



PROAC Form 1

PROGRAM NAME: _____

GROUP: _____ (A, B, C, OR D) No. _____

| Protocol Route Slip | Name | Title | Initial | Date |
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| Received by PROAC Chair: | | | | |
| Reviewed by Head of Division: | | | | |
| Reviewed by Program Chair or Manager: | | | | |
| Authored by: | | | | |

Reviewed by PROAC Member: _____

Date reviewed: _____

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| NMC MISSION STATEMENT | "Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth." |
| PROGRAM MISSION STATEMENT (Column 1) | The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner. |

| INTENDED PROGRAM/SERVICE OUTCOMES (Column 2) | MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3) | SUMMARY OF DATA COLLECTED (Column 4) | USE OF RESULTS (Column 5) |
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| <p>Program Learning Outcomes (PLO's): On completion of the Liberal Arts Program, students will be able to:</p> <p>LA PLO 9: Interpret arts, philosophy and literature</p> <p>Note: Philosophy not being offered fall 2016 semester</p> <p>LA PLO 12: Appreciate, promote, and practice the value of good health</p> | <p>Means of Assessment:</p> <p>Assessment Method 1: Oral Critique (assessment method 1),</p> <p>Assesment Method 2: and submitted Written Journal/Reflection (assessment method 2) applying a "Model for Critique" that was deemonstrated and modeled by instructor in class and in lecture.</p> <p>Success Criteria:</p> <p>1. AR 101 (PLO 9): At least 75% of assessed students will score 80% or more</p> | <p>At the completion of this course, 15 students out of 17 of the assessed Liberal Arts students scored 80% and above with one (1) student not participating and one (1) student scoring below 80%, resulting in better than 75% of the students preforming at the appropriate level. Exact results are 88 % (15) of students scoring 80% or above on this assignment. (see attached evidence folder)</p> <p>Student will interpret visual art work by participating in an in-class Oral Critique and submitted Written Journal/Reflection applying a "Model for Critique" that was demonstrated and modeled by instructor in class and in lecture. Students will have created a specific student</p> | <p>Key findings reveal that student studio experiences and inclass group critique with sufficient instructor demonstration and modeling along with background resourses (Video Media) increase the likelihood of success. From a logistical stand point students need to continue to have 18 x24 sketch paper furnished to them from the arts funds established at the NMC bookstore and continued access to computers and internet on campus.</p> <p>Continued reinforcement of LA PLO 9 through allienment with visual arts, philosophy and literature with simmlar interpretive assinments throughout the Liberal Arts Degree experience. As for this component, the results reveal above average student proformance in this course level.</p> |

