



PROAC Form 1

2014-2015

PROGRAM NAME: School of Education

Protocol Route Slip	Name	Title	Initial	Date
Received by PROAC Chair:				
Reviewed by Head of Division:				
Reviewed by Program Chair or Manager:	Charlotte Cepeda	Director		
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Reviewed by PROAC Member: _____

Date reviewed: _____

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)	The mission of the School of Education is to promote excellence in teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professionals in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

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><i>General Education Outcome:</i> GEO #1 Critical Thinking At the completion of this semester 80% the students will demonstrate: 1. Critical Thinking</p> <p><i>Program Learning Outcome:</i> SOE PLO #8 Professionalism At the completion of this semester 80% the students will demonstrate professionalism</p>	<p>(ED 282) 1. 90% of all assessed learners will summarize the importance of studying multicultural foundations on a midterm exam scoring 85% or higher of the total possible points.</p> <p>(ED 282) 1. 90% of all assessed learners will identify standards, integrate multiculturalism and teach lessons</p>	<p>(ED 282) 1. 90% of all assessed learners were successful with this criterion.</p> <p>(ED 282) 1. 94% of all assessed learners met this criteria.</p>	<p>Critical thinking skills and professionalism are essential in teaching and learning. The SOE instructors have provided the following feedback:</p> <ol style="list-style-type: none"> 1. Continue improvement of teachback rubrics which will contribute to strengthened identification of main concepts and how they can be applied in the teaching profession. 2. Electronic communication between instructors and learners was

