom during their teaching practicum period.	No. The SLO statement doesn't need revision.	This course is a Practicum that precedes students' entrance into their professional careers, and therefore, the Benchmark is set high. The assessment tool describes the data, accurately is clearly tied to the SLO, and is of appropriate depth and level of difficulty. Students' lives are very much considered in every respect in that it assesses their daily practice within elementary classrooms working directly with young students. The quality of the analysis and actions is appropriate to the academic expectations of this writer.	Approved																	
Program (LA) - Liberal Arts AA	ENG 105	Interpersonal Communication	Presentation	(A.I.) Students will deliver a Demonstrative Speech (how-to speech) in which a presenter demonstrates to the audience how to do something and the flow and quality of the presentation is largely influenced by the audience's feedback on their understanding of the speech. The presenter takes their cue from the audience. The speech will be of four (4) to five (5) minutes, and what the presenter shows should be school appropriate and can be shown in five (5) or fewer minutes. The speech will need to have a clear thesis statement, be organized effectively, have clear signal and transitional phrases and a conclusion. The rubric refers to the thesis as "the plan" as students are taught the plan of a speech is the thesis. Signal and transitional phrases are referred to as signposts as that is the vocabulary of the textbook.	70% of the students should be able to get 70% (C grade) or better	Ishiguro, Amanda	The composition of this group is shown in the table below. <table border="1"> <thead> <tr> <th>Pre-service</th> <th>In-service</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Home Island</td> <td>10</td> <td>10</td> </tr> <tr> <td>Majuro (capital)</td> <td>10</td> <td>10</td> </tr> <tr> <td>RMI Outer Islands</td> <td>7</td> <td>7</td> </tr> <tr> <td>Solomon Islands</td> <td>1</td> <td>1</td> </tr> <tr> <td>TOTAL</td> <td>18</td> <td>20</td> </tr> </tbody> </table> <p>In spring 2021 semester, this cohort of PSs was composed of 2 or 10% in-service and 18 or 90% pre-service students. The number of pre-service students was 9 times more than the number of in-service. This is probably the first time that the number of pre-service PSs outnumber in-service PSs by a very large percentage. This shows that receiving a CCT has become a priority for students.</p> <p>Data Results 4 students gave the demonstration speech and 3 scored over 70% on the rubric. This means the benchmark was met as 75% of the students earned over 70%. The passing students ranged between 76% to 88% on the rubric. The failing student earned 55%.</p> <p>Analysis The failing student's lowest scores on the rubric were "engaging with the audience" and "using sign posts". These two areas are considered "new" information for the students as they were not as important in ENG 96 (the students' previous speaking class). Using sign posts and engaging in the audience was covered through discussions on the textbook readings, critical analysis of sample speeches, and instructor feedback on the practice day. However, the student who failed did not attend class on the practice day. When students practiced their speeches the instructor graded them using the speech rubric. The discussion that followed had more real-world implications for students in terms of connecting with the audience and using signposts which appeared to lead to a deeper understanding of what to change in students' speeches.</p>	Pre-service	In-service	TOTAL	Home Island	10	10	Majuro (capital)	10	10	RMI Outer Islands	7	7	Solomon Islands	1	1	TOTAL	18	20	Benchmark Met	I would like to do this same activity again with the same lead up of classroom discussions, critical analysis of sample speeches, and a practice day to confirm that it works. It appears to be successful, but I teach a small class. There is a need for a larger sample size to confirm and class attendance is a problem. There were two students who did not do the speech at all.	No. The SLO statement doesn't need revision.	
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Majuro (capital)	10	10																											
RMI Outer Islands	7	7																											
Solomon Islands	1	1																											
TOTAL	18	20																											
Program (LA) - Liberal Arts AA	ENG 105	Interpersonal Communication	Presentation	Students will deliver a Demonstrative Speech (how-to speech) in which a presenter demonstrates to the audience how to do something and the flow and quality of the presentation is largely influenced by the audience's feedback on their understanding of the speech. The presenter takes his cue from the audience. The speech will be of four (4) to five (5) minutes, and what the presenter shows should be school appropriate, something they are passionate about and can be shown in five (5) or fewer minutes. The speech will need to have a clear thesis statement, be organized effectively, have clear signal and transitional phrases and a conclusion. Peer evaluation: An instructor will evaluate 5 randomly selected speeches in another class, using a Demonstrative Speech rubric.	70% of the students should be able to get 70% (C grade) or better	Billimon, Mylast	In the reflection on the speech the student who failed. Instructors: Mylast Billimon, Manase Manase and Alexander Velasquez	Benchmark Met	Given that the majority of the students demonstrated competency in this speech, thus met the objective, and the weaknesses of the 2 samples were identified, instructors would continue to work with students to improve their speeches. It is suggested that all samples are of the same recommended speech.	No. The SLO statement doesn't need revision.																			
Program (LA) - Liberal Arts AA	ENG 105	Interpersonal Communication	Presentation	Students will deliver a Demonstrative Speech (how-to speech) in which a presenter demonstrates to the audience how to do something and the flow and quality of the presentation is largely influenced by the audience's feedback on their understanding of the speech. The presenter takes his cue from the audience. The speech will be of four (4) to five (5) minutes, and what the presenter shows should be school appropriate, something they are passionate about and can be shown in five (5) or fewer minutes. The speech will need to have a clear thesis statement, be organized effectively, have clear signal and transitional phrases and a conclusion. Peer evaluation: An instructor will evaluate 5 randomly selected speeches in another class, using a Demonstrative Speech rubric.	70% of the students should be able to get 70% (C grade) or better	Manase, Manase	The 93% of the samples indicate that the student. Instructors: Mylast Billimon, Manase Manase and Alexander Velasquez	Benchmark Met	Given that the majority of the students demonstrated competency in this speech, thus met the objective, and the weaknesses of the 2 samples were identified, instructors would continue to work with students to improve their speeches. It is suggested that all samples are of the same recommended speech.	No. The SLO statement doesn't need revision.																			

Program (LA) - Liberal Arts AA	ENG 105	Interpersonal Communication	Presentation	Students will deliver a Demonstrative Speech (how-to speech) in which a presenter demonstrates to the audience how to do something and the flow and quality of the presentation is largely influenced by the audience's feedback on their understanding of the speech. The presenter takes his cue from the audience. The speech will be of four (4) to five (5) minutes, and what the presenter shows should be school appropriate, something they are passionate about and can be shown in five (5) or fewer minutes. The speech will need to have a clear thesis statement, be organized effectively, have clear signal and transitional phrases and a conclusion. Peer evaluation: An instructor will evaluate 5 randomly selected speeches in another class, using a Demonstrative Speech rubric.	70% of the students should be able to get 70% (C grade) or better	Velasquez, Alexander	Instructors: Mylast Billimon, Manase Manase and Alexander Velasquez GradeFrequencyPercentage A+46.7 B+413.3 B26.7 C+413.3 C413.4 D+13.3 F13.3 Total30100	Benchmark Met	Given that the majority of the students demonstrated competency in this speech, thus met the objective, and the weaknesses of the 2 samples were identified, instructors would continue to work with students to improve their speeches. It is suggested that all samples are of the same recommended speech.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	ENG 111	Writing Process	Written Assignment or Essay	(A.I.) Students will be required to write a Narrative Paper in which they will apply the writing processes: brainstorming, drafting, editing, revising and proofreading and self-evaluation. A paper will be edited by two peers during a workshop, with the students reflecting on changes to make before revising. Students will submit a second draft of the paper for instructor feedback using the rubric. Students will reflect on changes needed to be made again before editing their final paper. Students will submit both draft versions and the final, revised version along with the revision plan (students' reflections along the way)	70% of students who submit final papers will earn 70%.	Ishiguro, Amanda	Data Results 5 students submitted narrative essays with 4 of them earning over 70%. This is an 80% success rate which means the bench mark was met. Of the 5 students who submitted the narratives 3 of them participated in all parts of the writing process. Analysis The 3 students who participated in each part of the writing process all passed the writing assignment. The additional student (1) who passed the assignment turned in drafts and got the teacher feedback, but did not attend class on the workshop day and did not turn in the revision pages. The student who failed the assignment participated in the workshop, but then did not attend class until turning in the final draft. During the workshop both peer readers commented on the lack of "showing" language, but did not make changes to the final draft. This seems to indicate that the difference between failure and success is the teacher's Instructors: Geoffrey Goodman, Manase Manase and Ana Bulavakarua	Benchmark Met	Action Both peer workshops and teacher feedback need to be included in the future for students to create their best writing, however, the SLO assessment needs to be modified. The current assessment tool is only assessing if the writing process is making the writing better. In the future the assessment tool should be focused on how well students use the writing process. It could possibly be focused on students' understanding of what goes into the writing process and why it works or even what goes into the writing process.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	ENG 111	Writing Process	Written Assignment or Essay	Students will be required to write a Narrative Paper in which they will apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A paper will be edited by two peers, with the students finalizing the editing process after factoring the comments and edit received from the peers. Students will submit both the draft version and the final, revised version. 4 samples from each class, both draft and final copy of the assignment will be used. A norming session will be held at the end of the semester. A rubric will be designed to grade both draft and final copies of the essay.	70% of the students should be able to get 70% (C grade) or better	Bulavakarua, Ana	Assessment Data and Analysis GradeFrequencyPercentage A735 B+15 B315 C45 Total20100 Four samples of the first draft and the final draft of the Narrative Paper were randomly chosen from each of the 5 sections. Of the total 20 samples from all the 5 sections, as per rubric, 100% of the sample satisfactorily met the SLO objective: "Demonstrate use of the writing process". The writing process required students to apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A C grade (70% of a 100) or better is a pass in this class. Of the 100%, 35% of the students excelled in this task (attaining an A) while another 20% scored a B+ or a B. Forty-five (45%) (9 of the samples) attained a C. The 100% of the samples indicated that the students	Benchmark Met	It is recommended that the practice of submitting a first draft, of the assessed peer editing activity and of the Revision Plan continue, so students understand and practice that writing is a process, and not a single act of submission.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	ENG 111	Writing Process	Written Assignment or Essay	Students will be required to write a Narrative Paper in which they will apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A paper will be edited by two peers, with the students finalizing the editing process after factoring the comments and edit received from the peers. Students will submit both the draft version and the final, revised version. 4 samples from each class, both draft and final copy of the assignment will be used. A norming session will be held at the end of the semester. A rubric will be designed to grade both draft and final copies of the essay.	70% of the students should be able to get 70% (C grade) or better	Goodman, Geoff	Instructors: Geoffrey Goodman, Manase Manase and Ana Bulavakarua Assessment Data and Analysis GradeFrequencyPercentage A735 B+15 B315 C45 Total20100 Four samples of the first draft and the final draft of the Narrative Paper were randomly chosen from each of the 5 sections. Of the total 20 samples from all the 5 sections, as per rubric, 100% of the sample satisfactorily met the SLO objective: "Demonstrate use of the writing process". The writing process required students to apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A C grade (70% of a 100) or better is a pass in this class. Of the 100%, 35% of the students excelled in this task (attaining an A) while another 20% scored a B+ or a B. Forty-five (45%) (9 of the samples) attained a C. The 100% of the samples indicated that the students	Benchmark Met	It is recommended that the practice of submitting a first draft, of the assessed peer editing activity and of the Revision Plan continue, so students understand and practice that writing is a process, and not a single act of submission.	No. The SLO statement doesn't need revision.

