PROAC Form 1

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: _____

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)
What will students be able to know, do, think or value because of a given educational experience? (SLO) What will the unit provide, improve, or increase? OR What will the clients be satisfied with, receive or understand? (AUO) Identify outcome as a Student Learning Outcome (SLO) or Administrative Unit Outcome (AUO). Begin SLO's, "Students will…" Begin AUO's, To	What are the specific assessment tools that will establish the degree and extent of what is to be achieved? What are our criteria for success? Action Timeline- what month and year will the outcome be completed?	Summarize findings vis-à-vis outcomes, assessment tools, and criteria for success.	Discuss implications of the data in terms of the following: 1) Link to goals, outcomes, tools, data collection and analysis; 2) Improvement plan vis-à-vis student learning; 3) Resources required

[verb]…"			
Priority Initiative- what priority initiative does your outcome link to in the PROA SP 2008-2012?			

PROAC Form 1   Rubric

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PROGRAM MISSION STATEMENT (Column 1)	☐ unit/program mission statement is linked to the college mission statement.	☐ provides clear sense of purpose or direction for the unit/program.	☐ 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)
Criteria for Success ☐ indicates course or program level assessment. ☐ aligns with your unit/program mission. ☐ **(for SLOs)** states what students will know, do, think, or feel. ☐ **(for AUOs)** states what the unit/program is currently providing that may improve what clients will understand, be satisfied with, **or** receive. ☐ is measurable (can be observed or tested). ☐ is central to the course / program.	*Criteria for Success* ☐ identifies specific assessment method category (course embedded assessment, test, portfolio, standardized test, survey , etc.) for each SLO. ☐ details at least two (2) assessment methods/tools to be used to measure each **SLO.** ☐ identifies specific assessment method category (focus group, survey, etc..) for each **AUO.** ☐ details the assessment method used to measure each **AUO.** **Criteria for Success:** ☐ **(for SLOs)** establishes minimum expected score for success at achieving outcome. ☐ **(for SLOs)** quantifies (% or fraction) of students who are expected to meet minimum score. ☐ **(for AUOs)** establishes minimum expected score for success at achieving outcome. ☐ (for AUOs) quantifies (% or fraction) of clients (or items measures) expected to meet minimum score.	*Criteria for Success* ☐ 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). ☐ reports the actual results and compares with the number (%, fraction, actual number) originally expected to meet the minimum score. ☐ highlights key findings from the data.	*Criteria for Success* ☐ aligns with the summary of data in the Summary of Data section (Column 4 of the Five Column Model). ☐ uses present-continuous or past tense. ☐ reports what the unit/program members have done or are doing as a result of the findings. ☐ identifies who has made or is making the changes. ☐ indicates when the recommendation is to be implemented. ☐ indicates when the unit/program may expect to see an impact as a result of the actions taken.

PROAC Form 1   Template

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1. CJ 101 – 13.0: Describe the similarities and differences between juvenile and adult justice systems.	70% of students will be able to describe the similarities and differences between juvenile and adult justice systems on an exam.	At the completion of this course, 70% of the Criminal Justice students that were assessed, were able to describe the similarities and differences between juvenile and adult justice systems on an exam.	No change is necessary. The students assessed were able to describe the similarities and differences between juvenile and adult justice systems.
2. CJ 103 – 9.0: Explain the relationship between delinquency and school failure.	70% of students will be able to explain the relationship between delinquency and school failure on an exam.	At the completion of this course, 70% of the Criminal Justice students that were assessed, were able to explain the relationship between delinquency and school failure on an exam.	No change is necessary. The students assessed were able to explain the relationship between delinquency and school failure.
3. CJ 113- 1.0: Describe the uses and importance of law enforcement reports.	70% of students will be able to describe the uses and importance of law enforcement reports on an exam.	At the completion of this course, 70% of the Criminal Justice students that were assessed, were able to describe the uses and importance of law enforcement reports on an exam.	No change is necessary. The students assessed were able to describe the uses and importance of law enforcement reports.