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| <p>LA PLO 13: Appreciate the uniqueness of and recognize the relationship between different languages and cultures</p> <p>General Education Student Learning Outcomes: Upon graduation, students will be able to:</p> <p>GEO 2. Humanities Upon completion of coursework, a student will be able to:</p> <p>2.1 Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and creativity.</p> <p>2.2 Make decisions in daily life based on creative thought and ethical principles.</p> <p>GEO 3. Citizenship and Society Upon completion of coursework, a student will be able to:</p> <p>3.2 Recognize stereotyping, bias, and faulty reasoning in the opinions of others.</p> | <p>by participating in an inclass; Assessment Method 1: Oral Critique (assessment method 1), Assesment Method 2: and submitted Written Journal/Reflection (assessment method 2) applying a “Model for Critique” that was deemonstrated and modeled by instructor in class and in lecture.</p> <p>Students will have created a specific student studio artwork based on the style and imagery of a specific artist (Keith Haring instructional Media viewed) that will have been interpreted using The Model for Critique descussing Description, Analysis and Interpretation as the assessment rubric.</p> <p>Means of Assessment:</p> <p>Assessment Method 1: students will write two essays analyzing assigned poems or short fiction stories for both meaning and structural elements.</p> <p>Success Criteria:</p> <p>2. LI 150 (PLO 9): Students will write two essays analyzing assigned poems or short fiction stories for both meaning and structural elements.</p> <p>75% of assessed students will achieve an average of 75% or higher on two essays based upon writing and assessment standards reflecting LI 150 SLO #1.0: Identify the structural, stylistic, and conceptual elements of the short story, and interpret specific short stories orally and in writing; OR LI 150 SLO #2.0: Identify the elements of poetry, and interpret specific poems orally and in writing; AND LI 150 SLO #5.0: Critique and analyze various</p> | <p>studio artwork based on the style and imagery of a specific artist (Keith Haring instructional Media viewed) that will have been interpreted using The Model for Critique discussing Description, Analysis and Interpretation as the assessment rubric.</p> <p>Key findings reveal that student studio experiences and in-class group critique with sufficient instructor demonstration and modeling along with background resources (Video Media) increase the likelihood of success.</p> <p>At the completion of this course, the assessed Liberal Arts students wrote two essays analyzing assigned poems or short fiction stories for both meaning and structural elements:</p> <p>Critical Essay Poetry Percent of students who completed the essay on time and met 75% or higher = Critical Essay Prose Percent of students who completed the essay on time and met 75% or higher = 85.7%</p> <p>Critical Essays Combined Scores Average percentage of students who completed an essay on time and met 75% or higher = 82.2%</p> | <p>Both essay data sets (of completed on-time assignment submissions) and their aggregate scores exceeded the goal designated in Column 3.</p> <p>As a result of these findings, the Literature Committee has suggested EN101 be a prerequisite for LI150 and that an overall restructuring of the course guide is needed because of the prerequisite and subsequent textbook change</p> <p>These changes have been put forth to The Academic Council for approval and implementation of the above changes for Fall 2017.</p> |
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| | <p>forms of literary works to demonstrate critical thinking skills; as well as General Education PLO 7.1: Produce clear, well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method; and PLO 7.2: Demonstrate mastery of standard English grammar, spelling, and punctuation.</p> <p>Means of Assessment:</p> <p>Assessment Method 1: situation matching assignment at 85% or above (match the given situation to the correct wellness dimension)</p> <p>Success Criteria:</p> <p>1. HE 150 (PLO 12): At least 85% of the assessed students assessed will complete a situation matching assignment at 85% or above (match the given situation to the correct wellness dimension)</p> <p>Other learning activities that support this SLO include: Passport to Wellness semester long assignment, How Wellthy Assessment, Unit Quiz, Comprehensive Final Exam</p> | <p>At the completion of this course, the assessed Liberal Arts students completed a situation matching assignment at 85% or above (match the given situation to the correct wellness dimension).</p> <p>Sec. ON01 (online) 12/18_67%</p> <p>Sec. ON02 (online) 14/18_78%</p> <p>Sec. 1 24/24_100%</p> <p>Sec. 2 23/23_100%</p> <p>Sec. 3 25/25_100%</p> <p>Overall for the 5 sections 98/108_91%</p> <p>This data is Above the desired 85% due to the high scores in the face to face sections.