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Program (LA) - Liberal Arts AA	ENG 111	Writing Process	Written Assignment or Essay	Students will be required to write a Narrative Paper in which they will apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A paper will be edited by two peers, with the students finalizing the editing process after factoring the comments and edit received from the peers. Students will submit both the draft version and the final, revised version. 4 samples from each class, both draft and final copy of the assignment will be used. A norming session will be held at the end of the semester. A rubric will be designed to grade both draft and final copies of the essay.	70% of the students should be able to get 70% (C grade) or better	Koto, Camari	Instructors: Geoffrey Goodman, Manase Manase and Ana Bulavakarua Assessment Data and Analysis Grade#FrequencyPercentage A7#35 B+1#5 B3#15 C9#45 Total20#100	Benchmark Met	It is recommended that the practice of submitting a first draft, of the assessed peer editing activity and revision. No. The SLO statement doesn't need of the Revision Plan continue, so students understand and practice that writing is a process, and not a single act of submission.
Program (LA) - Liberal Arts AA	ENG 111	Writing Process	Written Assignment or Essay	Students will be required to write a Narrative Paper in which they will apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A paper will be edited by two peers, with the students finalizing the editing process after factoring the comments and edit received from the peers. Students will submit both the draft version and the final, revised version. 4 samples from each class, both draft and final copy of the assignment will be used. A norming session will be held at the end of the semester. A rubric will be designed to grade both draft and final copies of the essay.	70% of the students should be able to get 70% (C grade) or better	Manase, Manase	Instructors: Geoffrey Goodman, Manase Manase and Ana Bulavakarua Assessment Data and Analysis Grade#FrequencyPercentage A7#35 B+1#5 B3#15 C9#45 Total20#100	Benchmark Met	It is recommended that the practice of submitting a first draft, of the assessed peer editing activity and revision. No. The SLO statement doesn't need of the Revision Plan continue, so students understand and practice that writing is a process, and not a single act of submission.
Program (LA) - Liberal Arts AA	ENG 111	Writing Process	Written Assignment or Essay	Students will be required to write a Narrative Paper in which they will apply the writing processes: comprehension of assignment instructions, brainstorming, drafting, editing, revising and proofreading and self-evaluation. A paper will be edited by two peers, with the students finalizing the editing process after factoring the comments and edit received from the peers. Students will submit both the draft version and the final, revised version. 4 samples from each class, both draft and final copy of the assignment will be used. A norming session will be held at the end of the semester. A rubric will be designed to grade both draft and final copies of the essay.	70% of the students should be able to get 70% (C grade) or better	Young, Michael Sean	Instructors: Geoffrey Goodman, Manase Manase and Ana Bulavakarua Assessment Data and Analysis Grade#FrequencyPercentage A7#35 B+1#5 B3#15 C9#45 Total20#100	Benchmark Met	It is recommended that the practice of submitting a first draft, of the assessed peer editing activity and revision. No. The SLO statement doesn't need of the Revision Plan continue, so students understand and practice that writing is a process, and not a single act of submission.

Program (LA) - Liberal Arts AA	ENG 112	Paraphrase, Summarize, Synthesize	Written Assignment or Essay	Students will be required to write a Cause and Effect Paper in which they will be required to incorporate external sources. The inclusion of the external sources will require them to read articles, paraphrase, summarise, synthesize and include the work in their Cause and Effect paper. Students should at least use 3 sources which they can correctly and include in their essay to reflect these required skills. 5 samples of the Cause and Effect Paper from each class will be assessed during the Norming session. A rubric will be designed to assess this SLO	70% of students should achieve a 70% (C grade) or better	Bulavakarua, Ana	Instructors: Geoffrey Goodman and Ana Bulavakarua	Benchmark Met	Despite the benchmark being met, most samples were low meet. It is suggested that: 1. More activities are done with students on how to find relevant sources, and discriminate poor quality from quality sources 2. More activities on how to paraphrase and use a source to support an idea in the paragraph (to avoid mechanical insertion of citation) 3. Provide good samples of developed paragraphs with excellent citations. Use of excellent student papers as samples can motivate students to write similarly to such peers. 4. Rigorous peer editing of first drafts – will help with students improving their paper before the final submission of paper for grading.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	ENG 112	Paraphrase, Summarize, Synthesize	Written Assignment or Essay	Students will be required to write a Cause and Effect Paper in which they will be required to incorporate external sources. The inclusion of the external sources will require them to read articles, paraphrase, summarise, synthesize and include the work in their Cause and Effect paper. Students should at least use 3 sources which they can correctly and include in their essay to reflect these required skills. 5 samples of the Cause and Effect Paper from each class will be assessed during the Norming session. A rubric will be designed to assess this SLO	70% of students should achieve a 70% (C grade) or better	Goodman, Geoff	Instructors: Geoffrey Goodman and Ana Bulavakarua	Benchmark Met	Despite the benchmark being met, most samples were low meet. It is suggested that: 1. More activities are done with students on how to find relevant sources, and discriminate poor quality from quality sources 2. More activities on how to paraphrase and use a source to support an idea in the paragraph (to avoid mechanical insertion of citation) 3. Provide good samples of developed paragraphs with excellent citations. Use of excellent student papers as samples can motivate students to write similarly to such peers. 4. Rigorous peer editing of first drafts – will help with students improving their paper before the final submission of paper for grading.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	ENG 201	Original Work	Written Assignment or Essay	Students will write 2 creative pieces as part of the creative portfolio. These two assessments are submitted on different dates. The first creative piece: Students will write a short story by addressing the following questions: <ul style="list-style-type: none"> Your story must be a minimum of 6 pages and a maximum of 8. The assignment must be typed using size 12 font and doubled spaced. Your story must have ONLY one main character Your story must have a minimum of ONE and maximum of 3 supporting characters Your story must clearly fit on a plot graph (contains all elements of a plot) Your story must include effective dialogue Your story must clearly include at least one type of conflict The second creative piece will be students writing their individual flash fiction paper. The flash fiction will include: 1. A meaningful title 2. Meaningful point of view 3. Setting description 4. Character(s) –described in both direct and indirect methods	70% of the students should get 70% (C grade) or better.	Bilimon, Mylast	Instructor: Mylast Bilimon	Benchmark Met	One of the areas for improvement seen in all 10 samples was the inclusion of dialogues in the story. Students were still unclear on how to write or format the dialogue correctly, so this is an area of focus for next semester.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	ENG 210	Formal Essays	Term Paper	Students will be required to write an analysis report of poetic devices. The analysis of poetic devices is a report that looks at select poetic devices in a piece of poetry and discusses how those devices are used, whether they work, and whether they meet the reader's expectations. Students will clearly discuss and explain the poetic devices with clear examples/ quotations from the text. They will also use external sources to add to the analysis. They will be given a selection of poems to choose from, some of which are by Pacific writers. The report can include any 4 of the literary devices: o Speaker/Point of View o Situation/Setting o Tone/Theme o Language Choice/Word Order o Figures of Speech A rubric will be used to assess this term paper.	70% of the students should be able to get 70% (C grade) or better	Bilimon, Mylast	Instructor: Mylast Bilimon	Benchmark Met	While the students were able to pinpoint and analyze at least 4 poetic devices, the area I feel I will need to focus more on in the next semester is in-text citations. Students were also able to analyze very well their selected poems; however, they still need to work on providing evidence to support claims they are making. This is a strongly recommended area of focus.	No. The SLO statement doesn't need revision.

