



## **Appendix K**

NMC Assessment Taxonomy

Grp.	No.	<b>NMC Assessment Taxonomy</b>
		<b>GROUP A: General Education, Bachelor and Associate Degree Programs</b>
A	1	Audio/Video Production, A.A.S. [Dean, APS]
A	2	Business, A.A. [Chair, Business Department (BD)]
A	3	Business Administration: Accounting Emphasis, A.A.S. [Chair, BD]
A	4	Business Administration: Business Management Emphasis, A.A.S. [Chair, BD]
A	5	Business Administration: Computer Applications Emphasis, A.A.S. [Chair, BD]
A	6	Construction Trades, A.A.S. [Dean, APS]
A	7	Criminal Justice, A.A.S. [Program Coordinator, Criminal Justice (CJ)]
A	8	Electrical Installation and Maintenance, A.A.S. [Dean, APS]
A	9	Elementary Education, B.S. [Director, School of Education (SOE)]
A	10	General Education [Chair, General Education Committee]
A	11	Hospitality Management, A.A.S. [Chair, BD]
A	12	Liberal Arts, A.A. [Chair, Liberal Arts Program Committee]
A	13	Natural Resource Management, A.S. [Chair of Sciences, Mathematics, Health and Athletics (SMHA)]
A	14	Nursing, A.S. [Chair of Nursing Department (ND)]
		<b>GROUP B: Certificate Programs</b>
B	1	Audio/Video Production, CA [Dean, APS]
B	2	Basic Corrections Officer, CC [Program Coordinator, CJ]
B	3	Basic Corrections Officer, CA [Program Coordinator, CJ]
B	4	Basic Law Enforcement, CC [Program Coordinator, CJ]
B	5	Combined Law Enforcement, CC [Program Coordinator, CJ]
B	6	Construction Trades, CA [Dean, APS]
B	7	Early Childhood Education, CC [Director, SOE]
B	8	Electrical Installation & Maintenance, CA [Dean, APS]
B	9	Electronics, CA [Dean, APS]
B	10	Fire Science Technology, CC [Program Coordinator, CJ]
B	11	Hemodialysis Technician, CC [Chair, ND]
B	12	Nursing Assistant, CC [Chair, ND]
B	13	Recreational Diving, CC [Chair, SMHA]
B	14	Refrigeration & Air Conditioning, CA [Dean, APS]
B	15	Related Services Technician, CC [Director, SOE]
B	16	Scientific Diving, CA [Chair, SMHA]
		<b>GROUP C: Student Services and Administrative Units</b>
C	1	Academic Council [Chair, Academic Council, and APS Administrative Managers]

Grp.	No.	<b>NMC Assessment Taxonomy</b>
C	2	Admissions and Records [Director, Admissions and Records (AR)]
C	3	ASNMC [President, Associated Students of the NMC]
C	4	Auxiliary Services (Bookstore) [Manager, Bookstore]
C	5	Board of Regents [Special Assistant to the Board of Regents]
C	6	Career Services [Dean, Student Services]
C	7	College Council [Chair, College Council]
C	8	Counseling Programs and Services [Director, Counseling Programs and Services (CPS)]
C	9	Faculty Senate [President, Faculty Senate]
C	10	Finance and Budget Office [Interim Chief Accountant & Interim CFAO]
C	11	Financial Aid Office [Financial Aid Officer and Interim CFAO]
C	12	Foundation Board [Director, Institutional Advancement]
C	13	Human Resources Office [Manager, Human Resources Office]
C	14	Information Learning and Technology [Director, Information Learning and Technology (ILT)]
C	15	Library Programs and Services [Acting Director, Library Programs and Services (LPS)]
C	16	Maintenance Office [Maintenance Manager and Interim CFAO]
C	17	Office of Institutional Effectiveness [Director, OIE]
C	18	Office of Student Activities and Leadership [Director, Office of Student Activities and Leadership]
C	19	Operations Office [Operations Manager and Interim CFAO]
C	20	Planning, Budget and Evaluation Council [Chair, PBEC]
C	21	President/CEO [President]
C	22	Procurement Office [Procurement Manager and Interim CFAO]
C	23	Service Learning [Dean, Student Services]
C	24	Staff Senate [President, Staff Senate]
C	25	Testing and Placement [Dean, Student Services]
		<b>GROUP D: Special Programs and Services</b>
D	1	ABE ESL Program [Director, ABE]
D	2	Adult Secondary Education (GED/Adult School Program) [Director, ABE]
D	3	Community Services and Personal Enrichment Program [Director, CDI]
D	4	CREES: Agricultural Research and Extension [Director, CREES]
D	5	CREES: Family and Consumer Sciences [Director, CREES]
D	6	Development Math Courses [Chair, SMHA]
D	7	Educational Talent Search Program [Director, Talent Search]
D	8	English Language Institute [Chair, Language and Humanities]
D	9	Extended Degrees and University Partnership Program [Director, CDI]
D	10	KRNM [Manager, Radio Station]
D	11	Small Business Development Center [Director, SBDC]