</p> <p>This SLO was also addressed on the Final Exam and the Data for this is as follows:</p> | <p>The data recorded from this assignment (during week 1 of class) shows that the data from the initial semester assignment was Above the desired in the face to face class, but well below in the online sections, but on the Final exam all 5 sections were at or above the desired 85%...All 3 face to face sections met from the start at 100% (while doing this assignment in class in groups) and took a slight dip on the final, but still met the desired criteria. The 8 Dimensions of Wellness effect every part of a person's life and well-being and making sure there is thorough understanding is something I strive for.. As the original assignment was 1 of the first of the semester the follow up and reoccurring reinforcement of the dimensions throughout the 15 weeks of class appeared to pay off and students were able to grasp the dimensions not just memorize and then forget. Currently the dimensions of wellness are discussed in several places which include lecture, power point presentations, semester long "Passport to Wellness" assignment and in textbook readings. I will continue with all of the current lessons and reinforcement in the coming semester, but will now informally track this SLO and will not report on the next Form 1 and will choose another SLO to formally report on.</p> |
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| | <p>Means of Assessment:</p> <p>Assessment Method 1: complete a contraceptive matching area on the Comprehensive Final Exam where they will identify and match the various contraceptive methods to their correct category at 85% or above</p> <p>Success Criteria:</p> <p>2. HE 150 (PLO 12): At least 80% of students assessed will complete a contraceptive matching area on the Comprehensive Final Exam where they will identify and match the various contraceptive methods to their correct category at 85% or above</p> <p>Other learning activities that support this SLO include: Chapter 6 assignment, Class/Group Discussion sessions, Web links to various methods</p> | <p>Sec. ON01 (online) 16/19_85%</p> <p>Sec. ON02 (online) 13/15_87%</p> <p>Sec. 1 20/22_91%</p> <p>Sec. 2 21/23_91%</p> <p>Sec. 3 23/24_96%</p> <p>Overall for the 5 sections 93/103_90%</p> <p>This overall data from the Final Exam is 90% which Above the desired 85% with ALL 5 sections meeting/exceeding 85%.</p> <p>At the completion of this course, the assessed Liberal Arts students completed a contraceptive matching area on the Comprehensive Final Exam where they will identify and match the various contraceptive methods to their correct category at 85% or above:</p> <p>This SLO was addressed on the <u>Final Exam and the Data</u> for this is as follows: <u>Sec. ON01</u> (online) 8/19_42%</p> <p><u>Sec. ON02</u> (online) 5/15_33%</p> | <p>The contraceptive assignment is one of the last assignments of the semester completed just 1 week prior to the Final exam so the tracking for this SLO is the final exam (as stated Final exam is just 1 week after the presentation of this info so was thinking or hoping the learning for this info would still be fresh in one's mind)... 9 of the 15 matching questions from the assignment are used on the Final Exam, but as you can see not a single section met the desired criteria. This data is showing that follow through even just a week later is not truly occurring as far as this SLO.</p> |
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| | <p>Means of Assessment:</p> <p>Assessment Method 1: complete/interpret a food label/nutritional comparison assignment at 80% or above.</p> <p>Success Criteria:</p> <p>3. HE 150 (PLO 12): At least 75% of students assessed will complete/interpret a food label/nutritional comparison assignment at 80% or above.</p> <p>Other learning activities that support this SLO include: Unit assignments, Class/Group Discussion sessions, Unit Quiz and Comprehensive Final Exam</p> | <p><u>Sec. 1</u> 14/22_64%</p> <p><u>Sec. 2</u> 12/23_52%</p> <p><u>Sec. 3</u> 18/24_75%</p> <p><u>Overall for the 5 sections</u> 57/103_55%</p> <p>This overall data from the Final Exam is Well Below the desired 80% with only one of the sections (sec. 3) even coming close.</p> <p>At the completion of this course, the assessed Liberal Arts students completed/interpreted a food label/nutritional comparison assignment at 80% or above:</p> <p><u>Food Label Assignment #1</u> <u>Sec. ON01</u> (online) 8/17_47%</p> <p><u>Sec. ON02</u> (online) 9/14_64%</p> <p><u>Sec. 1</u> 13/18_72%</p> <p><u>Sec. 2</u> 16/20_80%</p> <p><u>Sec. 3</u> 18/23_78%</p> <p><u>Overall for the 5 sections</u> 64/92_70%</p> <p>This overall data is slightly BELOW the desired 75%</p> | <p>Will continue with this assignment as well as the follow thru on the final exam. Also to help with comprehension of this SLO will continue with the lecture and power points on this material... practice quizzes... internet searches... and textbook readings and will include another group assignment or other activity to boost interactive comprehension. I will continue to report on this SLO at least 1 more semester and see if the additional activity helps with comprehension.