Program (LA) - Liberal Arts AA	ENG 211	Historical Perspective	Portfolio	<p>Students will work in pairs and collate a portfolio of 3 children's texts that depicts their history. The texts can be from any genre: poetry, picture books, fiction, etc, and students will need to read the story, discuss it, be able to summarise and analyse it from a historical perspective. They can ask questions such as: What historical aspect is discussed? Who tells the story? How is the story relevant to today's society?</p> <p>The portfolio will include:</p> <ul style="list-style-type: none"> • Copy of each text • A table containing the citation and brief summary of each story • A critical analysis of how the text depicts their history <p>5 samples from each class will be selected for the assessment.</p> <p>A rubric will be prepared to assess this SLO.</p>	80% of the students should be able to score 70% (C grade) or better	Bulavakarua, Ana	<p>Assessment Data and Analysis</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>30</td> </tr> <tr> <td>B+</td> <td>4</td> <td>40</td> </tr> <tr> <td>C+</td> <td>1</td> <td>10</td> </tr> <tr> <td>C</td> <td>2</td> <td>20</td> </tr> <tr> <td>Total</td> <td>10</td> <td>100</td> </tr> </tbody> </table> <p>Ten samples were chosen; 5 from each section. All the 10 samples fulfilled the criteria listed as per rubric hence 100% satisfactorily met the SLO objective. Seventy percent (70%) were a higher meet while the other 30% (3 samples) was lower meet. It should be noted too that one or two students did not submit their paper or submitted the assignment partially as a group member may not have fulfilled their part of the group task.</p> <p>The samples reflected that students understood the task. In the student evaluation collected after the graded portfolios were returned, students indicated the assignment instructions were clear. However, in some instances, some were not completely clear.</p> <p>Instructors: Rosie Koroi and Ana Bulavakarua</p>	Grade	Frequency	Percentage	A	3	30	B+	4	40	C+	1	10	C	2	20	Total	10	100	Benchmark Met	<p>The following recommendations are made:</p> <ol style="list-style-type: none"> 1. Collecting a pool of Marshallese and Pacific children's stories so students can access local children's literature easily. This will support the effort of promoting local literature to our students. 2. This assignment can be used by both sections as one of the major assessments which contributes to the students' overall grade. 3. Excellent samples of such portfolios are made available and discussed with the class so they see and judge for themselves what qualifies as a great portfolio. 	No. The SLO statement doesn't need revision.			
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Program (LA) - Liberal Arts AA	ENG 211	Historical Perspective	Portfolio	<p>Students will work in pairs and collate a portfolio of 3 children's texts that depicts their history. The texts can be from any genre: poetry, picture books, fiction, etc, and students will need to read the story, discuss it, be able to summarise and analyse it from a historical perspective. They can ask questions such as: What historical aspect is discussed? Who tells the story? How is the story relevant to today's society?</p> <p>The portfolio will include:</p> <ul style="list-style-type: none"> • Copy of each text • A table containing the citation and brief summary of each story • A critical analysis of how the text depicts their history <p>5 samples from each class will be selected for the assessment.</p> <p>A rubric will be prepared to assess this SLO.</p>	80% of the students should be able to score 70% (C grade) or better	Koroi, Rosie	<p>Assessment Data and Analysis</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>30</td> </tr> <tr> <td>B+</td> <td>4</td> <td>40</td> </tr> <tr> <td>C+</td> <td>1</td> <td>10</td> </tr> <tr> <td>C</td> <td>2</td> <td>20</td> </tr> <tr> <td>Total</td> <td>10</td> <td>100</td> </tr> </tbody> </table> <p>Ten samples were chosen; 5 from each section. All the 10 samples fulfilled the criteria listed as per rubric hence 100% satisfactorily met the SLO objective. Seventy percent (70%) were a higher meet while the other 30% (3 samples) was lower meet. It should be noted too that one or two students did not submit their paper or submitted the assignment partially as a group member may not have fulfilled their part of the group task.</p> <p>The samples reflected that students understood the task. In the student evaluation collected after the graded portfolios were returned, students indicated the assignment instructions were clear. However, in some instances, some were not completely clear.</p> <p>Instructors: Rosie Koroi and Ana Bulavakarua</p>	Grade	Frequency	Percentage	A	3	30	B+	4	40	C+	1	10	C	2	20	Total	10	100	Benchmark Met	<p>The following recommendations are made:</p> <ol style="list-style-type: none"> 1. Collecting a pool of Marshallese and Pacific children's stories so students can access local children's literature easily. This will support the effort of promoting local literature to our students. 2. This assignment can be used by both sections as one of the major assessments which contributes to the students' overall grade. 3. Excellent samples of such portfolios are made available and discussed with the class so they see and judge for themselves what qualifies as a great portfolio. 	No. The SLO statement doesn't need revision.			
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Program (LA) - Liberal Arts AA	ENG 220	Extended Research Project	Project - Individual	<p>Students will be required to write and submit their final project by the end of the semester. The 18 (or more) page paper will be a reflection of the the research skills learnt in the semester.</p>	70% of the students should be able to achieve a 70% (C grade) or better	Goodman, Geoff	<p>Assessment Data and Analysis</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>34</td> </tr> <tr> <td>B</td> <td>1</td> <td>11</td> </tr> <tr> <td>C</td> <td>2</td> <td>22</td> </tr> <tr> <td>D</td> <td>1</td> <td>11</td> </tr> <tr> <td>F</td> <td>2</td> <td>22</td> </tr> <tr> <td>Total</td> <td>9</td> <td>100</td> </tr> </tbody> </table> <p>Three samples from each section were selected, amounting to 9 samples. Of the 9 samples, as per rubric, 67% of the sample satisfactorily met the SLO objective: "SLO 1: Use college-level research and composition skills". However, the projected benchmark of 70% of the sample to achieve a C grade or better was not met. Of the 9 samples, 3 achieved an A grade (34%) 1 attained a B grade (11%) while 2 attained a C (22%). Three samples (33% of the total sample) fell short of the required C grade.</p> <p>Despite the benchmark not being met, students enjoyed the class activities that involved applying knowledge gained from the readings were notably more engaging than asking questions as part of a lecture-type delivery. Grouping students in twos or more also yielded much more interesting feedback than trying to elicit answers on a one-to-one basis. This feature was particularly evident when introducing each section of a research project for example, the research</p> <p>Instructors: Drs Theresa Koroivulaono and Geoffrey Goodman</p>	Grade	Frequency	Percentage	A	3	34	B	1	11	C	2	22	D	1	11	F	2	22	Total	9	100	Benchmark Not Met	<p>Actions</p> <p>The following recommendations are made:</p> <ol style="list-style-type: none"> 1. Add more Pacific Island contextual texts to the reading list that will assist the understanding of the two main texts: Birkenstein, C. & Gerald Graff. They Say/I Say and Rules for Writing. 4th edition, and Hacker, D. & Nancy Somers. Rules for Writers. 8th edition) 2. Start the actual research project especially the surveys in the third or fourth week of semester. Divide the research project work into 2 parts. <ul style="list-style-type: none"> a. Do research Part 1 in the first four weeks of semester with the draft essay due at the end of these first 4 weeks; b. Focus on the theory in the next eight weeks so that students can apply their research experience to the theoretical frameworks; and then c. Use the last four weeks to produce the final research essay. 3. Continuation of supplementing the classroom learning with the ENG 220 Moodle page, which becomes useful for new instructors of the course. 4. Suggestion of an 8-week intensive to see if there is a different in student engagement and participation. 	No. The SLO statement doesn't need revision.
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F	2	22																													
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Program (LA) - Liberal Arts AA	ENG 220	Extended Research Project	Project - Individual	<p>Students will be required to write and submit their final project by the end of the semester. The 18 (or more) page paper will be a reflection of the the research skills learnt in the semester.</p>	70% of the students should be able to achieve a 70% (C grade) or better	Koroivulaono, Theresa	<p>Assessment Data and Analysis</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>34</td> </tr> <tr> <td>B</td> <td>1</td> <td>11</td> </tr> <tr> <td>C</td> <td>2</td> <td>22</td> </tr> <tr> <td>D</td> <td>1</td> <td>11</td> </tr> <tr> <td>F</td> <td>2</td> <td>22</td> </tr> <tr> <td>Total</td> <td>9</td> <td>100</td> </tr> </tbody> </table> <p>Three samples from each section were selected, amounting to 9 samples. Of the 9 samples, as per rubric, 67% of the sample satisfactorily met the SLO objective: "SLO 1: Use college-level research and composition skills". However, the projected benchmark of 70% of the sample to achieve a C grade or better was not met. Of the 9 samples, 3 achieved an A grade (34%) 1 attained a B grade (11%) while 2 attained a C (22%). Three samples (33% of the total sample) fell short of the required C grade.</p> <p>Despite the benchmark not being met, students enjoyed the class activities that involved applying knowledge gained from the readings were notably more engaging than asking questions as part of a lecture-type delivery. Grouping students in twos or more also yielded much more interesting feedback than trying to elicit answers on a one-to-one basis. This feature was particularly evident when introducing each section of a research project for example, the research</p> <p>Instructors: Drs Theresa Koroivulaono and Geoffrey Goodman</p>	Grade	Frequency	Percentage	A	3	34	B	1	11	C	2	22	D	1	11	F	2	22	Total	9	100	Benchmark Not Met	<p>Actions</p> <p>The following recommendations are made:</p> <ol style="list-style-type: none"> 1. Add more Pacific Island contextual texts to the reading list that will assist the understanding of the two main texts: Birkenstein, C. & Gerald Graff. They Say/I Say and Rules for Writing. 4th edition, and Hacker, D. & Nancy Somers. Rules for Writers. 8th edition) 2. Start the actual research project especially the surveys in the third or fourth week of semester. Divide the research project work into 2 parts. <ul style="list-style-type: none"> a. Do research Part 1 in the first four weeks of semester with the draft essay due at the end of these first 4 weeks; b. Focus on the theory in the next eight weeks so that students can apply their research experience to the theoretical frameworks; and then c. Use the last four weeks to produce the final research essay. 3. Continuation of supplementing the classroom learning with the ENG 220 Moodle page, which becomes useful for new instructors of the course. 4. Suggestion of an 8-week intensive to see if there is a different in student engagement and participation. 	No. The SLO statement doesn't need revision.
Grade	Frequency	Percentage																													
A	3	34																													
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Total	9	100																													

Program (LA) - Liberal Arts AA	GEO 110	Maps	Objective Type Exam - Midterm	Exam type question that will have multiple choices and short answer questions.	At least 70% of the students that did the assessment activity pass the assignment with a C grade.	Seru, Jennifer	The Mid-Term Exam included multiple-choice and short answers that seek to draw an exhibition of mapping knowledge and reading skills and uses and so as the land formation. Of the 12 students enrolled in the class, 9 or 75% of the class participated in this mid-term test. There were 2 (16%) students who did not participate, 1 missed the test because of a work schedule that conflicted with his Mid-term exam and the other was the Dual enrolled students whose attendance has been irregular from the beginning of the semester. The GEO 121 – SLO ASSESSMENT REPORT 1. How many students attempted the assignment? The assignment was attempted by eight students of which five students handed in their work on the due date. Three students have not submitted their work due to changing reasons while four students have not yet attended class after the break (see figure 1 - related documents) 2. What were the results of this assessment? Four of the five students (80%) that submitted the assignment passed which clearly met the benchmark of this SLO of “at least 70% of the students who attempted the assessment pass with a C grade and above” However, if all assignments were handed in than the pass rate would have been much higher due to the fact that capable students have not given in their work. (see figure 2 - related documents) 3. Breakdown of students’ scores Looking at the scores breakdown for students who submitted their work – only one student got an A on the assignment clearly showing a good understanding, original insight, supporting main point with well-developed reasons and examples and organizing these ideas to build a logical argument about the topic. Three students got C as their work still focused on the topic but had underdeveloped reasons and examples. The failing student who got a D – poorly addressed the topic with little evidence and no arguments to support it. Three students are given an F so far until their work is submitted and will be marked but with consequences	Benchmark Met	More mapping exercises and lecture time for the class to strengthen their skills. In the future to include some online mapping activities for students mapping practice. Contextualizing the concepts of map-making and reading will enable students to relate to the exercise and these important geographical skills. In future classes, online mapping activities would be added to hone skills application practice.	No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA	GEO 121	Non-Pacific Contacts	Project - Individual	Written report (essay type) of 2-3 pages and oral presentation of the same essay. Both will have a rubric and/or a marking criteria.	At least 70% of the students who attempted the assessment pass with a C grade and above	Filimoni, Ketedromo	GEO 121 – SLO ASSESSMENT REPORT 1. How many students attempted the assignment? The assignment was attempted by eight students of which five students handed in their work on the due date. Three students have not submitted their work due to changing reasons while four students have not yet attended class after the break 2. What were the results of this assessment? Four of the five students (80%) that submitted the assignment passed which clearly met the benchmark of this SLO of “at least 70% of the students who attempted the assessment pass with a C grade and above” However, if all assignments were handed in than the pass rate would have been much higher due to the fact that capable students have not given in their work. 3. Breakdown of students’ scores Looking at the scores breakdown for students who submitted their work – only one student got an A on the assignment clearly showing a good understanding, original insight, supporting main point with well-developed reasons and examples and organizing these ideas to build a logical argument about the topic. Three students got C as their work still focused on the topic but had underdeveloped reasons and examples. The failing student who got a D – poorly addressed the topic with little evidence and no arguments to support it. Three students are given an F so far until their work is submitted and will be marked but with consequences	Benchmark Met	Going forward it would be best to carry out the assignment at mid-term rather than towards the end of the semester as the participation rate is often very low at this point in the semester. This would ensure that all students would be able to participate in the activity. The concept can be measuread again in the next cycle using a different assignment tool.	No. The SLO statement doesn't need revision.	Approved
Program (LA) - Liberal Arts AA	GEO 121	Non-Pacific Contacts	Project - Individual	Written report (essay type) of 2-3 pages and oral presentation of the same essay. Both will have a rubric and/or a marking criteria.	At least 70% of the students who attempted the assessment pass with a C grade and above	Koto, Camari	GEO 121 – SLO ASSESSMENT REPORT 1. How many students attempted the assignment? The assignment was attempted by eight students of which five students handed in their work on the due date. Three students have not submitted their work due to changing reasons while four students have not yet attended class after the break (see figure 1 - related documents) 2. What were the results of this assessment? Four of the five students (80%) that submitted the assignment passed which clearly met the benchmark of this SLO of “at least 70% of the students who attempted the assessment pass with a C grade and above” However, if all assignments were handed in than the pass rate would have been much higher due to the fact that capable students have not given in their work. (see figure 2 - related documents) 3. Breakdown of students’ scores Looking at the scores breakdown for students who submitted their work – only one student got an A on the assignment clearly showing a good understanding, original insight, supporting main point with well-developed reasons and examples and organizing these ideas to build a logical argument about the topic. Three students got C as their work still focused on the topic but had underdeveloped reasons and examples. The failing student who got a D – poorly addressed the topic with little evidence and no arguments to support it. Three students are given an F so far until their work is submitted and will be marked but with consequences	Benchmark Met	No. The SLO statement doesn't need revision.	Approved	

