



PROAC Form 1 2015-2016

PROGRAM NAME: School of Education

Protocol Route Slip	Name	Title	Initial	Date
Received by PROAC Chair:	Jacqueline Che	Director		
Reviewed by Head of Division:	Barbara Merfalen	Dean APS		
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Reviewed by PROAC Member: _____

Date reviewed: _____

NMC MISSION STATEMENT (Column 1)	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.
Program's Expanded Statement of Institution Purpose (ESIP) (Column 1)	The purpose of the School of Education is to promote excellence in the art and science of 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 professional 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)
SOE PLO 6- Students will manage the classrooms. (procedures, Student Behavior and space) GEO 5 - Oral Communication GEO 7 - Written Communication Skills ED 351 1. Management of Instructional Groups	SOE PLO 6- Students will manage the classrooms. (procedures, Student Behavior and space) GEO 5 - Oral Communication GEO 7 - Written Communication Skills ED 351 1. 90% of all assessed pre-service students will receive a score of 95% on the Management Plan Criteria rubric. 2. At the end of the semester, 95% of all assessed learners will receive a score of 90% on a teach-back rubric.	SOE PLO 6- Students will manage the classrooms. (procedures, Student Behavior and space) GEO 5 – Oral Communication GEO 7 – Written Communication Skills ED 351 1. 100% of the assessed learners completed the Management Plan criteria with a grade of 95% or above, on the rubric scale. 2. 98% of the assessed learners completed and presented a teach-back achieving a score of 90% or above on the rubric	SOE PLO 6- Students will manage the classrooms. (procedures, Student Behavior and space) GEO 5 - Oral Communication GEO 7 - Written Communication Skills ED 351 1. Based on the data gathered, the learners presented a good research on their final product. 2. Based on the data gathered, the learners demonstrated a proficient teach-back on their assigned chapters.