</p> <p>All 5 classes (face to face and online sections) were NOT able to make the desired/set criteria on the assignment #1 around week 5 (2 Face to Face class sections were able to meet with the 3rd face to face coming close, but the online class sections were both well below the desired criteria)... On the follow-up label assignment in week 15 1 section was well above the desired criteria, but all other sections were well below and on most cases the %'s fell since Label #1... I will use this data and continue with this learning activity in all upcoming semesters as being able to understand/use the information from a food label/nutritional fact panel is a skill that a person can use on a daily basis to make healthier choices for themselves and their families as most all products have a label/nutritional fact panel which contains valuable information for one's health.</p> <p>As the above data does not fare well the final exam data is as disappointing. The Final Exam data was extremely low (far away from the desired and all sections even the section that scored quite high on label 2 assignment dropped from 95% to 57%.</p> |
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| | | <p><u>Food Label Assignment #2</u></p> <p><u>Sec. ON01</u> (online) 8/14_57%</p> <p><u>Sec. ON02</u> (online) 6/10_60%</p> <p><u>Sec. 1</u> 13/21_62%</p> <p><u>Sec. 2</u> 19/20_95%</p> <p><u>Sec. 3</u> 14/24_58%</p> <p><u>Overall for the 5 sections</u> 60/89_67%</p> <p>This overall data is well below the desired and almost all sections were lower than label #1⊗</p> <p>This SLO was also addressed on the <u>Final Exam and the Data</u> for this is as follows:</p> <p><u>Sec. ON01</u> (online) 10/19_53%</p> <p><u>Sec. ON02</u> (online) 7/15_47%</p> <p><u>Sec. 1</u> 12/22_55%</p> <p><u>Sec. 2</u> 13/23_57%</p> <p><u>Sec. 3</u> 12/24_50%</p> <p><u>Overall for the 5 sections</u> 54/103_52%</p> <p>This overall data from the Final Exam is well Below the desired 75% with no section even coming close.</p> | <p>Assignment #2 was something new added just a few past semesters ago in hopes of reinforcing this learning and better assist students to fully understand this skill for long term use and not just for the final exam. I will continue to provide a large variety of supplemental documents to assist student which will include but not limited to: nutritional fact panel documents from a variety of products... practice assignments/questions... power points. I also will be looking at the wording on the final exam label as 2 students who had scored very well during the semester on the prior labels left a note on their final exam that they thought the wording was confusing. I will continue to report on this SLO at least 1 more semester and see if the additional activities help with comprehension.</p> |
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| | <p>Means of Assessment:</p> <p>Assessment Method 1: complete a 3 Day Food Log Assignment and will score in the above average to exceptional level (80%) per the food log rubrics.</p> <p>Success Criteria:</p> <p>4. HE 230 (PLO 12): At least 85% of students assessed will complete a 3 Day Food Log Assignment and will score in the above average to exceptional level (80%) per the food log rubrics.</p> <p>Other learning activities that support this SLO include: Class Demonstrations, Nutrition Labs, Self Assessments of Nutrition and Health, Assignments Unit quizzes, Comprehensive Final Exam</p> | <p>At the completion of this course, the assessed Liberal Arts students completed a 3 Day Food Log Assignment and will score in the above average to exceptional level (80%) per the food log rubrics:</p> <p>Sec. 1 13/19_68%</p> <p>Sec. ON01(online) 13/18_72%...</p> <p>Overall for the 2 sections 26/37_70% were able to complete this at the 80% or above level. This data is well below the desired 85% of students.</p> | <p>According to the data for this SLO the 85% desired was not met by either section (face to face and online) As I looked at the student work on this assignment student understanding of food groups was fine, but the serving sizes for amount eaten was where things fell a little short, but another reason and maybe the main for the lower scores was not so much due to understanding, but the late submission deductions and students not following directions as many did not submit a summary. A practice 1 day log assignment was used prior to the assignment and when I looked at scores for this they were much higher than the individual 3 day log... As one can never say one thing or another is the difference maker I believe this extra practice was helpful in getting all to better understand food groups and serving sizes as scores were much higher than last semester when the practice assignment was not used. I will continue to incorporate this practice assignment once again next semester and focus more on food log recording and a little less on summary will carry over this SLO reporting to upcoming semesters.</p> |
| | <p>Means of Assessment:</p> <p>Assessment Method 1: complete/interpret a food label/nutritional fact panel comparison assignment at 80% or above.</p> <p>Success Criteria:</p> <p>5. HE 230 (PLO 12): At least 75% of students assessed will be able to complete/interpret a food label/nutritional</p> | <p>At the completion of this course, the assessed Liberal Arts students completed/interpreted a food label/nutritional fact panel comparison</p> | <p>Sec. 1 face to face class was able to meet and exceed the 75% but the ON01 online was almost 30% away from meeting at only at 47%.... On the follow-up</p> |