Program (LA) - Liberal Arts AA	GEO 121	Non-Pacific Contacts	Project - Individual	Written report (essay type) of 2-3 pages and oral presentation of the same essay. Both will have a rubric and/or a marking criteria.	At least 70% of the students who attempted the assessment pass with a C grade and above	Koto, Camari	GEO 121 – SLO ASSESSMENT REPORT 1. How many students attempted the assignment? The assignment was attempted by eight students of which five students handed in their work on the due date. Three students have not submitted their work due to changing reasons while four students have not yet attended class after the break 2. What were the results of this assessment? Four of the five students (80%) that submitted the assignment passed which clearly met the benchmark of this SLO of "at least 70% of the students who attempted the assessment pass with a C grade and above" However, if all assignments were handed in than the pass rate would have been much higher due to the fact that capable students have not given in their work. 3. Breakdown of students' scores Looking at the scores breakdown for students who submitted their work – only one student got an A on the assignment clearly showing a good understanding, original insight, supporting main point with well-developed reasons and examples and organizing these ideas to build a logical argument about the topic. Three students got C as their work still focused on the topic but had underdeveloped reasons and examples. The failing student who got a D – poorly addressed the topic with little evidence and no arguments to support it. Three students are given an F so far until their work is submitted and will be marked but with consequences	Benchmark Met	Going forward it would be best to carry out the assignment at mid-term rather than towards the end of the semester as the participation rate is often very low at this point in the semester. This would ensure that all students would be able to participate in the activity. The concept can be measured again in the next cycle using a different assignment tool.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	HIS 202	Early Encounters	Objective Type Exam/Quiz - In Course	Students will be given a quiz that will test the students on European exploration in the 1400s and 1500s and the features of their early encounters with the natives of the Americas. The five questions on their quiz will be the following: 1. What were the reasons the Europeans decided to expand outside of Europe? 2. How did Christopher Columbus believe he could reach Asia, and what did Columbus think when he landed in the "New World?" 3. Before the Europeans came, what were most slaves in Africa, and what did Columbus think when he landed in the "New World?"	80% of the students who complete the quiz will earn 70% or higher.	Velasquez, Alexander	80% (16 out of 20 students) earned 70% or higher. 20% (4 out of 20) earned less than 70%. 13% (3 out of 23) students did not take the quiz, thus they were not counted in the assessment. Students had one week to prepare for the quiz; they were given a list of ten possible questions that could have been asked, but the ones chosen for the quiz were the ones from this assessment that focused on early encounters.	Benchmark Met	I thought that the SLO went very well. For the next time I do this SLO assessment, I think I would like for students to do a critical thinking exercise the early encounters between the Europeans and the natives of the Americas, especially on the voyages of Columbus. That is a contentious issue in historical studies, and it would be great for the students to interact with the material for themselves.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	PHIL 101	Philosophies of Others	Project - Individual	Students will make a PowerPoint presentation and submit a two to three page written work evaluating a philosophical idea of any philosopher they choose. The expectation is that the student will	80% of the students who complete the quiz will earn 70% or higher.	Velasquez, Alexander	100% (13 out of 13) earned 70% or higher. 35% (7 out of 20) of the students did not do their project, so they were not counted in the SLO. All of the students gave a	Benchmark Met	I expected the results, as the students were given more than one month to prepare their presentations and papers, so that may have been	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	PI 122	Development Plan	Critique of Performance	A presentation will be given in which a student selects a Pacific Island of their choice describing its basic characteristics (e.g. geography, political status, economy, culture, etc) and then present a sustainable development plan within this presentation towards the end after describing the Pacific Islands basic features! This allows students to first understand the context and then provide a sustainable development plan based on their practical opinion of the matter as a fellow Pacific Islander from the RMI!	50-70% of Participating students will pass by presenting satisfactorily !	Doulatram, Desmond	This powerpoint presentation is for students to pick a Pacific Island nation of their choice (e.g Marshall Islands) so that they can evaluate its geography, population, economy, culture, history, and colonial timeline. It allows students to evaluate the economic limitations of their respective chosen countries and provide solutions for development. Furthermore, students will orally present their sustainable development plan towards the end signifying their ability to able to decolonize their way of thinking to allow practical approaches to constructing and reconstructing positive and realistic changes within their own country (e.g. Marshall Islands) This is a "Summative Assessment" and is intended to be the final evidence of assessing Students ability to recall knowledge and apply it towards the end through their Sustainable Development Plan or their attempt of a Sustainable development plan. The following Holistic rubric in the following link below was used to assess their oral/written delivery. https://drive.google.com/file/d/1UyIHCmFmPdQnh1o1IDCqZ86SHScdNcn/view?usp=sharing For PI122 Section 1, only about 6 out of 13 participated in this "Summative assessment" Indicating a participation rate of 46.15%. However, out of the 6 that participated, 100% passed the assessment. The students were assessed through the group project. The students were taught the brain, its importance and the connectivity to other vital organs in the body under the topic biology and Psychology. The emphasis is on the Endocrine system focusing on Pituitary gland. The students explained that the Neurons in the brain controls the pituitary gland as it secretes into the blood that acts on the endocrine glands that controls the regulations of the hormones and its production. The students were assessed on the importance of heredity in terms of nature(Genetics) and Nurture(Environment) to the development of an individual.. They defined the three important concepts that are related to human development. According to their presentation, they explained the importance of "Nature and Nurture" to human development. They mentioned that nature includes the natural things that we do not have control over, like the biological disposition which is connected to the family. They explained that individual's growth and development is reflected in their family backgrounds i.e. an individual's development is related to genetic inheritance which is explained in relation to the family. They explained the concept of Nurture as being related to the environment meaning that culture and environment play a great role in human development. They used their visit to the Out of 19 Students in SOC130, only 2 participated indicating a participation rate of 10.52% in the research assignment (assessment tool used) and completed. However, the two students scored a 100%. However, because of the 10.52% participation rate, it has not reached the stretch goal of 70-75% and higher. Online education to alleviate Absenteeism has not alleviated the issue of unproductive Presenteeism.	Benchmark Not Met	Chronic Absenteeism and Unproductive Presenteeism remain an issue. Online option through a "competency based learning" approach has not alleviated the physical absenteeism issue because students are still demonstrating unproductive presenteeism where there is little to no virtual presence via e-communication in the virtual learning space offered by the instructor that was given per CMI e-learning policies to accommodate physical absenteeism. I believe this is an issue that is already being dealt within the CMI community and has been a critical area. I believe that attendance and participation remain a huge issue even at MIHS high school level so these habits get harder to control at College level where students are given more freedom at their discretion as young adults. I believe, it is time to notify the community of this CMI issue as CMI is not an attendance taking school and perhaps societal pressure will engage our students with the obligations and responsibility to the CMI name. It takes a village to raise a child and RMI is no exception. I know CMI has done it's part and the faculty and admin are extremely dedicated. But perhaps, it's time to be more firm and apply the "name and shame" game perhaps not to name out our students but just to make this issue of "chronic absenteeism and unproductive presenteeism" a thing of the past.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	PSY 101	Body-Brain Connection	Focus Group	Students will be working in a group to discuss a group project . The group project will be on the importance of human anatomy on the human behavior. Here Focus will be on brain and its connectivity to other organs in the body. The importance of the brain to the endocrine system focusing on Pituitary glands.. Students will be asked to discuss the parts of the brain that controls the endocrine system and if the part is damage what impact will it have on human behavior. They will be given two weeks to do their findings and gather their The students will be asked to relate the importance of Heredity in term of nature(Genetics) and nurture(Environmental factors) to the development of an individual .They will be asked to mention the possible causes and prevention of pervasive learning disorders and disabilities in the Republic of the Marshal Islands focusing on Majuro. I will take the students to the special school in the Marshall Islands high school for them to observe and see some students with developmental problems. The observation will take place towards the end of October 20. They will be given another week to check around Majuro schools the prevalence of this developmental problems, if there are schools apart from the special schools that has these type of students. They will then be asked to present their observations. Rubric will be developed to marked their presentations.	75% of the students who participate in this group work will get 70% and above using the the grading rubric criteria.	Ogunmokun, Oyinade	The students were assessed through the group project. The students were taught the brain, its importance and the connectivity to other vital organs in the body under the topic biology and Psychology. The emphasis is on the Endocrine system focusing on Pituitary gland. The students explained that the Neurons in the brain controls the pituitary gland as it secretes into the blood that acts on the endocrine glands that controls the regulations of the hormones and its production. The students were assessed on the importance of heredity in terms of nature(Genetics) and Nurture(Environment) to the development of an individual.. They defined the three important concepts that are related to human development. According to their presentation, they explained the importance of "Nature and Nurture" to human development. They mentioned that nature includes the natural things that we do not have control over, like the biological disposition which is connected to the family. They explained that individual's growth and development is reflected in their family backgrounds i.e. an individual's development is related to genetic inheritance which is explained in relation to the family. They explained the concept of Nurture as being related to the environment meaning that culture and environment play a great role in human development. They used their visit to the Out of 19 Students in SOC130, only 2 participated indicating a participation rate of 10.52% in the research assignment (assessment tool used) and completed. However, the two students scored a 100%. However, because of the 10.52% participation rate, it has not reached the stretch goal of 70-75% and higher. Online education to alleviate Absenteeism has not alleviated the issue of unproductive Presenteeism.	Benchmark Not Met	Encourage the students to come to class, The following are the steps to improve the SLOs in the future: Focus more on this chapter and give them more examples of the relationship of the organs in the body and their connectivity to the brain. Activities to increase students engagement with emphasis on biology and psychology. Further use of students support services and the Maintain the present result and keep on sensitizing the students on the importance of women looking after themselves during pregnancy. Focus on the dangers of substance abuse and its eradication in Majuro. More emphasis in class on the importance of class attendance. Also give them enough time for preparation.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	PSY 201	Heredity & Environment	Presentation	The students will be asked to relate the importance of Heredity in term of nature(Genetics) and nurture(Environmental factors) to the development of an individual .They will be asked to mention the possible causes and prevention of pervasive learning disorders and disabilities in the Republic of the Marshal Islands focusing on Majuro. I will take the students to the special school in the Marshall Islands high school for them to observe and see some students with developmental problems. The observation will take place towards the end of October 20. They will be given another week to check around Majuro schools the prevalence of this developmental problems, if there are schools apart from the special schools that has these type of students. They will then be asked to present their observations. Rubric will be developed to marked their presentations.	75% of the student will score 70% in this presentation.	Ogunmokun, Oyinade	The students were assessed on the importance of heredity in terms of nature(Genetics) and Nurture(Environment) to the development of an individual.. They defined the three important concepts that are related to human development. According to their presentation, they explained the importance of "Nature and Nurture" to human development. They mentioned that nature includes the natural things that we do not have control over, like the biological disposition which is connected to the family. They explained that individual's growth and development is reflected in their family backgrounds i.e. an individual's development is related to genetic inheritance which is explained in relation to the family. They explained the concept of Nurture as being related to the environment meaning that culture and environment play a great role in human development. They used their visit to the Out of 19 Students in SOC130, only 2 participated indicating a participation rate of 10.52% in the research assignment (assessment tool used) and completed. However, the two students scored a 100%. However, because of the 10.52% participation rate, it has not reached the stretch goal of 70-75% and higher. Online education to alleviate Absenteeism has not alleviated the issue of unproductive Presenteeism.	Benchmark Met	Maintain the present result and keep on sensitizing the students on the importance of women looking after themselves during pregnancy. Focus on the dangers of substance abuse and its eradication in Majuro. More emphasis in class on the importance of class attendance. Also give them enough time for preparation.	No. The SLO statement doesn't need revision.
Program (LA) - Liberal Arts AA	SOC 130	Critical Issues	Presentation	A sociological research assignment will be given in which students select a Contemporary Social Issue in the Marshall Islands, Micronesia, and the larger Pacific Region wherein students present to their peers what Sociological Terms and Theories best explain and describe the issue in accordance to the Textbook content studied	75% of Students	Koroivulaono, Theresia	Out of 19 Students in SOC130, only 2 participated indicating a participation rate of 10.52% in the research assignment (assessment tool used) and completed. However, the two students scored a 100%. However, because of the 10.52% participation rate, it has not reached the stretch goal of 70-75% and higher. Online education to alleviate Absenteeism has not alleviated the issue of unproductive Presenteeism. Please see related document for Full Narrative and pedagogy. The rubric used can be accessed in the narrative where a link is given!	Benchmark Not Met	There needs to be a wider school effort in addressing Chronic Absenteeism and Unproductive Presenteeism. This should be a responsibility for the entire school (e.g. CMI) and not just instructors. Chronic Absenteeism and Unproductive Presenteeism should be identified as a WASC Critical issue to address even if we are not an attendance taking school. When I worked on the Marshall Islands High School three year review WASC report, Chronic Absenteeism was a critical issue and unproductive Presenteeism was clearly apparent. https://issuu.com/home/published/mihs-wasc-3yr-report-final-feb-8-20 These habits have gotten worse at the College level where students are given more freedom and more	No. The SLO statement doesn't need revision.