<p>ED 451</p> <ol style="list-style-type: none"> 1. Groups working independently are productively engaged at all times, with students' assuming responsibility for productivity. 2. Transitions are seamless, with students' assuming some responsibility for efficient operation. <p>ED 401</p> <ol style="list-style-type: none"> 1. Creation of conduct standards which are clear to students. <p>ED 493</p> <ol style="list-style-type: none"> 1. Managing the community. 2. Accessibility to learning and use of physical resources. 	<p>ED 451</p> <ol style="list-style-type: none"> 1. 85% of students will earn a B or better on "Large Group Lesson" activities. 2. 85% of the students will earn a 3 or higher on the "Classroom Management" element of the observation rubric. <p>ED 401</p> <ol style="list-style-type: none"> 1. 80% of assessed learners will earn 8 out of 10 points or better in a discussion forum reflecting on their beliefs regarding classroom structure and its importance in managing student behavior. 2. 80% of all assessed students will earn 8 of 10 points or better on an essay question explaining the process involved in designing a Behavioral Intervention Plan and state why they are useful in addressing student behaviors. <p>ED 493</p> <ol style="list-style-type: none"> 1. By week 10, 100% of all assessed pre-service students will receive a rating of "1 or 2" on 2 of the Observation Report Form 2, completed by the instructor, "Plans for a variety of group organizational structure;" "Promotes a positive, non-threatening environment" 2. By week 10, 100% of all assessed pre-service students will receive a rating of "1 or 2" of the Observation Report Form 2, completed by the instructor "Modified and adjusts physical arrangement to learner's advantage." 	<p>ED 451</p> <ol style="list-style-type: none"> 1. 85% of students will earn a B or better on "Large Group Lesson" activities. 2. 85% of the students will earn a 3 or higher on the "Classroom Management" element of the observation rubric. <p>ED 401</p> <ol style="list-style-type: none"> 1. 100% of assessed learners earned 8 out of 10 points or better in a discussion forum reflecting on their beliefs regarding classroom structure and its importance in managing student behavior. 2. 80% of all assessed students earned 8 of 10 points or better on an essay question explaining the process involved in designing a Behavioral Intervention Plan and state why they are useful in addressing student behaviors. <p>ED 493</p> <ol style="list-style-type: none"> 1. By week 10, 100% of all assessed pre-service students received a rating of "1 or 2" on 2 of the Observation Report Form 2, completed by the instructor, "Plans for a variety of group organizational structure;" "Promotes a positive, non-threatening environment" 2. By week 10, 100% of all assessed pre-service students received a rating of "1 or 2" of the Observation Report Form 2, completed by the instructor "Modified and adjusts physical arrangement to learner's advantage." 	<p>ED 451</p> <ol style="list-style-type: none"> 1. 85% of students will earn a B or better on "Large Group Lesson" activities. 2. 85% of the students will earn a 3 or higher on the "Classroom Management" element of the observation rubric. <p>ED 401</p> <ol style="list-style-type: none"> 1. No entry for this column by instructor. <p>ED 493</p> <ol style="list-style-type: none"> 1. The outcomes are desirable. Continue with the supporting budget to meet outcomes.
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<p>SOE PLO 4 - Student will engage others in learning. GEO 5 - Oral Communication GEO 7 - Written Communication Skills</p> <p>ED 341</p> <ol style="list-style-type: none"> 1. Pre-service teachers will design an appropriate environment for your children. <p>ED 401</p> <ol style="list-style-type: none"> 1. Standards of conduct are clear to all students. 2. Teacher candidate is alert to student behaviors at all times. 	<p>SOE PLO 4 - Student will engage others in learning. GEO 5 - Oral Communication GEO 7 - Written Communication Skills</p> <p>ED 341</p> <ol style="list-style-type: none"> 1. 80% of all assessed students will earn an 80% or higher on the "Materials" component of the final "Curriculum Project." 2. 80% of all assessed students will earn an 80% or higher on the "ECERS" presentation. <p>ED 401</p> <ol style="list-style-type: none"> 1. 80% of assessed learners will earn 8 of 10 points or better in a discussion forum reflecting on their beliefs regarding classroom structure and its importance in managing student behavior. 2. 80% of all assessed students will earn 8 of 10 points or better on an essay question explaining the process involved in designing a Behavioral Intervention Plan and state why they are useful in addressing student behavior. 	<p>SOE PLO 4 - Student will engage others in learning. GEO 5 - Oral Communication GEO 7 - Written Communication Skills</p> <p>ED 341</p> <ol style="list-style-type: none"> 1. 70% of all students earned an 80% or higher on the "Materials" component. 2. 100% of the students earned an 80% or higher on the "ECERS" presentation. <p>ED 401</p> <ol style="list-style-type: none"> 1. 100% of assessed learners earned 8 of 10 or better in a discussion forum reflecting their beliefs regarding classroom structure and its importance in managing student behavior. 2. 80% of all assessed students earned 8 of 10 points or better on an essay question explaining the process involved in designing a Behavioral Intervention Plan and state why they are useful in addressing student behaviors. 	<p>SOE PLO 4 - Student will engage others in learning. GEO 5 - Oral Communication GEO 7 - Written Communication Skills</p> <p>ED 341</p> <ol style="list-style-type: none"> 1. The main problem with this component was that the students who did not do well, did not turn in the assignment on time. However, even with those who received an 80% there was some confusion with the connection between the materials list and the learning center required materials in ECERS. 2. The students' presentations were well done and showed a strong understanding of the overall purpose of ECERS in health, safety, and supervision. However, students were confused on some other elements of the 43 criteria of the environmental assessment tool. <p>ED 401</p> <ol style="list-style-type: none"> 1. No use of results entered.
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<p>ED 434</p> <ol style="list-style-type: none"> 1. Students will create a Social Studies instructional method through planning various activities and skills-based techniques. 2. Students will design and conduct lessons that maximize the effectiveness of concept development through activities. <p>ED 492</p> <ol style="list-style-type: none"> 1. Proper representation of content 2. Activities and assignments supporting CNMI PSS Standards and Benchmarks <p>What will the unit provide, improve, or increase? OR What will the clients be satisfied with, receive or understand? (AUO)</p> <p>AUO</p> <ol style="list-style-type: none"> 1. Increase career readiness for anticipated graduates in the areas of 	<p>ED 434</p> <ol style="list-style-type: none"> 1. At the end of this course 85% of students will be able to develop and teach a 4 weeks unit plan based on PSS standard. 2. At the end of this course 85% of student will be able to create a social studies news-letter that depict issues based on the 10 strands of social studies lessons in the CNMI and global diversity. 3. At the end of this course 90% of students will be able to conduct field trip to CNMI historical sites as a part of social studies project. <p>ED 492</p> <ol style="list-style-type: none"> 1. At the completion of the course, 80% of the assessed students will provide a lesson plan, sample student work and reflection to provide evidence of representation of content is appropriate and links well with students' knowledge and experience. 2. At the completion of the course, 80% of the assessed students will provide a lesson plan, sample student work and reflection to provide evidence of Activities & assignments supporting CNMI PSS Standards & Benchmarks. <p>What are the specific assessment tools that will establish the degree and extent of what is to be achieved?</p> <p>What are our criteria for success?</p> <p>AUO</p> <ol style="list-style-type: none"> 1. 80% of all identified courses will meet "Means of Assessment and Success 	<p>ED 434</p> <ol style="list-style-type: none"> 1. 85% of pre-service teachers were able to develop and teach a 4 weeks unit plan using PSS standards and scored 90% or higher based on given rubric. 2. 85% of pre-service teachers created a social studies news-letter based on 10 strands of social studies lesson in the CNMI and global diversity and scored 90% or higher. 3. This objective was not assessed due to lack of transportation and inadequate course schedule. <p>ED 492</p> <ol style="list-style-type: none"> 1. 100% of the assessed students provided a sample lesson & student work demonstrating that content is appropriate and links well with the student's knowledge & experience. 2. 100% of the assessed students provided a lesson plan, sample student work and reflection to demonstrate activities and assignments supporting CNMI PSS Standards & Benchmarks. <p>AUO</p> <ol style="list-style-type: none"> 1. 86% of all assessed courses met goals set for program review. 	<p>ED 434</p> <ol style="list-style-type: none"> 1. The pre-service students developed 20 weeks ITU that met Public School System Standards. 2. The pre-service students followed the given format and rubric to follow. This is learning outcome teaches the pre-service teachers to be aware of schools and community issues that are essential part of learning. 3. Due to lack of transportation and inadequate class schedule, this learning outcome was not met. This class needs to be offered in the morning session rather than the evening session. <p>ED 492</p> <ol style="list-style-type: none"> 1. Based on the evidence, the pre-service teachers have met all the assessed criteria. 2. The outcome is due to the overall development of students through methodology courses and regular immediate feedback in areas of improvement. <p>Discuss implications of the data in terms of the following:</p> <ol style="list-style-type: none"> 1. Link to goals, outcomes, tools, data collection and analysis; 2. Improvement plan vis-à-vis student learning; 3. Resources required <p>AUO</p> <ol style="list-style-type: none"> 1. 12 of 14 courses identified for program review met goals in the area
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<p>management and engagement.</p> <ol style="list-style-type: none"> 2. Ensure program offerings match the employment needs of the CNMI by aligning program curricula with the needs of CNMI employers in key industries leading to economic growth and economic value to graduates. 3. Ensure continued accreditation through curriculum reflection; updates in course guides and maintaining program high-standards as identified in WASC Report. 4. Identify resources to allow for faculty Professional Development <p>Identify outcome as a Student Learning Outcome (SLO) or Administrative Unit Outcome (AUO). Begin SLO's, "Students will..." Begin AUO's, To [verb]..."</p> <p>Priority Initiative- what priority initiative does your outcome link to in the PROA SP 2015-2016? Priority Initiative</p> <p>Imperative One – Increase Relevance to CNMI Workforce and Community Needs</p> <p>1.D.4 Ensure program offerings match the employment needs of the CNMI by aligning program curricula with the needs of CNMI</p>	<p>Criteria” for AY 2015-2016.</p> <ol style="list-style-type: none"> 2. Thorough review curriculum alignment and curriculum map; updated and approved course guides through AC and continued expectations to include State Licensing requirements within the program. 3. Identify two additional resources which can allow faculty to participate in professional development and growth for themselves and the program. <p>Action Timeline- what month and year will the outcome be completed? All AUOs will be successfully completed by the end of Spring 2016.</p>	<ol style="list-style-type: none"> 2. Curriculum mapping did not happen due to Typhoon Soudelor; course guides were not updated; all capstone learners were held responsible for the completion of all requirements including PRAXIS II for ED 492 and ED 493. 	<p>of management and engagement (SOE-PLOs 4 and 6). One course (ED 434) goal was not assessed due to lack of transportation and the other (ED 341) did not meet goals due to lack of submission of assigned work. SOE must emphasize the value in assignment submission. This will be a discussion upon faculty return in August during professional development days.</p> <ol style="list-style-type: none"> 2. Curriculum Mapping did not happen due to Soudelor. Curriculum discussions occur in SOE Department meetings to prepare for Fall 2016 Curriculum Mapping PD. At the completion, course guides will be updated through the AC process. The requirement of PRAXIS II is being adhered to by the department. PRAXIS I and II workshops have been offered since Fall 2015 and is ongoing with the support of the Dean of APS. These workshops are free to all SOE learners. 3. Three resources were identified to provide the following professional development opportunities for SOE faculty: 4. NRM Grant – R. Cepeda, ASCD, Atlanta, GA CDI – A. Diaz, ASCD, Atlanta, GA PPEC Funds – 50% payment, C. Lovejoy, Sustainability Conference GU (co-presenter) NRM Grant – SOE Student, Ericka Dela Rosa, Sustainability Conference, GU (co-presenter) Dean APS – J. Maratita, Play Therapy (free PD), GU Dean APS – L. Bull, Play Therapy (free PD), GU
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employers in key industries leading to economic growth and economic value to graduates (entry level positions at PSS begins at approximately \$30,000/annum).

1.D.6 Ensure program offerings match the employment needs of the CNMI by creating stronger relationships with local employers to improve, curriculum, engage students in internships or related work experiences, and enhance job placement upon graduation (curriculum to meet employer requirements to include CNMI State Licensing requirements (PRAXIS II) is being implemented, ongoing practicum experiences have allowed for SOE to meet this imperative).

Imperative Two – Ensure Continued Accreditation

2.b Achieve educational objectives through core functions (curriculum revisions to insert CNMI State Licensing as it is applicable for a Bachelors degree has been in place and is being implemented).

2.d Create an organization committed to quality, assurance, institutional learning and improvement (continual review of curriculum to ensure quality teaching and learning and accountability through department meetings and discussions as well as through the AC procedure).

Imperative Five – Strengthen Operations and Resource Development

5.d Enhance NMC’s institutional image through BoR and “You Matter” presentations. Also, student leadership in post Soudelor community development (SOE capstone learners spearheaded an NMC donation drive,

<p>volunteered at the Kagman Community Center, Empty Vessel, American Red Cross) and one learner was a co-presenter for regional conference (Sustainability Conference) in Guam. Also, SOE has been fortunate enough to be supported through grants to provide opportunities for faculty to participate in ongoing professional development to maintain best practices in the ever-changing field of education.</p>			
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PROAC Form 1

Rubric

<p>NMC MISSION STATEMENT (Column 1)</p> <p>Program's Expanded Statement of Institution Purpose (ESIP) (Column 1)</p>	<p>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.</p> <p>The purpose of the School of Education is to promote excellence in the art and science of 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 professional 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.</p>
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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 NMC's 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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PROAC Form 1

Template

NMC MISSION STATEMENT (Column 1)	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.
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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)