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| | <p>fact panel comparison assignment at 80% or above.</p> <p>Other learning activities that support this SLO include: Unit assignments, Group Discussion sessions, Unit Quiz and Comprehensive Final Exam</p> <p>Means of Assessment:</p> <p>Assessment Method 1: correctly be able to match 10 of the 12 (80%) randomly selected Vitamin and Minerals on the Final Exam to their key factors (i.e. Sunshine vitamin = Vitamin D... Assists</p> | <p>assignment at 80% or above:</p> <p>Label #1 Assignment (week 4) Sec. 1 16/20_80% Sec. ON01(online) 9/19_47%</p> <p>Overall 25/39_64% were able to complete this at the 80% or above. This data is below the desired 75% .</p> <p>Label #2 Assignment (week 14) Sec. 1 11/19_58% Sec. ON01(online) 13/18_72 %</p> <p>Overall 24/37_65% were able to complete this at the 80% or above. This data did not meet the 75%... Sec. 1 went down significantly whereas ON01 went up significantly.</p> <p>Final Exam data is SO Disappointing Final Exam Data: Sec. 1 10/20_50% Sec. ON01(online) 8/21_38% Overall 18/41_44%</p> <p>This Data is well Below the desired 75% and there is over a big decline from the semester assignments for both sections</p> | <p>label assignment in week 14 a switch in data sec. 1 faces to face dropped by 22% from 80% to 58% and ON 01 online increased by 25% from 47% to 72%... I will use this data and continue with this learning activity as being able to understand/use the information from a food label/nutritional fact panel is a skill that a person can use on a daily basis to make healthier choices for themselves and their families as most all products have a label/nutritional fact panel which contains valuable information for one's health.</p> <p>Now what is the MOST disappointing is the data from the Final exam. As both classes did not meet during the semester assignments, The Final Exam data was extremely low (far away from the desired and over 20% from the semester assignments). Assignment #2 was something new added the last few semesters to reinforce this learning and hopefully get all students to fully understand come time not just for the final exam, but for long term use. Even with this newly added second assignment Final exam data was nowhere near the desired data. I will continue to provide a large variety of supplemental documents to assist student which will include but not limited to: nutritional fact panel documents from a variety of products... practice assignments/questions... power points... etc. and will carry over this SLO reporting to upcoming semesters.</p> |
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| | <p>in the prevention of Tooth decay = Fluoride etc...)</p> <p>Success Criteria:</p> <p>6. HE 230 (PLO 12): At least 75% of students assessed will correctly be able to match 10 of the 12 (80%) randomly selected Vitamin and Minerals on the Final Exam to their key factors (i.e. Sunshine vitamin = Vitamin D... Assists in the prevention of Tooth decay = Fluoride etc...)</p> <p>1. BE 111 (PLO 13): At least 85% of the assessed students assessed will communicate and express how they Appreciate the uniqueness of and recognize the relationship between different languages and cultures as judged on an appropriate rubric.</p> | <p>At the completion of this course, the assessed Liberal Arts students correctly matched 10 of the 12 (80%) randomly selected Vitamin and Minerals on the Final Exam to their key factors (i.e. Sunshine vitamin = Vitamin D... Assists in the prevention of Tooth decay = Fluoride etc...)</p> <p>Final Exam Data: Sec. 1 19/20_95% Sec. ON01 (online) 13/21_62% Overall: 32/41_78% Thanks to sec. 1 and being at 95% this 78% meets the 75% overall even though ON01 is well below the 75%</p> <p>Initial Assessment Data compared to Final Exam Data: (improvement) Sec. 1 19/20_95% Sec. ON01 (online) 13/21_62%</p> <p>Overall: 32/41_78%</p> <p>At the completion of this course, 78 % of the assessed Liberal Arts students communicated and expressed how they appreciate the uniqueness of and recognized the relationship between different languages and cultures as judged on an appropriate rubric.</p> | <p>According to the data for this SLO for the Final Exam the desired 75% was met overall _32/41_78%. (sec. 1 the face to face class was at 95% which is well over the desired 75%, but the 62% in the online ON01 section is what brought the entire course down to just 78%, but due to the sec. 1 results the 75% was met.</p> <p>The difference I see in the 2 classes is that sec. 1 engages in group (hands on labs/types of activities) and this seems to be a good way for many to learn (learn thru active participation) and like stated above this method of instruction has been incorporated into many lessons in sec. 1 and as one can tell by the scores and learning taking place it is a great option in the face to face classes as this SLO is assessed at the end of the semester during a final exam so retention is occurring. As for sec. ON01 the online class does not have face to face or hands on labs/group work but they are provided the same information and this semester a few more practice activities. I will continue to provide both classes labs... worksheets... practice activities... power points</p> <p>Both sections worked on unit 3; vitamins and minerals at about the same time during the semester (about 4 weeks prior to the final exam). Both were provided an end of the semester study tip sheet and both have practice quizzes available to them the week prior to the final exam.</p> <p>According to the data for this SLO in the final exam, the desired 85% was not met. Overall, the students did communicate the importance of appreciating the uniqueness of and do recognize the relationship between different languages and cultures in and outside the classroom, however, did not identify at least one aspect of diversity that is often overlooked. For the next semester, an indepth discussion and</p> |
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| | | | research on what are some of those aspects that are overlooked about diversity. |
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PROAC Form 1

