



# PROAC Form 1

PROGRAM NAME: Liberal Arts Program – Associate of Arts in Liberal Arts

GROUP:     A     (A, B, C, OR D) No. 2013

<b>NMC MISSION STATEMENT</b>	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.”
<b>PROGRAM MISSION STATEMENT (Column 1)</b>	<b>The mission of the Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC’s Liberal Arts Program prepares a student to be productive citizen and a life-long learner.</b>

<b>INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)</b>	<b>MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)</b>	<b>SUMMARY OF DATA COLLECTED (Column 4)</b>	<b>USE OF RESULTS (Column 5)</b>
<p><b>I.</b> (L.A. PLO 6) At the completion of this program, students will be able to use the scientific method to gain knowledge and understanding of the natural physical and human social worlds</p> <p><i>Priority Initiative 1.1</i> <i>Improve the literacy and analytical problem-solving skills of students.</i></p>	<p><b>Means of Assessment 1. SO 101 (L.A. PLO 7)</b></p> <p>At 70% or higher, students will be able to answer a short answer question asking to identify the eight processes involved with completing a scientific sociological study.</p> <p>Timeline: August 22 – November 17, 2012</p> <p><b>Means of Assessment 2. SO 101 (L.A. PLO 7)</b></p> <p>At 70% or higher, students will be able to answer a short answer question asking to identify the eight processes involved with completing a scientific sociological study.</p> <p>Timeline: January 17 – May 5, 2013</p>	<p>1. At the completion of this course, 44% out of 100% of the assessed Liberal Arts students answered a short answer question asking to identify the eight processes involved with completing a scientific sociological study.</p> <p>2. The first exam score based upon a short answer question was 19 correct answers out of 25 students for a total of 76%. The second exam score based upon the short answer question was 11 correct answers out of 22 students for 50% asking to</p>	<p>The measurement was only taken once after the fifth week of the course.</p> <p>An additional measurement should be taken at the end of the course after students have received additional instruction in the slo measure.</p> <p>Also, a group or individual project might be designed to have the students complete a brief hands-on pseudo-research project implementing all of the eight stages of associated with a scientific study.</p> <p>Students performed better as a result of the slo information being presented prior to the administration of the first exam. Later, after the slo information was not presented at all prior to examination, students’ remembrance of the slo information declined. Maybe a class presentation</p>

		identify the eight processes involved with completing a scientific sociological study.	project related to a life-biography assignment might help students increase memory of the slo.
<p>1. (L.A. PLO 9) At the completion of this program, students will be able to interpret arts, philosophy and literature.</p> <p><i>Priority Initiative 1.1</i>  <i>Improve the literacy and analytical problem-solving skills of students.</i></p>	<p><b>Means of Assessment 1. LI 260 (L.A. PLO 9)</b></p> <p>Students will write 2 essays comparing and contrasting assigned folk tales with similar story lines to identify recurring story patterns.</p> <p>75% of assessed students will score 75% or higher on 2 essays based upon writing and assessment standards reflecting LI 260 SLO #3.0: Identify and describe structural, stylistic, and thematic elements in folk tales, myths, and urban legends; as well as General Education PLO 7.1: Produce clear, well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method; and PLO 7.2: Demonstrate mastery of standard English grammar, spelling, and punctuation.</p> <p>Timeline: August 22 – November 17, 2012</p> <p><b>Means of Assessment 1. LI 260 (L.A. PLO 9)</b></p> <p>Timeline: January 17 – May 5, 2012</p>	<p>1. At the completion of this course, 14 out of 20 of the Liberal Arts students were assessed, where they wrote two essays comparing and contrasting assigned folk tales with similar story lines to identify recurring story patterns. The overall average for the 28 essays assessed was 84%.</p> <p>2. At the completion of this course, 14 out of 20 students were assessed in the first series of essays, and 12 out of 20 students were assessed in the second series of essays. In both essay assignments, 100 % of the students assessed scored an average of 87% on the essays.</p>	<p>The assessment exceeded the expectations. Overall, the students assessed wrote in detail about thematic elements appearing in folk tales, comparing and contrasting similar tales with one another to identify recurring themes.</p> <p>To improve the assessment, a more stringent grading rubric should be developed to determine the quality and understanding of the material.</p> <p>1. The assessment exceeded expectations with students responding to the assignments with detailed responses and analysis of the assigned material. Improvement over the results of Fall 2012 semester could be due to the more specific instructions given to students for determining the subject of their assignments as well as the more detailed and specific comments made by the instructor for improving future essay assignments.</p> <p>2. Improvement plan vis-à-vis student learning: A more rigorous rubric for grading the essays could be developed with points assigned for each component of the essay assignment. In this manner, students would be able to better understand where improvement is necessary.</p>

			3. Resources required: A grading rubric for essay assignments.
<p>2. (L.A. PLO 10) At the completion of this program, students will be able to demonstrate knowledge in two of the following areas: history, geography, economics, law, or sociology</p> <p><i>Priority Initiative 1.1</i>  <i>Improve the literacy and analytical problem-solving skills of students.</i></p>	<p><b>Means of Assessment 1. HI 101 (L.A. PLO 10)</b></p> <p>At the completion of this course, 70% of assessed Liberal Arts students will demonstrate knowledge in two of the following areas: history, geography, economics, law, or sociology using questions in their Exam 1.</p> <p>Timeline: August 22 – November 17, 2012</p> <p><b>Means of Assessment 1. HI 101 (L.A. PLO 10)</b></p> <p>At the completion of this course, 70% of assessed Liberal Arts students will demonstrate knowledge in two of the following areas: history, geography, economics, law, or sociology using questions in their Exam 1.</p> <p>Timeline: January 17 – May 5, 2012</p>	<p>1. At the completion of this course, 53% of assessed Liberal Arts students demonstrated knowledge in two of the following areas: history, geography, economics, law, or sociology using questions in their Exam 1.</p> <p>1. At the completion of this course, _____% of assessed Liberal Arts students demonstrated knowledge in two of the following areas: history, geography, economics, law, or sociology using questions in their Exam 1.</p>	<p>Discuss implications of the data in terms of the following:</p> <p>1) Link to goals, outcomes, tools, data collection and analysis;</p> <p>Will attempt to form alternative methods of evaluation.</p> <p>2) Improvement plan vis-à-vis student learning;</p> <p>Will use multiple examinations for those who don't make it the first time.</p> <p>3) Resources required</p> <p>Will use different classroom methods in Fall 2013.</p> <p>Note:  HI 101 will be assessed Fall 2013. This course is offered every fall semester.</p>