<i>Grp.</i>	<i>No.</i>	<b><i>NMC Assessment Taxonomy</i></b>
<b>D</b>	<b>12</b>	Student Support Services [Director, SSS]
<b>D</b>	<b>13</b>	Upward Bound Program [Director, Upward Bound]
<b>D</b>	<b>14</b>	Workforce Development and Certificate Training Program [Director, CDI]

Grp.	No.	NMC Assessment Taxonomy

***Programs Deleted from the Assessment Taxonomy\****

		<b>GROUP A: General Education, Bachelor and Associate Degree Programs</b>
A	1	Business Administration: Office Technology Emphasis, A.A.S. [Chair, BD]
A	2	Business Administration: Sales & Marketing Emphasis, A.A.S. [Chair, BD]
A	15	Recreational Diving, A.A.S. [Chair, SMHA]
A	3	Special Education Endorsement [Director, SOE]
		<b>GROUP B: Certificate Programs</b>
B	1	Accounting, CC [Chair, BD]
B	2	Accounting, CA [Chair, BD]
B	1	Business Management, CC [Chair, BD]
B	2	Business Management, CA [Chair, BD]
B	3	Computer Applications, CC [Chair, BD]
B	4	Computer Applications, CA [Chair, BD]
B	5	Culinary Arts, CA [Chair, BD]
B	6	Early Intervention, CC [Director, SOE]
B	7	Food & Beverage Services, CA [Chair, BD]
B	8	Hospitality Management, CC [Chair, BD]
B	9	Hospitality Management, CA [Chair, BD]
B	10	Hotel Operations, CA [Chair, BD]
B	11	Office Technology Administration, CC [Chair, BD]
B	12	Office Technology Administration, CA [Chair, BD]
B	13	Sales & Marketing, CC [Chair, BD]
B	14	Sales & Marketing, CA [Chair, BD]
B	15	Seamanship & Small Boat Handling, CC [Dean, APS]
		<b>GROUP D: Special Programs and Services</b>
D	1	ABE Family Literacy Program [Director, ABE] <i>NOTE: Deleted from the taxonomy December 2007</i>
D	2	Rota Instructional Site [Program Coordinator for Site]
D	3	Tinian Instructional Site [Program Coordinator for Site]

\*As 5/30/08, the number of programs in the taxonomy have changed as follows:

Group A: from 18 to 15  
Group B: from 33 to 18  
Group D: from 17 to 14  
Overall total from 93 to 72

\*As 6/27/08, the number of programs in the taxonomy have changed as follows:

Group A: from 18 to 11  
Group B: from 33 to 8  
Group D: from 17 to 14  
Overall total from 93 to 72



