

Priority Initiative- what priority initiative does your outcome linked to in the PROA SP 2008-2012?			
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PROAC Form 1

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)	The mission of the Criminal Justice Program is to prepare students for career employment in criminal justice agencies including police, courts, corrections, and emerging alternative programs. The program curriculum emphasizes both a theoretical and a practical approach to the major fields of criminal justice. The program trains citizens and current and future criminal justice professionals to have excellent oral and written communication skills, and cognitive and analytical skills, and an understanding and appreciation of the diversity in society.

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>1. (CJ PLO 6) At the completion of this program, students will be able to explain the nature of juvenile delinquency and the juvenile justice system.</p> <p><i>Priority Initiative 1: Student Success</i> Evaluate student learning outcomes (SLOs) in Academic Student Learning and Support programs.</p>	<p>Means of Assessment 1.</p> <p>1. (CJ 103) At the completion of this course, 70% of the assessed Criminal Justice students will be able to employ the knowledge learned in juvenile delinquency into a written essay explaining the social and institutional context of delinquency provided by families, schools, and peers (SLO 7).</p>	<p>1. At the completion of this course, 70% of the Criminal Justice students that were assessed, employed the knowledge learned in juvenile delinquency into a written essay explaining the social and institutional context of delinquency provided by families, schools, and peers.</p>	<p>Discuss implications of the data in terms of the following:</p> <p>No change is necessary. The students assessed were able to explain the social and institutional context of delinquency provided by families, schools, and peers.</p> <p>Note:</p>
<p>2.(CJ PLO 7) At the completion of this program, students will be able to explain the law, prevention, and treatment of substance abuse.</p> <p><i>Priority Initiative 1: Student Success</i></p>	<p>Means of Assessment 1.</p> <p>2. (CJ 104) At the completion of this course, 80% of the assessed Criminal Justice students will be able to describe and evaluate different treatment approaches</p>	<p>2. At the completion of this course, 80% of the Criminal Justice students that were assessed, were able to describe and evaluate different treatment approaches to drug abuse through a final exam.</p>	<p>Discuss implications of the data in terms of the following:</p> <p>No change is necessary. The students assessed were able to describe and evaluate different treatment</p>

<p><i>Evaluate student learning outcomes (SLOs) in Academic Student Learning and Support programs.</i></p>	<p>to drug abuse through a final exam (SLO 9).</p>		<p>approaches to drug abuse through a final exam.</p> <p>Note:</p>
<p>3.(CJ PLO 1) At the completion of this program, students will be able explain the nature of crime and the operation of the criminal justice system.</p> <p><i>Priority Initiative 1: Student Success</i> <i>Evaluate student learning outcomes (SLOs) in Academic Student Learning and Support programs.</i></p>	<p>Means of Assessment 1.</p> <p>3. (CJ 101) At the completion of this course, 70% of the students assessed will be able to differentiate the functions of the police, courts, and corrections in an exam. (SLO 8)</p>	<p>2. At the completion of this course, 70% of the Criminal Justice students that were assessed, were able to differentiate the functions of the police, courts, and corrections in an exam.</p>	<p>Discuss implications of the data in terms of the following:</p> <p>No change is necessary. The students assessed were able to differentiate the functions of the police, courts, and corrections in an exam.</p> <p>Note:</p>