	<p>to those standards in one teach back scoring a 90% or higher of the total possible points.</p> <p>(ED 471)</p> <ol style="list-style-type: none"> 1. 80% of all assessed learners will receive a rating of “3 – Meets Expectations” on “Chooses developmentally appropriate content.” 2. 80% of all assess pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one Student Development Report completed by the instructor under "Work Habits: Manages time effectively; accepts responsibility; adapts to changing priorities.” 3. 80% of all assessed pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one weekly reflection/journal. <p>(ED 493)</p> <ol style="list-style-type: none"> 1. By week 12, of this semester, 90% of all assess learners will receive a rating “1 or 2” on one Observation Report Form 2 – “Dependable and punctual. <p>(ED 321)</p> <ol style="list-style-type: none"> 1. 80% of all assessed pre-service teachers will receive a rating of 3 	<p>(ED 471)</p> <p>98% of all assessed learners received a rating of “3 – Meets Expectations” on “Chooses developmentally appropriate content.”</p> <ol style="list-style-type: none"> 2. 100% of all assess pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one Student Development Report completed by the instructor under "Work Habits: Manages time effectively; accepts responsibility; adapts to changing priorities.” 3. 100% of all assessed pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one weekly reflection/journal. <p>(ED 493)</p> <ol style="list-style-type: none"> 1. 90% of all assessed learners received a rating of “1 or 2” on one Observation Report Form 2 – “Dependable and punctual.” <p>(ED 321)</p> <ol style="list-style-type: none"> 1. 85% of all assessed learners received a rating of 3 – Meets Expectations on “Chooses developmentally appropriate 	<p>effective.</p> <ol style="list-style-type: none"> 3. We found that our learners were able to use content in a practical manner; however, continued opportunities in future practicum courses must require higher expectations. <p>Additional feedback:</p> <ol style="list-style-type: none"> 1. A review of the staggered course assessment to include I, R, and E for all PLOs. This will allow for a better overview of how scaffolding takes place within the program.
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<p><i>General Education Outcome:</i> GEO #1 Critical Thinking At the completion of this semester 80% the students will demonstrate:</p> <ol style="list-style-type: none"> 2. <i>Humanities</i> 3. <i>Citizenship & Society</i> <p><i>Program Learning Outcome:</i> SOE PLO #3 Demonstrating knowledge of students</p> <p>At the completion of this semester 80% the students will demonstrate knowledge of students</p>	<p>or 4 on one Student Development Report completed by the instructor under “Chooses developmentally appropriate content.”</p> <p>(ED 321)</p> <ol style="list-style-type: none"> 1. 80% of all assessed pre-service teachers will receive a rating of 3 or 4 on one Student Development Report completed by the instructor under “Plans and writes lessons thoroughly so that others can teach from it.” <p>(RH 400)</p> <ol style="list-style-type: none"> 1. 80% of all assessed learners will submit Case Report #3 on time based on the grading rubric for Case Reports. <p>(ED 300)</p> <ol style="list-style-type: none"> 1. Course-related self-confidence surveys: 75% of assessed students will complete an anonymous pre and post course survey and then indicate a positive change in their level of confidence in mastering the course material by statement in their end of course self-evaluation. 2. Following a class discussion on behavior modification and 80% of assessed learners will accurately identify four different schedules of reinforcement. <p>(ED 451)</p> <ol style="list-style-type: none"> 1. Was not assessed. Did not run due 	<p>content.”</p> <p>(ED 321)</p> <ol style="list-style-type: none"> 2. 85% of all assessed learners received a rating of 3 – Meets Expectations on “Plans and writes lessons thoroughly so that other could teach from it.” <p>(RH 400)</p> <ol style="list-style-type: none"> 1. 67% of all assess learners submitted Case Report #3 on time. Extensions were given which allowed for a final 100% submission rates. <p>(ED 300)</p> <ol style="list-style-type: none"> 1. Over 75% of all assessed students indicated a positive change in their level of confidence materign the course content. 2. 70% of all assessed learners identified four different schedules of reinforcement. <p>(ED 451)</p> <ol style="list-style-type: none"> 1. Was not assessed. Did not run due to low enrollment. 	<p>Humanities, Citizenships and Society and Program Learning Outcome are essential in teaching and learning. The SOE instructors have provided the following feedback:</p> <ol style="list-style-type: none"> 1. We found that our learners were able to apply content to include incorporation and assistance with meeting the needs all types of people including students’ with disabilities. <p>Recommendations to the program:</p> <ol style="list-style-type: none"> 1. Faculty suggest additional inclusion of a larger number of disabilities in RH 430. 2. Participation in mentoring conference/training as a form of professional development. 3. Improve alignment of SOE-PLO #9 (Communicates and build relationships with the Community with GEO # 2 (Humanities) and #3 (Citizenship & Society) 4. Although learners were successful with meeting various needs within their practicum, additional opportunities and assignments which include creativity and innovation should be increased. 5. Increase supplemental materials found in the CRC. 6. Critical thinking activities and assignments must be continued to produce problem solvers and analytic minds. 7. Additional professional
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	<p>to low enrollment.</p> <p>2. 80% of all assess pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one Student Development Report completed by the instructor under "Work Habits: Manages time effectively; accepts responsibility; adapts to changing priorities.”</p> <p>3. 80% of all assessed pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one weekly reflection/journal.</p> <p>(ED 492)</p> <p>2. 90% of all assessed pre-service teachers will develop a lesson plan that accommodates their student with disabilities.</p> <p>(RH 430)</p> <p>1. 80% of all assessed learners will demonstrate knowledge of chronic disabilities for various age groups in a teachback.</p> <p>2. 80% of all assessed learners will</p>	<p>2. 100% of all assess pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one Student Development Report completed by the instructor under "Work Habits: Manages time effectively; accepts responsibility; adapts to changing priorities.”</p> <p>3. 100% of all assessed pre-service teachers will receive a rating of “3 – Meets Expectations or higher” on one weekly reflection/journal.</p> <p>(ED 492)</p> <p>2. 100% of all assessed learners developed and delivered a lesson plan that included accommodations for student with disabilities in their practicum placement.</p> <p>3. 100% of all assessed pre-service teachers developed and used a Learning Contract with their students.</p> <p>(RH 430)</p> <p>1. 92% of all assessed learners achieved this objective.</p> <p>2. 92% of all assessed learners achieved this objective.</p>	<p>development on Memo One and program assessment must be provided for faculty and staff to include continued sharing of program data and professional dialogue.</p> <p>Resources needed:</p> <p>8. Budget for professional development on Memo 1, its connections with the Staggered Course Assessment, student teaching rubric, identifying appropriate criterion, collecting evidence pieces and evaluation.</p>
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	demonstrate knowledge of chronic disabilities for various ages on a written exam.		
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Rubric

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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Template

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)