Rubric

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| NMC MISSION STATEMENT | CNMI Constitution. Amendment No. 38, Section 2: "The mission of Northern Marianas College shall be to provide the best quality and meaningful postsecondary and adult education opportunities for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole. The College shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education and professional development for the people of the Commonwealth." | | |
| PROGRAM MISSION STATEMENT (Column 1) | <input type="checkbox"/> unit/program mission statement is linked to the college mission statement. | <input type="checkbox"/> provides clear sense of purpose or direction for the unit/program. | <input type="checkbox"/> is able to be measured by the specific Student Learning Outcome (SLO) or Administrative Unit Outcome (AUO) of the unit/program. |

| INTENDED PROGRAM/SERVICE OUTCOMES (Column 2) | MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3) | SUMMARY OF DATA COLLECTED (Column 4) | USE OF RESULTS (Column 5) |
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| <p>Criteria for Success</p> <ul style="list-style-type: none"> <input type="checkbox"/> indicates course or program level assessment. <input type="checkbox"/> aligns with your unit/program mission. <input type="checkbox"/> (for SLOs) states what students will know, do, think, or feel. <input type="checkbox"/> (for AUOs) states what the unit/program is currently providing that may improve what clients will understand, be satisfied with, or receive. <input type="checkbox"/> is measurable (can be observed or tested). <input type="checkbox"/> is central to the course / program. | <p>Criteria for Success</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies specific assessment method category (course embedded assessment, test, portfolio, standardized test, survey , etc.) for each SLO. <input type="checkbox"/> details at least two (2) assessment methods/tools to be used to measure each SLO. <input type="checkbox"/> identifies specific assessment method category (focus group, survey, etc..) for each AUO. <input type="checkbox"/> details the assessment method used to measure each AUO. <p>Criteria for Success:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (for SLOs) establishes minimum expected score for success at achieving outcome. <input type="checkbox"/> (for SLOs) quantifies (% or fraction) of students who are expected to meet minimum score. <input type="checkbox"/> (for AUOs) establishes minimum expected score for success at achieving outcome. <input type="checkbox"/> (for AUOs) quantifies (% or fraction) of clients (or items measures) expected to meet minimum score. | <p>Criteria for Success</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the means of assessment and criteria for success statement in the Means of Assessment/Criteria for Success section (Column 3 of the Five Column Model). <input type="checkbox"/> reports the actual results and compares with the number (% , fraction, actual number) originally expected to meet the minimum score. <input type="checkbox"/> highlights key findings from the data. | <p>Criteria for Success</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligns with the summary of data in the Summary of Data section (Column 4 of the Five Column Model). <input type="checkbox"/> uses present-continuous or past tense. <input type="checkbox"/> reports what the unit/program members have done or are doing as a result of the findings. <input type="checkbox"/> identifies who has made or is making the changes. <input type="checkbox"/> indicates when the recommendation is to be implemented. <input type="checkbox"/> indicates when the unit/program may expect to see an impact as a result of the actions taken. |
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PROAC Form 1

Template

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| NMC MISSION STATEMENT | CNMI Constitution. Amendment No. 38, Section 2: "The mission of Northern Marianas College shall be to provide the best quality and meaningful postsecondary and adult education opportunities for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole. The College shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education and professional development for the people of the Commonwealth." |
| PROGRAM MISSION STATEMENT (Column 1) | |

| INTENDED PROGRAM/SERVICE OUTCOMES (Column 2) | MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3) | SUMMARY OF DATA COLLECTED (Column 4) | USE OF RESULTS (Column 5) |
|---|--|---|--------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |