



Protocol Route Slip	Name	Title	Initial	Date
Received by PROAC Chair:	Galvin Guerrero	Director of Institutional Effectiveness		
Reviewed by Head of Division:				
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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)	

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>What will students be able to know, do, think or value because of a given educational experience? (SLO)</p> <p>What will the unit provide, improve, or increase? OR What will the clients be satisfied with, receive or understand? (AUO)</p> <p>Identify outcome as a Student Learning Outcome (SLO) or Administrative Unit Outcome (AUO). Begin SLO's, "Students will..." Begin AUO's, To</p>	<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>	Summarize findings vis-à-vis outcomes, assessment tools, and criteria for success.	<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

[verb]..."			
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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> <p><input type="checkbox"/> indicates course or program level assessment.</p> <p><input type="checkbox"/> aligns with your unit/program mission.</p> <p><input type="checkbox"/> (for SLOs) states what students will know, do, think, or feel.</p> <p><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.</p> <p><input type="checkbox"/> is measurable (can be observed or tested).</p> <p><input type="checkbox"/> is central to the course / program.</p>	<p>Criteria for Success</p> <p><input type="checkbox"/> identifies specific assessment method category (course embedded assessment, test, portfolio, standardized test, survey , etc.) for each SLO.</p> <p><input type="checkbox"/> details at least two (2) assessment methods/tools to be used to measure each SLO.</p> <p><input type="checkbox"/> identifies specific assessment method category (focus group, survey, etc..) for each AUO.</p> <p><input type="checkbox"/> details the assessment method used to measure each AUO.</p> <p>Criteria for Success:</p> <p><input type="checkbox"/> (for SLOs) establishes minimum expected score for success at achieving outcome.</p> <p><input type="checkbox"/> (for SLOs) quantifies (% or fraction) of students who are expected to meet minimum score.</p> <p><input type="checkbox"/> (for AUOs) establishes minimum expected score for success at achieving outcome.</p> <p><input type="checkbox"/> (for AUOs) quantifies (% or fraction) of clients (or items measures) expected to meet minimum score.</p>	<p>Criteria for Success</p> <p><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).</p> <p><input type="checkbox"/> reports the actual results and compares with the number (% , fraction, actual number) originally expected to meet the minimum score.</p> <p><input type="checkbox"/> highlights key findings from the data.</p>	<p>Criteria for Success</p> <p><input type="checkbox"/> aligns with the summary of data in the Summary of Data section (Column 4 of the Five Column Model).</p> <p><input type="checkbox"/> uses present-continuous or past tense.</p> <p><input type="checkbox"/> reports what the unit/program members have done or are doing as a result of the findings.</p> <p><input type="checkbox"/> identifies who has made or is making the changes.</p> <p><input type="checkbox"/> indicates when the recommendation is to be implemented.</p> <p><input type="checkbox"/> indicates when the unit/program may expect to see an impact as a result of the actions taken.</p>
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PROAC Form 1

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 NRM program mission is to support local initiatives and priorities developed within the islands toward conserving and protecting its precious natural resources, and to promote the efficient use of human, institutional, and financial resources to meet local and regional goals and objectives. A key element within the program is effective capacity building and development at both the institutional and community level, reducing the reliance on external expertise and increasing the ability and capacity of local institutions and individuals to address the ever increasing environmental challenges faced by the islands. The NRM program curriculum encourages and follows a regional approach to solving problems and developing strategies through working in cooperation with the local agencies, organizations, and individuals toward producing effective management of the region’s coral reefs, fisheries, marine biotechnology, and ocean resources.