Program (LA) - Liberal Arts AA	SOC 130	Critical Issues	Project - Individual	A sociological research project where students develop a research question and hypothesis, then choose an appropriate sociological method to answer their question. They are then tasked with writing a formal research paper and presenting it to the class. (Active)	75% of the students will ask a research questions that is appropriate for sociology and is relevant to critical issues on the present day Marshallese society.	Koroivulaano, Theresa	I had a total of 29 students at the start of the semester and by the end, 4 had withdrawn, making the total for assessment, 25. 11/25 submitted their final research papers and passed. 14 did not submit and failed the assignment. Overall, less than 75% of the total number of students (25) did not "ask a research question that is appropriate for sociology and is relevant to critical issues in present-day Marshallese society." 6/25 or 24% achieved 75% and 76% did not achieve the benchmark therefore the benchmark was not achieved. -6/25 passed with 75% and over	Benchmark Not Met	Almost all of my other faculty colleagues (about 10), whom I asked IN SPRING SEMESTER 2021 about absenteeism, tardiness and general disengagement with classes and learning experiences, stated that this semester more than others in recent times was particularly problematic. I also experienced the same between this semester and fall 2020. I recommend very strongly that there should be a CMI response in terms of data-gathering/research (if at all possible) to find out at least 2 main reasons that students were comparatively more disengaged in spring 2021.	No. The SLO statement doesn't need revision.	
Program (LA) - Liberal Arts AA	SOC 140	Theories To Application	Observation	There will be an in class activity revolving around reading and watching videos pertaining to the changing Health patterns of Micronesians due to colonization/imperialism. This will include a short excerpt reading and several videos to be played. This will involve a formative assessment activity where students will be sharing four examples of the four dimensions of reading to prove that they understand why Health issues in the Micronesian Region has changed due to colonization.	50-70% of student participating pass the assignment!	Doulatram, Desmond	The data reads as follows: Out of 18 Students in SOC140-3 only 9 participated and were present to do the four dimensions of Listening/Reading assignment stated above (assessment tool used). However, 100% of the students passed the assignment scoring a 70% and above. Hence participation rate for this section was at 50%! Out of 17 Students in SOC140-1, only 8 participated and were present to do the four dimensions of Listening/Reading assignment stated above (assessment tool used). However, 100% of the students passed the assignment scoring a 70% and above. Hence participation rate for this section was at 47%! Out of 18 Students in SOC140-2, only 5 participated and were present to do the four dimensions of Listening/Reading assignment stated above (assessment tool used). However, 100% of the students passed the assignment scoring a 70% and above. Hence participation rate for this section was at 27.7%! The student responses were measured by a Rubric which can be found in the related documents through a link.	Benchmark Not Met	There needs to be a wider school effort in addressing Chronic Absenteeism and Unproductive Presenteeism. This should be a responsibility for the entire school (e.g. CMI) and not just instructors. Chronic Absenteeism and Unproductive Presenteeism should be identified as a WASC Critical issue to address even if we are not an attendance taking school. When I worked on the Marshall Islands High School three year review WASC report, Chronic Absenteeism was a critical issue and unproductive Presenteeism was clearly apparent. https://issuu.com/home/published/mihs-wasc-3yr-report-final-feb-8-20 These habits have gotten worse at the College level where students are given more freedom and more money to spend their time discretionally. These are poor habits that have to be addressed not only by CMI but also at the community level so I'd highly recommend more radio broadcasting to name and shame our students who just come to CMI for the Pell Grant/COVID-19 package because it is not fair to the institution, its faculty/staff, the community, and most of all to our more serious students who want CMI to be the best it can be as a Model Institution to fulfill its mission.	No. The SLO statement doesn't need revision.	
Program (LA) - Liberal Arts AA	SPN 101	Sentences	Objective Type Exam - Final	Students will take a midterm that tests their ability to respond to simple requests in Spanish. They will be prepared with a study guide that specifies all of the possible questions that will be asked, including specific instructions to familiarize themselves well with interrogative words: how, where, what, who, which, when, how many, and how much. The following are examples of the questions that could be asked (in Spanish): 1. Where are you from? 2. What time is it?	80% of the students who complete the final will earn 70% or higher.	Velasquez, Alexander	100% (6 out of 6) of the students earned 70% or higher. 60% of the students (9 out of 15) did not take the oral exam, so they were not counted in the evaluation. Students were given four different dates and time frames to take the oral exam in my office, and they were given a list of thirty possible questions that could be asked during the exam. The questions reflected all the chapters covered in the book, ranging from basic questions such as "How are you?" to more advanced questions such as "What are the days of the week?" All There were 27 students registered for this course. 16 (59% of the registered students) took the test or participated 8 (50% of the 59%) students achieved a 70% score or higher 8 (50% of the 59%) students achieved a 69% score or lower	Benchmark Met	I will do this exact SLO in the future, as it was highly successful, and it gave each student an opportunity to have a one-on-one conversation in Spanish with their instructor at the end of the semester; I believe this gave students a boost of confidence, finishing the class knowing that they are able to hold a basic conversation in Spanish.	No. The SLO statement doesn't need revision.	
Program (MAR) - Marshallese Language Arts CCT	MAR 120	Archaic Vocabulary	Objective Type Exam/Quiz - In Course	After having learnt some archaic words, students are going to define and use the given archaic words in sentences. (HL)	70% of the students will get 70% score or higher.	Lajar, Hermon	There were 27 students registered for this course. 16 (59% of the registered students) took the test or participated 8 (50% of the 59%) students achieved a 70% score or higher 8 (50% of the 59%) students achieved a 69% score or lower	Benchmark Not Met	More time need to be given on this specific issue, then reassess the outcome with the same assessment tool.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 120	Use Alphabet	Objective Type Exam/Quiz - In Course	After having learnt words from the Marshallese Alphabet, students are going to write words from the Alphabet. (PKarben)	80% of the students should be able to achieve a 70% score or higher.	Karben, Pruter	There were 10 students registered for this course. 9 (90% of the registered students) took the test or participated. 9 (90% of the 90%) students achieved a 70% score or higher. 1 (10% of the 90%) students achieved a 69% score or lower. Benchmark Met.	Benchmark Met	One possible reasons why the students didn't meet the benchmark is because he/she missed class most of the time and didn't submit his/her assignment.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 150	Compositional Strategies	Written Assignment or Essay	After having learnt the composition strategies, students were assigned a writing assignment. (BHenry)	70% of the students should be able to achieve a 70% score or higher	Henry, Bill	There were 11 students registered for this course 9 (81.8%) students achieved a 70% score or higher 2 (18.1%) students achieved a 60% score or lower Benchmark met One of the possible reasons why students met the benchmark is because they studied and also participated in the course. The reason why the 18.1% of the students did not meet the benchmark is because not only they stopped MAR 160 had only two students as it was given as Independent Study. 1 (50%) of the students received a 70% score or higher 1 (50%) of the students received a 69% score or lower Benchmark met	Benchmark Met	Giving advice on a daily basis might do the trick to help all students meet the benchmark.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 160	Effective Speaking	Presentation	After having written and rehearsed their speech, students will deliver their campaign speech.(HL)	50% of the students will get a score of 70 or higher.	Lajar, Hermon	One reason why 50 % of the students met the benchmark is because he/she wrote, rehearsed, and presented his/her campaign speech. One reason why the other 50% did not meet the There were 6 students officially registered to this course. 2 (33.3%) students received a score of 70 or higher 4 (66.6%) students received a score of 69 or lower Benchmark not met	Benchmark Met	To better assess this specific SLO using the same assessment tool, it is wise to assess it when it runs as a full class.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 230	Sentences	Written Assignment or Essay	Having learnt the different part of speech, students will write grammatically correct sentences in Marshallese.	70% of the students will get a score of 70 or higher.	Lajar, Hermon	There were 6 students officially registered to this course. 2 (33.3%) students received a score of 70 or higher 4 (66.6%) students received a score of 69 or lower Benchmark not met	Benchmark Not Met	Making sure the all students in who registered for MAR 230, must have took MAR 120 and received a "C" or better letter grade.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Language Arts CCT	MAR 240	Literary Conventions	Project - Individual	Having learnt the parts of a story and read story examples, the students are tasked to create their original story using the Marshallese Language. (HL)	70% of the students will get a score of 70 or higher.	Lajar, Hermon	There were 4 students officially registered for this course. 3 (75%) students received a score of 70 or higher 1 (25%) students received a score of 69 or lower Benchmark met One reason why 75 % of the students met the benchmark is because they were given extra time to complete their work	Benchmark Met	Make sure to give advice on how important to complete a semester and also to notify the instructor if students have plans to go off island.	No. The SLO statement doesn't need revision.	Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 130	Heritage	Objective Type Exam/Quiz - In Course	After having learnt the land categories and proverbs in the Marshallese Culture, student were given a test. (BHenry)	70% of the students should be able to achieve a 70% score or higher	Henry, Bill	There were 120 students registered for this course. 85 (70.8%) students took the test and received a 70% score or higher 35 (29.1%) students took the test and received a score of 69% and lower Benchmark met One of the possible reasons why students met the benchmark is because they studied and also	Benchmark Met	For future semesters, I believe on of the possible key to improve student learning and involvement is to involve the parents. Not to a standard that will jeopardized student privacy and independence, but maybe a general notice on student's progress	No. The SLO statement doesn't need revision.	Approved