## **Appendix L**

Form 2 Templates: Academic Program Review and Academic Support and  
Administrative Program Review

# Academic Program Review

Name of Program

Prepared by:

Name(s)

Date Submitted – e.g., **July 7, 2008**

### **Brief History of the Program**

- See NMC's annual reports, both the NMC Annual Report and the P.L. 5-32/10-66 Annual Report.
- 500-1000 words
- Why and how was it established? (Executive order, directive, public law, constitution?)
- Overall growth patterns/trends
- Milestones: What has happened in the program that significantly enhanced or changed the program, either positively or negatively? Was the program ever recognized by an internal or external organization?
- Statement of concerns related to the program.

### **Program Data**

#### **Market Demand**

- Provide narrative of data available.

#### **Student Profile**

- OIE will provide data

#### **Student Enrollment**

- Number of majors per term (OIE)
- Number of students enrolled in courses per term (OIE – this is available in the Public Folder under Institutional Effectiveness / Course Enrollment by Term Reports)

### **Student Achievement Data**

#### **Course Completion Data**

- See the course completion data (Fall 2004 – Fall 2007) that has been provided by OIE. Spring 2008 data will be added and the data resent.
- Discuss the data as it relates to the program.

#### **Retention Term-to-Term**

- Retention data will be provided by OIE.
- Discuss the data as it relates to the program.

#### **Program Completion OR Degree/Certificate Completion Rates**

- The lists and number of graduates have been provided by OAR/OIE.
- Completion rates will be provided by OIE.
- Discuss the data as it relates to the program.

**Other Student Achievement Data**

- Progression to next course level
- Transfer to four-year institutions
- Scores on licensure exams
- Job placement/post-training
- Discuss the data as it relates to the program.

**Direct Evidence of Student Learning**

- Provide narrative of assessment of student work at course level.

**Human Resources: Faculty**

- See Human Resources as needed.
- Discuss these items in narrative format:
  - Courses in/out of areas of expertise, and experience of faculty.
  - Narrative on adjunct faculty use. Include in narrative the number of adjuncts, courses, and qualifications of adjuncts. Discuss why adjuncts are used to the extent documented. Names are not required.
  - May also include faculty activities that indirectly or directly support the program. This may or may not be tied to a specific program outcome. This section is about activities outside the college. This may include professional development activities.

Table A. Academic Year 2007-2008 Program Faculty

Fulltime Faculty	Credentials (Degrees and/or Certification)	Areas of Expertise
Faculty A		
Faculty B		
Faculty C		

Adjunct Faculty	Credentials (Degrees or Certification)	Areas of Expertise
Faculty A		
Faculty B		
Faculty C		

## Physical Resources

- Narrative on Academic Year 2007-2008 available physical resources
- Number of Classrooms in Relation to Campus Classroom Capacity
- Number Laboratories in Relation to Usage
- Back-Up Power Generation
- Narrative on Faculty Offices

## Technology Resources

- Narrative on equipment (computers, printers, copiers, overhead projectors, TV/VCR/DVD, software and web-based tools specific to the program,) use in support of learning

## Program SLO Mapping

- Include I/R/E as *Exhibit A: Program Mapping*
- Introduced/Reinforced /Emphasized (IRE)
  - Introduce:* First exposure to some skill, concept, or process (Knowledge)
  - Reinforce:* Apply skill, concept, or process (Application)
  - Emphasize:* Synthesize (Synthesis and Evaluation)

What kinds of assignments, course work do we require from students?

What level of sophistication is required? Does the level of sophistication increase during the course of a semester? A course may have an I, R, E, IR, or RE. Gaps may include courses without I, R, or E. If program has or knows that it wants certain outcomes, must include them all in mapping.

- All program learning outcomes, in addition to the ones assessed in Form 1, must be mapped.
- Short narrative on I/R/E mapping. Discuss strengths and weaknesses. Address the quality of mapping that occurs at all levels (course, program, and institution-general education).

