



# PROAC Form 1

2015-2016

PROGRAM NAME: Liberal Arts Program

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

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

Reviewed by PROAC Member: \_\_\_\_\_

Date reviewed: \_\_\_\_\_

<b>NMC MISSION STATEMENT</b>	"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."
<b>PROGRAM MISSION STATEMENT (Column 1)</b>	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)
<p>Program Learning Outcomes (PLO's): On completion of the Liberal Arts Program, students have:</p> <p>LA PLO 1: Demonstrate English language competence in speaking;</p>	<p>Five (5) randomly selected assignments from the current sessions of CO210 will be selected for internal assessment.</p> <p>1. CO 210 (PLO 1): An in-class assignment requiring students to deliver speeches at an <b>appropriate level</b>.</p> <p>2. CO 210 (PLO 1): At least 75% of assessed students will demonstrate the ability to speak at an appropriate level as judged on an <b>appropriate rubric</b>.</p>	<p>At the completion of this course, 22 out of 24 of the assessed Liberal Arts students delivered speeches at the <b>appropriate level</b>.</p> <p>At the completion of this course, 94% of the assessed Liberal Arts students demonstrated the ability to speak at an appropriate level as judged on an <b>appropriate rubric</b>.</p>	<p>The numbers for this outcome are good. This is partially due to the fact that it is easier to assess speaking. Even so, a review of the rubric is still needed for this course.</p>

<p>LA PLO 2: Demonstrate English language competence in listening;</p>	<p>1. CO 210 (PLO 2): An in-class assignment requiring students to demonstrate listening skills at an <b>appropriate level</b>.</p> <p>2. CO 210 (PLO 2): At least 75% of assessed students will demonstrate ability to listen at an acceptable level or above as judged on an <b>appropriate rubric</b>.</p>	<p>At the completion of this course, 22 out of 24 of the assessed Liberal Arts students demonstrated listening skills at an <b>appropriate level</b>.</p> <p>At the completion of this course, 77% of the assessed Liberal Arts students demonstrated ability to listen at an acceptable level or above as judged on an <b>appropriate rubric</b>.</p>	<p>The numbers for this outcome are satisfactory, but there is still plenty of room for improvement. The most important step is to develop a standard rubric that can be used across sections. This rubric can better measure the abilities of our students.</p>
<p>LA PLO 3: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper;</p>	<p>Five (5) randomly selected assignments from the current sessions of EN101 &amp; EN202 will be selected for internal assessment.</p> <p>1. EN 202 (PLO 3): A research paper assignment requiring students to access, incorporate, and cite information from external sources.</p> <p>2. EN 202 (PLO 3): At least 75% of assessed students will demonstrate the ability to conduct research and write a coherent research paper as judged on an <b>appropriate rubric</b>.</p>	<p>At the completion of this course, 13 out of 15 of the assessed Liberal Arts students accessed, incorporated, and cited information from external sources.</p> <p>At the completion of this course, 77% of the assessed Liberal Arts students demonstrated the ability to conduct research and write a coherent research paper as judged on an <b>appropriate rubric</b>.</p>	<p>This outcome exceeds the target, but not by much. There are multiple reasons this could be the case. One reason being explored is the sequencing between 101 and 202, which many faculty members believe is not appropriately leveled. For this reason, EN202 and EN101 will be part of a more comprehensive review in FA16 with the goal of raising the success rate.</p>
<p>LA PLO 4: Demonstrate English language competence in reading;</p>	<p>1. LI 150/250 (PLO 4): A research paper requiring students to demonstrate their ability to conduct research and incorporate it into their writing at an appropriate level.</p> <p>2. LI 150/250 (PLO 4): At least 75% of assessed students will demonstrate the ability to read outside sources and utilize them in their writing.</p>	<p>At the completion of this course, 35 out of 40 of the assessed Liberal Arts students conducted research and incorporate it into their writing at an appropriate level.</p> <p>At the completion of these courses, 82% of the assessed Liberal Arts students demonstrated the ability to read outside sources and utilize them in their writing.</p>	<p>Although spread across two courses, the numbers for this outcome are not promising as LI250 had a 50% success rate and LI150 had a 96% success rate. There could be many reasons for this, and this information will be used to launch a revision of the literature curriculum in L&amp;H. This will begin in FA16 through research and more data collection.</p>
<p>General Education Student Learning Outcomes: Upon graduation, students will be able to:</p>			