Program (MAR) - Marshallese Social Studies CCT	MAR 130	Outside Influences	Presentation	After having researched on their topic, students will present their report in class using a PowerPoint. (HL)	70% of the students will get a score of 70 or higher	Lajar, Hermon	There were 10 students registered for this course. 5 (50%) out of 10 students presented their report and got a 70% score or higher 5 (50%) out of 10 students were absent on the final exam date. Benchmark met and not met	Benchmark Met	To better assess this specific SLO using the same assessment tool, the date need to change. The topic need to be move from the exam date.	No. The SLO statement doesn't need revision.		Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 140	Branches	Objective Type Exam/Quiz - In Course	Students studied the presentations, video clips provided, students have testes and quiz online afterward. BH	80% of the students achieved 70% or higher.	Henry, Bill	One reason why 50 % of the students met the	Benchmark Met	To capture and improve student success, advising is a must every day.	No. The SLO statement doesn't need revision.		Approved
Program (MAR) - Marshallese Social Studies CCT	MAR 140	Branches	Objective Type Exam/Quiz - In Course	After having learnt the Bill of Rights, the students are going to be tested on it.(pkarben)	80% of the students should be able to achieve a 70% score or higher.	Karben, Pruter	One of the possible reasons why students met the benchmark is because they studied and also There were 11 students registered for this course. 9 (81% of the registered students) took the test or participated. 4 (44.4% of the 81%) students achieved a 70% score or higher. 5 (55.5% of the 81%) students achieved a 69% score or lower. Benchmark not Met.	Benchmark Not Met	Utilize more time to improve the issue, then lower the performance benchmark to easily meet students' progress in this course.	No. The SLO statement doesn't need revision.		Approved
Program (MSCI) - Marine Science CCT	SCI 220	Techniques	Survey	A practical field exercise (coastal survey) which involves line intercept transect, belt transect and quadrating techniques. Students will receive technical theoretical and practical training in advance which will prepare them to conduct the coastal survey.	Benchmark: At least 70% of students should achieve 70% and above in this assessment.	Romany, Kendal	One of the possible reasons why the students did not A practical field exercise (coastal survey) which involves line intercept transect, belt transect and quadrating techniques. Students will receive technical theoretical and practical training in advance which will prepare them to conduct the coastal survey. Student learning outcome being tested- Conduct marine surveys using a variety of techniques (Line Intercept transect, Belt transect, quadrats, etc) (MSC Research, MSC Skills). Assessment: Conduct coastal surveys utilizing marine scientific methods and field equipment to determine seagrass percent cover at Laura beach. Develop a scientific report to capture and exhibit your procedure and findings utilizing the established terms of reference below. Terms of Reference Aim Objectives Hypothesis Introduction Materials and Equipment Methodology Presentation of Date Discussion & Analysis Conclusion Limitations Recommendations References	Benchmark Met	1. Attempt to increase attendance by encouraging students to be present. 2. Send gentle reminders to students regarding assignments. 3. Provide routine announcements to students regarding assignments.	Yes. The SLO statement needs revision.	Well developed	Approved
Program (MSCI) - Marine Science CCT	SCI 235	Marine Ecosystems	Video or Audio Recording	Administer a creative assignment in which students are expected to focus on identifying a marine ecosystem and explain the ecosystem functions in-depth. Students must develop a scrip/report in addition to a video which should express the above mentioned information.	Benchmark: At least 70% of students should achieve 70% and above in this assessment.	Romany, Kendal	Number of enrollees in Marine Field Research Methods 8 students were registered for the course. Number of participants in the exercise Administer a creative assignment in which students are expected to focus on identifying a marine ecosystem and explain the ecosystem functions in-depth. Assessment The composition of a documentary which concentrates on an ecosystem highlighting and explaining specifically the ecosystem services which are provisioning services, regulating services, cultural services and supporting services. Terms of reference for assessment tool. Develop a comprehensive script/report for the documentary which should encompass, an introduction explaining the selected marine ecosystem and its background, outline the scenes along with the information covered for each scene. Compose a short documentary which should not exceed 10 minutes based on the approved developed script. Marks were allocated based on creativity, identification of the marine ecosystem, explanation of the marine ecosystem and the specific ecosystem services.	Benchmark Met	1. Maintain providing a weekly guided approach regarding assignments. 2. Utilize intriguing techniques when developing assignments. 3. Gather information from with respect to their interests which should be included in assignment formulation.	No. The SLO statement doesn't need revision.	Well developed	Approved
Program (MSCI) - Marine Science CCT	SCI 245	Ecological Impact	Objective Type Exam - Final	Students must perform an ecological impact assessment on an activity. This exercise will be encapsulated in the final exam for the Integrated Coastal Management course.	Benchmark: At least 70% of students should achieve 70% and above in this assessment.	Romany, Kendal	Number of enrollees in Integrated Coastal Management 8 students were enrolled in the Integrated Coastal Management Number of participants in the exercise 8 students participated in the exercise The assessment was formulated and incorporated as a fundamental section of the final exam. Develop an EIA (Environmental Impact Assessment) report for any type of proposed development project within Majuro. Terms of Reference Develop an EIA (Environmental Impact Assessment) report for any type of proposed development project within Majuro which should include, an explanation of the type of development project, an explanation which justifies the need for an EIA, five positive impacts of the development project, five negative impacts of the	Benchmark Met	1. Maintain the use of case studies coupled with adequate and meaningful feedback 2. Incorporate formative assessment 3. Include the use of incentives to encourage enthusiasm and improve students' performance.	No. The SLO statement doesn't need revision.	Well developed.	Approved

Program (MSCI) - Marine Science CCT	SCI 281	Final Written Report	Presentation	Develop a power-point presentation and present at CMI utilizing established guidelines. The presentation should be based on the students' entire experience at the agency in which they are stationed.	Benchmark: At least 70% of students should achieve 70% and above in this assessment.	Romany, Kendal	Marine Science Internship	Benchmark Met	1. Engage in periodic visits to the agencies in which students were dispatched. 2. Increase communication with students to ensure clarification of essential requirements. 3. Promote faculty involvement with the key individuals (E.g. intern supervisors) at the agency in order to improve awareness of the operations and therefore, aid in the decision making process in the best interest of the students interning at the agency.	No. The SLO statement doesn't need revision.	Well developed.	Approved	
Program (NURS) - Nursing AS	AH 114	Incorporate	Survey	The AH 114 students shall conduct a survey among his/her classmates. In the survey, the respondents has to identify the calorie intake during breakfast, lunch and dinner. The survey is also to find out the nutritional values and the common foods taken during breakfast, lunch and dinner. The survey was conducted after the instructor had taught the students the proper diet and meal intake. The students were also taught on how to measure calorie for each food.	75 % of the students shall be able to conduct a survey 75% among the classmates.	Sumaoang, Moses	Marine Science Internship Number of enrollees in Marine Science Internship 2 students were enrolled in the Marine Science Internship Number of participants in the exercise 2 students participated in the exercise Assessment Develop a power-point presentation and present at CMI using the guidelines underneath. This presentation should be based on your entire experience at the agency. Terms of Reference: 1. Explain the importance of engaging in this internship program. 2. State and explain all the major weekly activities you have performed at the agency (Both indoor and outdoor activities). 3. State and discuss in depth all challenges (personal and technical) you have encountered at the agency. 4. Discuss clearly how did you overcome those challenges and provide recommendations on how you can better manage those challenges in the future. 5. Explain how can the agency strengthen the technical department in which you operated.	Benchmark Met	Refer to Table 1 for the Number of Student/Respondents that evaluated the amount of calorie intake and in Figure 2 for the Percentages of those who take a certain amount of calorie intake with respect to the rest of the students in the class. (refer to the document attached) For breakfast, there were 5 out of 18 students or 18% of the students responded that their meal was 0 – 50 calories. There were 6 out of 18 students or 33% of the students responded that their breakfast was 51 – 100 calories. 3 students out of 18 or 11% of the students said that their breakfast was 101- 150 calories. 2 out of 11 students or 11% of the students that their breakfast was 151 – 200 calories and 2 students or 11% of the students that their breakfast is over 200 calories. From the result of the survey on calorie intake for breakfast, it showed that 14 out of 18 students or 77.78% of the students were more aware on what was the proper diet. That they had to take a heavier meal for breakfast since this would give them the necessary energy to do a day's activities. The students were more aware about the calories of the food that they had to consume. For lunch, 4 out of 18 students or 22% of the students responded that their meal was 0 – 50 calories. 7 out of 18 students or 39% of the students responded that their lunch was 51 – 100 calories. 3 out 18 students or 17% responded that their lunch's calorie was 101 – 150. 2 or 11% of the students said that the calorie was 151 – 200 for lunch and the same number of students sixteen of the students in the class were able to perform the basic nursing skills (taking vital signs, administrating drugs, making occupied and unoccupied bed, etc) and procedures accurately and safely.	For the next semesters the following actions are to be taken in order to improve the understanding of students the importance calorie intake and proper diet: 1)Let the students make a journal on the food that they take in a week cycle; 2)The students shall be to allocate the number of calories that they have to consume so that they can achieve the recommended daily calorie intake . 3)Identify and list the local and imported food that they used in preparing a meal.	Yes. The SLO statement needs revision.		
Program (NURS) - Nursing AS	NURS 110	Skills Procedures	Skill Performance	After learning the basic nursing skills, the students will be providing the chance to do return demonstration on certain skills they learned from watching video, review procedure outlined in their textbook ,or observing how instructor demonstrate the skills	80% of students will provide competent and safe nursing interventions based on established standards of care	Bohanny, Walton	Marine Science Internship	Benchmark Met	Sixteen of the students in the class were able to perform the basic nursing skills (taking vital signs, administrating drugs, making occupied and unoccupied bed, etc) and procedures accurately and safely.	Need to identify weak student early to provide extra hours of practicing the skills with assistance from the students taking upper nursing courses; like those taking medical/ surgical nursing classes.	No. The SLO statement doesn't need revision.		
Program (NURS) - Nursing AS	NURS 113	Drug Administration	Objective Type Exam/Quiz - In Course	Understanding the formula to calculate the drug dose is a nursing responsibility in drug administration; therefore, the students are required to master and understand how to calculate drug dose based on dosage recommendation and by using basic formula	100% of the class will master drug dose calculation	Bohanny, Walton	Marine Science Internship	Benchmark Met	The students mastered the drug dose formula: DD/DH x Q as seen by the class works and test questions	Will do more group work practice to really follow the calculation process or the procedures. And to add or provide more practicing problems	No. The SLO statement doesn't need revision.		
Program (NURS) - Nursing AS	NURS 222	Intervention Rehabilitation	Skill Performance	Having learned the nursing process in providing safe, competent care to Marshallese and non-Marshallese clients with chronic diseases, the students will prepare and implement a nursing care plan and provide the pathophysiology and drug cards for each patient with chronic disease or multiple diseases. This assignment aims to train our student nurses for professional nursing work.	80% of students will get a score of 70% or higher based on the skills performance criteria.	Bohanny, Walton	Marine Science Internship	Benchmark Met	There are 19 active students in this course. They have been preparing and submitting care plans and for this assessment they are required to submit the care plan, the pathophysiology, and the drug card for one of their patients they've been working with very recently (around week 14). The results showed that 84% (16/19) of the students passed the assessment and only 16% (3/19) did not pass. Therefore the bench mark has been met and even exceeded.	To work with those students that did not submit the care plans for the patients they've been working with. Set up writing or creating care plans coaching sessions prior to the end of the semester. Refer students to student service for tutorial services or counseling services	No. The SLO statement doesn't need revision.		
Program (NURS) - Nursing AS	NURS 256	Nursing Process	Project - Individual	Students will use the nursing process to provide competent, safe nursing care to individual patients and their families	70% of students provide safe, competent care to their clients and their families	Peter, Florence	Marine Science Internship	Benchmark Met	The 16 active students that passed the assessment are Twelve of the 18 students completed the assignment on time and they scored 70% and higher. One student had a perfect score (100%), eight students had scores of 90%, One student scored 95%, and one student scored 80%, the lowest score. The average score for this assignment was 83%. The grade or score was	Repeat this assignment early in the semester and follow up student implementation of the care plan. Provide immediate student feedback.	No. The SLO statement doesn't need revision.		
Program (NURS) - Nursing AS	NURS 260	Pathophysiological Factors	Case Study	Students will discuss patient case studies including the pathophysiology of the disease and appropriate nursing interventions	70% of students will score 70% or higher in their case studies	Peter, Florence	Marine Science Internship	Benchmark Met	Students were required to do a case study on one of the patients that they were working with in one particular clinical week. A total of 15 students participated in this activity and all of them scored 80% or higher in this assignment, which means 100% of students met the benchmark. The students were eager and excited to do this assignment and were engaged with the instructor as they developed their work.	Continuous assessment of students' competence in implementation of this assignment. Do similar assignments at the beginning of each semester and provide prompt feedback. Continue to assess the effectiveness of this assessment tool in achieving this particular SLO.	No. The SLO statement doesn't need revision.		

Program (NURS) - Public Health CCT	AH 101	Concepts	Presentation	Group presentation on a specific health topic such as, reproductive health, substance abuse, etc. to groups of young adults (FPeter)	70% of students will successfully present to groups of young adults	Sumaoang, Moses	<p>During the presentation, 12 out of 12 students were present and made community presentation. This shows that 100% of the students were able to perform a community activity/presentation.</p> <p>With respect to the number of students, the benchmark has been met.</p> <p>As to the quality of the their presentation a rubric was followed. The rubric is attached to this Report.</p> <p>The presentation is evaluated according to 4 criteria namely: 1.)Investigation 2.)Planning 3.)Participation 4.)Outcome of the Project/Activity</p> <p>The presentation is marked according to: 4 – Very good 3 – Good 4 - Fair 1 – Needs of Improvement</p> <p>In the document attached in the documents, Table 1 and Figure 1 will show the details of the data.</p> <p>The two groups got 4 out 4 points which is 100%. This showed that both groups had investigated the needs of their audiences. The two groups had investigated the appropriateness of the community presentation to be conducted according to needs of the audience. They were able to communicate with the leaders of the community. During the presentation, 12 out of 12 students were present and made community presentation. This shows that 100% of the students were able to perform a community activity/presentation.</p>	Benchmark Met	<p>For the next semesters the following actions are to be taken in order to improve the solving problem skills of the students:</p> <ol style="list-style-type: none"> 1)Let the students make presentations in the class first so that they will be able to build their confidence when they face the community; 2)The students shall make one community program so that they will be able to practice their knowledge to the community. 3)Require students to do some researches on the diseases and to identify public health nursing care for each of the diseases. 4)Let the students develop more public health programs to build their trusts in themselves that they can be an efficient and effective public health educators. 	No. The SLO statement doesn't need revision.
Program (NURS) - Public Health CCT	AH 101	Concepts	Presentation	Group presentation on a specific health topic such as, reproductive health, substance abuse, etc. to groups of young adults (FPeter)	70% of students will successfully present to groups of young adults	Sumaoang, Moses	<p>During the presentation, 12 out of 12 students were present and made community presentation. This shows that 100% of the students were able to perform a community activity/presentation.</p> <p>With respect to the number of students, the benchmark has been met.</p> <p>As to the quality of the their presentation a rubric was followed. The rubric is attached to this Report.</p> <p>The presentation is evaluated according to 4 criteria namely: 1.)Investigation 2.)Planning 3.)Participation 4.)Outcome of the Project/Activity</p> <p>The presentation is marked according to: 4 – Very good 3 – Good 4 - Fair 1 – Needs of Improvement</p> <p>In the document attached in the documents, Table 1 and Figure 1 will show the details of the data.</p> <p>The two groups got 4 out 4 points which is 100%. This showed that both groups had investigated the needs of their audiences. The two groups had investigated the appropriateness of the community presentation to be conducted according to needs of the audience. They were able to communicate with the leaders of the community. During the presentation, 12 out of 12 students were present and made community presentation. This shows that 100% of the students were able to perform a community activity/presentation.</p>	Benchmark Met	<p>For the next semesters the following actions are to be taken in order to improve the solving problem skills of the students:</p> <ol style="list-style-type: none"> 1)Let the students make presentations in the class first so that they will be able to build their confidence when they face the community; 2)The students shall make one community program so that they will be able to practice their knowledge to the community. 3)Require students to do some researches on the diseases and to identify public health nursing care for each of the diseases. 4)Let the students develop more public health programs to build their trusts in themselves that they can be an efficient and effective public health educators. 	No. The SLO statement doesn't need revision.
Program (NURS) - Public Health CCT	AH 104	Impacts, Threats	Term Paper	Identify social determinants of health that impact health outcomes in relation to CoVID 19 and Dengue Fever outbreaks and other health related issues(FPeter)	at least 75% of students will score 70% or higher in their discussion of this topic	Sumaoang, Moses	<p>A term paper shall be submitted by the students to discuss on the social determinants of health that impact health outcomes in relation to CoVid 19 and Dengue Fever Outbreaks and other health related issues.</p> <p>There were 5 out of 24 students or 20.83% of the students made a research on Covid 19. There 7 out of 24 students or 29.17% of the students made a research on Dengue Fever. There were 3 out of 24 students or 12.5% of the students made a research on each health issues of Malaria, Severe Acute Respiratory Syndrome (SARS), and Diabetes. There were 2 out of 24 students or 8.33% of the students made a research on Tuberculosis. For the other health diseases, 1 out of 24 students or 4.17% of the students made a term paper on Leprosy and another 1 for on Malaria.</p> <p>A rubric was used to evaluate the term papers of the students. There are five categories that the students must satisfy in writing the term paper namely: 1.)Introduction 2.)Sequencing 3.)Conclusion 4.)Grammar 5.)Citations</p> <p>Each of the criterion is marked according to 4, 3, 2 and 1. For details of the markings please see attached to this document is the Rubric in Marking the Term Paper</p>	Benchmark Met	<p>.For the next school year, these shall be the activities to be done in order to improve students' understanding on diseases: 1.)The students are to make researches on the most prevalent diseases of RMI; 2.)For each of the diseases, the students will identify the processes of the diseases and the preventions that maybe taken; 3.)Students shall make presentations for Steps 1 and 2 that they had researched to draw more awareness.</p>	No. The SLO statement doesn't need revision.

Program (NURS) - Public Health CCT AH 107 Health Education Materials Presentation Students will be assigned in groups to plan a health education activity for a selected target group of their choice (FPeter) Students will be assessed based on their ability to plan and design a community health education program by:
 a. Identifying a common health problem
 b. choose a target audience
 c. decide a venue where they will be able to capture most of the targeted audiences easily
 c. plan and prepare a teaching material or activity and successfully deliver the program

least 75% or more of students should get a "C" or better grade at the end of the activity. Sumaoang, Moses

During the implementation of the program, there were 10 students out of 10 students who were present in the presentation of the health program. This means that 100% was achieved by the number of students who could present the health program in the community that was chosen.

This means that the benchmark is met for the number of students.

As to the evaluation of the health program conducted, the result as shown in Table 1.

Table 1. Result of the evaluation

Group	Investigation	Planning	Participation	Outcome of the Activity
1	4	4	4	4
3	2	4	3	4
Average	3	3.5	4	3.5

Program (NURS) - Public Health CCT AH 107 Health Education Materials Presentation Students will be assigned in groups to plan a health education activity for a selected target group of their choice (FPeter) Students will be assessed based on their ability to plan and design a community health education program by:
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1	4	4	4	4
3	2	4	3	4
Average	3	3.5	4	3.5

The average for each criterion shows that for Investigation, the average of the two groups is 4. This shows that the group has investigated on the appropriateness of the program to be conducted and according to the needs of the audience. The students communicated with heads of the Agencies where they had conducted the community program. the group had brainstormed as to the kind of program they were to conduct.