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>1. Students will be able to demonstrate an understanding of the methodology of system integration and best practices of conservation management.</i></p>	<p><i>All NRM students are required to take NR 153 Environmental Conservation, one of the program’s course requirements. This course continues the study of human impact on the use, degradation, , restoration, and the long term sustainable management of land, sea, water, and air. Students are assessed on their comprehension of the methodology of system integration and best practices of conservation management. The modes of assessments are the Pre- and Post Modular Evaluation (written test and exams), Research/Case Reports, and students oral presentations:</i></p> <p><i>1) Seventy (70) percent of students will effectively understand, demonstrate, and value the human impact on the use, degradation, restoration, and long term sustainable management of land, water, and air.</i></p>	<p>The NR 153 Environmental Conservation, NR 255 Conservation Politics and Economics, and NR 290 Special Topics have been taught for the past two semesters(Fall 2010 & Spring 2011).</p> <p>NR 153: Environmental Conservation- Of the nine students who attended the Spring 2011 Semester, the average grade for all course requirements is 90 percent. Only three students were below average and one student got incomplete due to some emergency family problems..</p> <p>Overall, this exceeds the desired 70 % success rate for the course.</p>	<p>The three courses under review, namely, NR 153, NR 255, and NR 290 have been successful with respect to their SLOs requirements being met and their relatively higher rate of completion rates compared to the same courses undertaken during the previous years.</p> <p>Overall, the completion rates for NR 153 and NR 255 are significantly successful for the students to continue at the next level of advanced courses, particularly in the capstone courses.</p> <p>For the NR 290, the students both orally and in writing have presented their output in curricular development via syllabi making and in effectively conducting research/survey investigations on their emphasis areas of interest and in survey of environmental organizations.</p> <p>These evaluative results and observations were used as part of a comprehensive, integrative and demonstrative aspects of student proficiency in the NRM sciences and the environmental field of studies.</p> <p>Recommendations:</p>

			<p>On the basis of this Academic Program review, the NRMP supports and reiterates the previous cycles recommendations and stresses the following five-point agenda for considerations:</p> <ol style="list-style-type: none"> 1) Coordinatorship and teaching faculty--- Recruit qualified personnel and stabilize their tenorial position given the experienced fast turnover; and further enhance/facilitate the recruitment of the adjunct and/or team teaching staff in view of the observed inadequacy, if not lack of NRM or all course teaching staff; Specifically, appoint one more faculty for NRM (that is long time needed) under Science/NRM Division 2) Coffers and/or Allocated Funding--- Allocate substantive permanent budget apart from the uncertain grants/funding for personnel and operational items given the observed inadequacy, if not lack of stable funding for such items; 3) Collaboration---Continously strengthen and sustain the intra(NMC) and interagency capacity-building ,in view of the apparently ineffective, if not lack of continuing collaborative/networking efforts both locally and internationally;
<p>2.Students will be able to demonstrate an understanding of the roles of politics and economic development on natural management.</p>	<p>All NRM students are required to take NR 255 Conservation Politics and Economics, one of the program’s course requirements. Assessment measures include the following: the Pre- and Post Evaluation (including quizzes and exams); research/case reports and other behavioral performance such as presentations and recitations:</p> <ol style="list-style-type: none"> 1) Seventy (70) percent of students will effectively understand, demonstrate, and value or care for the role of government interventions, policies and economics in conservation issues. 	<p>The NR 255 Conservation Politics and Economics, had been team taught (by faculty from DEQ & NMC) only for the last semester (Spring 2011).</p> <p>Of the four students (one graduating), who attended during the Spring Semester 2011, the average grade For the course is 91 percent.</p> <p>Overall, this exceeds the desired 70 percent success rate for the course.</p>	<ol style="list-style-type: none"> 4) Cooperative Participant/Student Recruitment Campaign---A more focus and vigorous marketing, recruitment, and admission campaign for both the academic degree and non-degree/certificate programs for NRM, using the students ENRO Club and other concerned institutions; 5) Curricular and Materials Development -Validating, Updating and/or Modifying existing NRM curricula and introducing new NRM Courses along with checklists and procurement/ordering of new edition textbooks/materials that match the NRM-course related offerings of other Colleges/Universities in the Region and in the USA; the production of localized

			textbooks and related materials/modules for NRM and related courses should also be introduced; and articulation agreements with existing and other Colleges/Universities should be explored for our career advancing students.
<i>3. Students will be able to demonstrate an understanding of the CNMI, federal and international environmental laws and regulatory enforcement procedures.</i>	<i>All NRM students are required to take NR 290 Special Topics, a capstone course for the program. This course provides specialized directed study in a topic chosen by the student and the instructor. One of these special topics relate to environmental and natural resources laws (which is not in the course curriculum proper of NRM)with reference to CNMI, federal, and international aspects. Assessment measures include Pre- and Post evaluation of the active engagement of students in coming out with a final written output of the assigned special topics including its presentations. 1) Seventy (70) percent of the students will effectively understand, demonstrate and value the environmental and natural resources laws covering the CNMI, federal and international jurisdictions.</i>	NR 290 Special Topics had been taught only for the past Fall 2010 Semester, with 8 students and with the average grade for all course requirement of 88 percent. Only three students were below average. Overall, this exceeds the desired 70 percent success rate for the course.	