<p>GEO 4. Technology and Information Literacy</p> <p>4.1 Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>GEO 5. Oral Communication</p> <p>5.1 Demonstrate oral communication proficiency in discussions, debates, and presentations.</p> <p>5.2 Summarize and evaluate the oral communication of others, asking appropriate questions as necessary.</p> <p>GE 7.0 Written Communication</p> <p>7.1 Produce clear well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>7.2 Demonstrate mastery of standard English grammar, spelling, and punctuation.</p>			
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# Rubric

<p><b>NMC MISSION STATEMENT</b></p>	<p>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.”</p>		
<p><b>PROGRAM MISSION STATEMENT (Column 1)</b></p>	<p><input type="checkbox"/> unit/program mission statement is linked to the college mission statement.</p>	<p><input type="checkbox"/> provides clear sense of purpose or direction for the unit/program.</p>	<p><input type="checkbox"/> is able to be measured by the specific Student Learning Outcome (SLO) or Administrative Unit Outcome (AUO) of the unit/program.</p>

<p><b>INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)</b></p>	<p><b>MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)</b></p>	<p><b>SUMMARY OF DATA COLLECTED (Column 4)</b></p>	<p><b>USE OF RESULTS (Column 5)</b></p>
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<p><b>Criteria for Success</b></p> <p><input type="checkbox"/> indicates course or program level assessment.</p> <p><input type="checkbox"/> aligns with your unit/program mission.</p> <p><input type="checkbox"/> <b>(for SLOs)</b> states what students will know, do, think, or feel.</p> <p><input type="checkbox"/> <b>(for AUOs)</b> states what the unit/program is currently providing that may improve what clients will understand, be satisfied with, <b>or</b> receive.</p> <p><input type="checkbox"/> is measurable (can be observed or tested).</p> <p><input type="checkbox"/> is central to the course / program.</p>	<p><b>Criteria for Success</b></p> <p><input type="checkbox"/> identifies specific assessment method category (course embedded assessment, test, portfolio, standardized test, survey , etc.) for each <b>SLO</b>.</p> <p><input type="checkbox"/> details at least two (2) assessment methods/tools to be used to measure each <b>SLO</b>.</p> <p><input type="checkbox"/> identifies specific assessment method category (focus group, survey, etc..) for each <b>AUO</b>.</p> <p><input type="checkbox"/> details the assessment method used to measure each <b>AUO</b>.</p> <p><b>Criteria for Success:</b></p> <p><input type="checkbox"/> <b>(for SLOs)</b> establishes minimum expected score for success at achieving outcome.</p> <p><input type="checkbox"/> <b>(for SLOs)</b> quantifies (% or fraction ) of students who are expected to meet minimum score.</p> <p><input type="checkbox"/> <b>(for AUOs)</b> establishes minimum expected score for success at achieving outcome.</p> <p><input type="checkbox"/> (for AUOs) quantifies (% or fraction) of clients (or items measures) expected to meet minimum score.</p>	<p><b>Criteria for Success</b></p> <p><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).</p> <p><input type="checkbox"/> reports the actual results and compares with the number (% , fraction, actual number) originally expected to meet the minimum score.</p> <p><input type="checkbox"/> highlights key findings from the data.</p>	<p><b>Criteria for Success</b></p> <p><input type="checkbox"/> aligns with the summary of data in the Summary of Data section (Column 4 of the Five Column Model).</p> <p><input type="checkbox"/> uses present-continuous or past tense.</p> <p><input type="checkbox"/> reports what the unit/program members have done or are doing as a result of the findings.</p> <p><input type="checkbox"/> identifies who has made or is making the changes.</p> <p><input type="checkbox"/> indicates when the recommendation is to be implemented.</p> <p><input type="checkbox"/> indicates when the unit/program may expect to see an impact as a result of the actions taken.</p>
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# Template

<b>NMC MISSION STATEMENT</b>	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."
<b>PROGRAM MISSION STATEMENT (Column 1)</b>	

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