The average for planning is 3.5. The first group got 4

Program (NURS) - Public Health CCT	AH 230	Health Care Team	Project - Individual	Journal	At least 75% of the students shall be able to create and present a journal and to get 75% passing grade from the criterial set forth in the Rubric in writing a journal.	Sumaang, Moses	There 12 out of 12 students are able to create and present a journal. This means that 100% of the students were able to submit a journal. On this, the benchmark is met with regards to the number of students who were able to write a journal.	Benchmark Met	For the next cycle of evaluation, the interns should: 1. Participate in a community health outreach program and or create a community health program as needed by the community; 2. Use this community health outreach program to seek active involvement by the community; and 3. Evaluate a community health outreach program that needs to be continued in order to ensure continuity in serving the needs of the community.	No. The SLO statement doesn't need revision.																								
				<p>Each students is to make a journal in which the contents are centered on the following:</p> <ol style="list-style-type: none"> 1.) identify the types of health personnel at the assigned clinic site; 2.) Describe the general duties of the different health personnel at the assigned clinic site; 3.) Describe participation in patient focused health care and contributions of ideas during attendance of meetings. 			<p>Table 1. Distribution of Scores of Students Per Criterion</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Organization Participation</th> <th>Identification Personnel</th> <th>Duties Work Performance</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>12</td> <td>9</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> <td>3</td> <td>4</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>In Table 1 (as attached in the document), it showed the number of students that get the scores in each of the criterion. 12 out of 12 got a score of 4. From the Figure, the pie chart showed that it was 100% of the students got a mark 4 which means Exceeds Expectations. This showed that all of the students had written information in the journal in a logical, sequential and follows acceptable format. This showed that complete information needed was in place. The students had written in their journal like identifying and the health personnel and their functions involved in the work stations that the students had their</p>	Marks	Organization Participation	Identification Personnel	Duties Work Performance	4	12	9	8	3	12	3	4	2	0	0	0	1	0	0	0	0	0	0	0			
Marks	Organization Participation	Identification Personnel	Duties Work Performance																															
4	12	9	8																															
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1	0	0	0																															
0	0	0	0																															
Program (VCARP) - Carpentry Certificate	VCARP 051	Listening Skills	Skill Performance	Students will be shown a step by step video in assembling an exterior solid door. The students will be required to take notes and show verbal signs of understanding by maintaining eye contact, facial expression and posture to access engagement. They will write and share the steps taken to demonstrate good listening and speaking skills.	This assessment is worth 100% but at least 70% of the students are expected to score 70% and above.	Savu, Waisake	<p>20 students enrolled in VCARP 051 and all 20 students took the assessment with the following scores:</p> <p>The benchmark (70% of the students would earn 70% or higher) was met in VCARP 051 and the breakdown are as follows</p> <ul style="list-style-type: none"> 3 out of the 20 students (15%) earned an A 5 out of the 20 students (25%) earned a B+ 7 out of the 20 students (35%) earned a B 3 out of the 20 students (15%) earned a C+, and 2 out of the 20 students (10%) earned a C <p>The skills required in this assessment includes being attentive and show verbal sign of being attentive, record, write brief notes with the aid of sketches and to VCARP 105</p>	Benchmark Met	<p>Since all students are English second language speakers, more practice is essential in the areas of Listening, understanding the language (spoken and written) and writing activities should be continuously be practiced, including short presentations.</p> <p>Although the focus of this SLO is on Listening skills it is important more practice will involve writing descriptive sentences, entering short reports of daily planned and accomplished tasks.</p> <p>Site visits to physically and be part of an assigned task to practice good communication skills. This will continue to encourage group presentation assessments that will make practical more interesting so they know that the right choice of materials together with sound workmanship is important. This could lead to wider knowledge in understanding and develop theoretical aspects of the course than focusing only on the practical skills. The skills in communication and presentation is also enriched. Although the focus on this SLO is on material choice it would be interesting to understand their basic ingredients and their reaction to various surfaces and interior locations.</p>	No. The SLO statement needs revision.	The SLO may need to be revised as suggested by the Chair as some students were still struggling with basic English both written and oral.	Approved																						
Program (VCARP) - Carpentry Certificate	VCARP 105	Interior Finishing	Presentation	The students will compare and contrast two interior finishing of paints used in the Marshall Islands. They will present findings on the cost, effective coverage, appearance to suit the design they are intended for. This will assist the students to be familiar with available interior finishers in the workshop and local hardware stores and suitable for indoor use.	This assignment is worth 100% and 70% of the students are expected to score at least 70% in this assignment.	Savu, Waisake	<p>100% (19 out of 19 students) earned 70% or higher. The benchmark (70% of the students would earn 70% or higher) was met in this group assessment indicating that the students were successful in meeting the SLO i.e., making the best choice for finishes compatible to the environment in the Marshall Islands. A breakdown of the 4 groups of 19 students are as follows,</p> <p>Group A 5 out of 19 students (26%) earned a B+</p> <p>Group B 5 out of 19 students (26%) earned an A</p> <p>Group C 5 out of 19 students (26%) earned a C+</p> <p>Group D 4 out of the 19 students (21%) earned a C</p> <p>The relatively high score on this assessment likely resulted from the following factors:</p> <ul style="list-style-type: none"> The students were given the same activities during the Beginning of the semester and discussions were made focusing on material choice. 	Benchmark Met	<p>Site visits to physically and be part of an assigned task to practice good communication skills. This will continue to encourage group presentation assessments that will make practical more interesting so they know that the right choice of materials together with sound workmanship is important. This could lead to wider knowledge in understanding and develop theoretical aspects of the course than focusing only on the practical skills. The skills in communication and presentation is also enriched. Although the focus on this SLO is on material choice it would be interesting to understand their basic ingredients and their reaction to various surfaces and interior locations.</p>	No. The SLO statement doesn't need revision.	This assessment was of great benefit to the students in terms doing research work. The assessment data range from results range from not to somewhat. The comparison components widens their knowledge in relating their choices to the environment. It can be Well Developed/ and developing where the practical component (working space) is available where they apply their group choices on projects.	Approved																						
Program (VCARP) - Carpentry Certificate	VCARP 201	Roof	Objective Type Exam/Quiz - In Course	Having learned the roofing system, students should be able to differentiate the two common roof types used in the Marshall Islands, and describe how the truss parts are assembled and installed. (Jelajok Briand)	70% of students will reach a score of 70% or better in this group assessment.	Briand, Jelajok	<p>Students were given positive feedback on their first. The benchmark (70% of the students would earn 70% or higher) was met in this group assessment indicating that the students succeeded in meeting the SLO i.e. Making the best and proofing what is been learned and practiced during those little practical projects and classroom theorizing, which roof types are compatible to the Marshall Islands weather and climate. Breaking down of groups of 20 students are as follow; Group A. 1 out of 20 students (5%) earned A Group B. 1 out of 20 students (5%) earned C Group C. 16 out of 20 students (80%) earned B Group D. 1 out of 20 students (5%) earned D The relatively high score on this assessment likely resulted from the following factors:</p> <ol style="list-style-type: none"> 1. Students were given the same activities during the beginning of the semester along with discussions toward the roof types and how to cut and assemble the parts of trusses. 	Benchmark Met	<p>*I will continue to encourage for projects and feedback assessment that will make the practical aspect more interesting so students can understand and have the idea and knowledge to build roof types which are commonly used in the Marshall Islands. This understanding and knowledge of the roof types with the cutting into size the truss parts and assembling them in the practical and theorize section of the course give more than just focusing on the theoretical aspects but build on their skills. Although the focus on this SLO is on the roof types, it would be interesting to know about the truss's parts and assembling them to make the complete roof.</p> <p>*Students will compare and evaluate roof types that are commonly used in the Marshall Islands' weather and climate. They will be able to recognize the truss's parts which are what a roof is made in</p>	No. The SLO statement doesn't need revision.	The assessments designed enabled the students to achieve the learning outcomes of this course. However there needs to be remedial measures developed to assist the students that fell into Group C and D.	Approved																						
Program (VCARP) - Carpentry Certificate	VCARP 201	Roof	Objective Type Exam/Quiz - In Course	Having learned the roofing system, students should be able to differentiate the two common roof types used in the Marshall Islands, and describe how the truss parts are assembled and installed. (Jelajok Briand)	70% of students will reach a score of 70% or better in this group assessment.	Briand, Jelajok	<p>The benchmark (70% of the students would earn 70% or higher) was met in this group assessment indicating that the students succeeded in meeting the SLO i.e. Making the best and proofing what is been learned and practiced during those little practical projects and classroom theorizing, which roof types are compatible to the Marshall Islands weather and climate. Breaking down of groups of 20 students are as follow; Group A. 1 out of 20 students (5%) earned A Group B. 1 out of 20 students (5%) earned C Group C. 16 out of 20 students (80%) earned B Group D. 1 out of 20 students (5%) earned D The relatively high score on this assessment likely resulted from the following factors:</p> <ol style="list-style-type: none"> 1. Students were given the same activities during the beginning of the semester along with discussions toward the roof types and how to cut and assemble the parts of trusses. 	Benchmark Met	<p>I will continue to encourage for projects and feedback assessment that will make the practical aspect more interesting so students can understand and have the idea and knowledge to build roof types which are commonly used in the Marshall Islands.</p>	No. The SLO statement doesn't need revision.	The assessments designed enabled the students to achieve the learning outcomes of this course. However there needs to be remedial measures developed to assist the students that fell into Group C and D.	Approved																						

The students will be asked to construct a scaled model and identify floor framing members from the foundation to the floor level of a wooden 20'x 20' structure blue print. They will then label each member and with accurate interpretations using blueprint specifications. The foundation will consist of wooden posts and concrete foundation walls to show appropriate fastenings.

This assignment is worth 100% and 70% of the students are expected to score at least 70% and above.

Out of the 20 students who enrolled in this course 18 students (90%) completed the assessment .
Out of the 18 students the breakdown of the students who met the benchmark are as follow:

I will continue to build up the skills in blueprint interpretation, scaled measurements through linking for example VCARP Blueprint reading and VCARP Construction Math which is offered in the First semester.
I will also consider redesigning the assessment tools to identify the steps that are challenging for students. This could mean having a major project where all the semester course assignment requirements can be assessed.
Although the focus on this SLO is on interpreting blueprints it would also be interesting to develop the skill in comparing and contrasting designs that best suit RMI environment.
This will be very interesting in reviewing the program.

The assessment results display that the students are very good with the hands on activities. In addition, instructors may need to be creative in engaging with private and public sector for site visits.

The high score achieved on this assessment likely resulted from the following factors: