

Northern Marianas College
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Memorandum

TO: Program Review and Outcomes Assessment Committee (PROAC)

FROM: Charlotte Cepeda, Director

DATE: July 30, 2012

SUBJECT: Form 1 (5-Column Model) for Program Review and Assessment

Group A

MISSION	INTENDED PROGRAM/SERVICE OUTCOMES	MEANS OF ASSESSMENT AND SUCCESS CRITERIA	SUMMARY OF DATA COLLECTED	USE OF RESULTS
<p>CNMI Constitution: Amendment No. 38, Section 2: "The mission of the Northern Marianas College shall be to provide the best quality and meaningful post secondary and adult education opportunities for the purpose of improving the quality of life for individual and for the Commonwealth as a whole. The college shall be responsible for providing education in the areas of adult and continuing education, post secondary and adult vocational education and professional development for the people of the Commonwealth."</p>	<p>1. At the completion of this course, students will be able to organize physical space for safety and accessibility of learning</p> <p>Evidence: 1. Midterm Exam 2. Simulation</p>	<p>1. (ED 211) 90% of all assessed learners will describe three characteristics of an effective classroom environment on a midterm exam</p> <p>2. (ED 370) 90% of all assessed learners will reflect create a classroom layout for a required simulation.</p>	<p>1. 100% of the assessed learners were able to describe three characteristics of an effective classroom environment on a midterm exam.</p> <p>2. 100% of all assessed learners created an effective classroom layout for a required simulation</p>	<p>This is a strength at the SOE as it is introduced at the onset of the program, continuously reinforced through instruction and practicum experiences.</p> <p>Continued opportunities for learners to participate in and reflect on classroom space and learning is a must.</p>
<p>SOE mission statement: The School of Education is committed to quality service for aspiring teachers in the initial preparation and continuous academic achievement. NMC's School of Education preparation program is aimed at promoting the art and science of teaching, research-based pedagogy and assessment, while recognizing regional and global diversity in a changing world.</p>	<p>2. At the completion of the course, students will be able to engage student learning</p> <p>Evidence: 1. Midterm exam 2. Practicum experience rubric</p>	<p>1. (ED 211) 90% of all assessed learners will describe and explain five or more teaching strategies on a midterm.</p> <p>2.(ED 321) 90% of all assessed learners will facilitate LA activities in their practicum experience receiving a score of three or more in a provided rubric.</p>	<p>1. 71% of all assessed learners described five or more teaching strategies.</p> <p>2. 100% of all assessed learners planned, delivered and facilitated engaging activities in their practicum experience and received a three or higher in a rubric.</p>	<p>Teaching strategies are vital for all educators. The results show spiral learning is taking place. In other assessments at the 200 level, learners are better able to demonstrate than to write.</p> <p>There is a considerable difference and growth between the introduction and implementation of teaching strategies.</p> <p>As a School of Ed, this criteria must continue to be reviewed.</p>