## Recommendations

- Prioritize recommendations. Recommendations should clearly address concerns related to the program. Provide narrative to summarize data/evidence based on previous sections of this Program Review (Form 2). Do not to limit recommendations.
- Separate out recommendations for program and for the institution. Two different lists needed. Items in lists should be in rank order of importance (most important to least important) and numbered.
- Actions for improvement based on recommendations should be documented in this section. It is important to document changes already made. Programs may or may not have actions to report.
- Add to this section of Program Review (Form 2) the recommendations from FORM 1's Column 5.
- Form 1 should be *Exhibit B: Form 1*.

## Program Level Mapping

Name of Program:

I=Introduces  
R=Reinforced  
E=Emphasized

Course Title & Code  
Example:  
Introduction to  
Sociology (SO101)

Course Title & Code

Course Title & Code

Course Title & Code

Course Title & Code

Course Title & Code

Course Title & Code

Course Title & Code

Learning  
Outcomes:

1.

2.

3.

4.

5.

6.

7.

8.

# Academic Support and Administrative Programs Program Review

Name of Program

Prepared by:

Name(s)

Date Submitted – e.g., **July 7, 2008**

### Brief History of the Program

- See NMC's annual reports, both the NMC Annual Report and the P.L. 5-32/10-66 Annual Report.
- 500-1000 words
- Why and how was it established? (Executive order, directive, public law, constitution?)
- Overall growth patterns/trends
- Milestones: What has happened in the program that significantly enhanced or changed the program, either positively or negatively? Was the program ever recognized by an internal or external organization?
- Statement of concerns related to the program.

### Specific Services/Functions of Program

- Describe program's specific services/functions.
- Look at brochure – What is in your brochure should match this part of program review document.
- Some programs may not have another layer of services/functions. This section is not applicable for such programs.

### Data/Evidence

- Records of client/student use of services; trend data if possible; counts
- Satisfaction surveys, follow-up surveys, other surveys
- Planning documents (A narrative with reference/citation is adequate.)
- Policies and procedures (List relevant NMC board policies and procedures)
- Other data unique to the program

### Human Resources

- List of staff and their qualifications and certifications
- Narrative on staffing in support of program outcomes

Table A. Academic Year 2007-2008 Program Staff

Staff	Qualifications / Certification
Staff A	
Staff B	
Staff C	
Staff D	

### **Physical Resources**

- Narrative on currently available physical resources in support of program outcomes

### **Technology Resources**

- Narrative on equipment use (computers, printers, copiers, overhead projectors, TV/VCR/DVD, software and web-based tools specific to the program, etc.) in support of learning and services.

### **Agreements/Partnerships**

- Agreements with campus and community agencies/partners; description of services and qualifications of partners

### **Program SLO/AUO Mapping**

- Which offices/programs do you work directly with in order to meet your intended outcome?
- Include program mapping as Exhibit A: Program Mapping
- PROAC will provide a matrix for program mapping.

### **Volunteer Community Activities of Staff**

- Activities may indirectly or directly support the program. This may or may not be tied to a specific program outcome. This section is about activities outside the college.

### **Recommendations**

- Prioritize recommendations. Recommendations should clearly address concerns related to the program. Provide narrative to summarize data/evidence based on previous sections of this Program Review (Form 2). Do not to limit recommendations.
- Separate out recommendations for program and for the institution. Two different lists needed. Items in lists should be in rank order of importance (most important to least important) and numbered.
- Actions for improvement based on recommendations should be documented in this section. It is important to document changes already made. Programs may or may not have actions to report.
- Add to this section of Program Review (Form 2) the recommendations from FORM 1's Column 5.
- Form 1 should be *Exhibit B: Form 1*.

**Exhibit A: Program Mapping**  
**Program Name:** Double click here to type program name

**Program Outcomes**

No.	NMC Programs & Services	Outcome 1 State Outcome Here	Outcome 2 State Outcome Here	Outcome 3 State Outcome Here	Outcome 4 State Outcome Here	Outcome 5 State Outcome Here	Outcome 6 State Outcome Here
	<b>GROUP A: General Education, Bachelor and Associate Degree Programs</b>						
1.	Business, A.A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Business Administration: Accounting Emphasis, A.A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Business Administration: Business Management emphasis, A.A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Business Administration: Computer Applications Emphasis, A.A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Criminal Justice, A.A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Elementary Education, B.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	General Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Hospitality Management, A.A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Liberal Arts, A.A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Natural Resource Management, A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Nursing, A.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>GROUP B: Certificate Programs</b>						
12.	Basic Corrections Officer, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Basic Corrections Officer, CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Basic Law Enforcement, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Early Childhood Education, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Fire Science Technology, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Hemodialysis Technician, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Nursing Assistant, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Related Services Technician, CC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>GROUP C: Student Services and Administrative Units</b>						
20.	Academic Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Exhibit A: Program Mapping**  
**Program Name:** Double click here to type program name

No.	NMC Programs & Services	Outcome 1 State Outcome Here	Outcome 2 State Outcome Here	Outcome 3 State Outcome Here	Outcome 4 State Outcome Here	Outcome 5 State Outcome Here	Outcome 6 State Outcome Here
21.	Admissions and Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	ASNMC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Auxiliary Services (Bookstore)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Board of Regents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	College Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Counseling Programs and Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Finance and Budget Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Financial Aid Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Foundation Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Human Resources Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Information and Learning Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Library Programs and Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Maintenance Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Office of Institutional Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Office of Student Activities and Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Operations Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Planning, Budget and Evaluation Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	President/CAO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Procurement Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Service Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Staff Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Testing and Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>GROUP D: Special Programs and Services</b>						
45.	ABE ESL Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Exhibit A: Program Mapping**  
**Program Name:** Double click here to type program name

No.	NMC Programs & Services	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
		State Outcome Here	State Outcome Here	State Outcome Here	State Outcome Here	State Outcome Here	State Outcome Here
46.	Adult Secondary Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Community Services and Personal Enrichment Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	CREES: Agricultural Research and Extension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	CREES: Family and Consumer Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Development Math Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	Educational Talent Search Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	English Language Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	Extended Degrees and University Partnership Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	KRNM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	Small Business Development Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	Student Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	Upward Bound Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Workforce Development and Certificate Training Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Northern Marianas College**  
**P.O. Box 501250**  
**Saipan, MP 96950**

**Memorandum**

TO: Program Review and Outcomes Assessment Committee (PROAC)

FROM: Name of Author, Title  
 Name of Department/Office/Program

DATE: Date Memo is Submitted

SUBJECT: Form 1 (5-Column Model) for the Name of the Program/Service Being Assessed

**Group A**

MISSION (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)
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."	<p>What will students be able to know, do, think or value because of a given educational experience?</p> <p>What will the unit provide, improve, or increase? OR What will the clients be satisfied with, receive or understand?</p> <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>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"> <li>1) Link to goals, outcomes, tools, data collection and analysis;</li> <li>2) Improvement plan vis-à-vis student learning;</li> <li>3) Resources required</li> </ol>
	What will students be able to know, do, think or value because of a given	What are the specific assessment tools that will establish the degree and extent	Summarize findings vis-à-vis outcomes, assessment tools, and criteria for success.	Discuss implications of the data in terms of the following:

NMC Form 1 template

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	<p>educational experience?</p> <p>What will the unit provide, improve, or increase? OR What will the clients be satisfied with, receive or understand?</p> <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>of what is to be achieved?</p> <p>What are our criteria for success?</p>		<p>1) Link to goals, outcomes, tools, data collection and analysis;</p> <p>2) Improvement plan vis-à-vis student learning;</p> <p>3) Resources required</p>
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