



PROAC Form 1 2016-2017

PROGRAM NAME: BUSINESS PROGRAM (A.S. BUSINESS)

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 (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)
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 [verb]..." Priority Initiative- what priority initiative does your outcome link to in the PROA SP 2013-2014?	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: <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

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Rubric

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<p><i>Criteria for Success</i></p> <p><input type="checkbox"/> indicates course or program level assessment.</p> <p><input type="checkbox"/> aligns with NMC's 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><i>Criteria for Success</i></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><i>Criteria for Success</i></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><i>Criteria for Success</i></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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Template

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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)
<p>Students across the Business programs will be able to:</p> <p>Understand the field of management in its historical perspective and contemporary environment.</p> <p>BU PLO#4: Explain current, legal, ethical, social, financial, economical, and other environmental factors as they apply to business</p> <p>2. GEO # 5 Demonstrate oral communication proficiency in discussions, debate, and presentations;</p> <p>3. GEO 7: Written Communication</p> <p>BU PLO# Produce clear well organized written work, documenting, as appropriate, borrowed sources using a recognized citation method;</p> <p>Priority Initiative 1, 3 & 5</p>	<p>85% of the students will be able to understand the importance of management from the historical perspective and how it shaped the contemporary environment. Students will be assessed through Discussion Questions.</p> <p>85% of the student will upload responses to the online portal and orally present the different fields of management during the class session.</p>	<p>90% of students enrolled in this course demonstrated understanding of field of management. This was evident in their responses to the DQs. Students also presented orally.</p>	<p>The assessment results indicated that students understood the topic. The desired knowledge tested actively showed that they have grasped the materials by obtaining A's.</p>
<p>SLO.1 Explain the economizing problem as a fundamental goal in economics as a discipline and describe the free market as the economic system through which goods and services are made available to a society.</p>	<p>At the completion of the course, 70% of assessed students will be able to 1] explain the fundamental goal of an economizing society and 2] describe the free market economic system for goods and services.</p>	<p>At the completion of the course, students will have taken TEST 1, which tests for SLO.1, SLO.2, and SLO.3. The TEST 1 average grade was 74.3%, with 12 out of 18 students receiving a grade of 70% and above. Note only 15 students took TEST 1.</p>	<p>Students demonstrated a basic knowledge of macroeconomic concepts. Although most concepts were new to students the assignment and presentation helped sharpen their understanding.</p>

<p>1.BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority Initiative- 1, 3, & 5</p>			
<p>Discuss the importance of leadership in the motivation and communication processes.</p> <p>BU PLO#4: Explain current, legal, ethical, social, financial, economical, and other environmental factors as they apply to business</p> <p>2. GEO # 5 Demonstrate oral communication proficiency in discussions, debate, and presentations;</p> <p>3. GEO 7: Written Communication</p> <p>BU PLO# Produce clear well organized written work, documenting, as appropriate, borrowed sources using a recognized citation method</p>	<p>90 % of the students will research a company and orally explain the steps and if the company is following the steps in the motivational and communication processes. Each student will receive a grade C or above 85%.</p> <p>90 % of the students will be able to answer questions on motivation and communication processes after carrying out research on organizations in Saipan in their groups, submitting the report in the online class before the due date.</p>	<p>100% of the students researched a company of their choice. 100 % of the students were also able to upload the research to the Moodle classroom and also presented the topics and company.</p>	<p>This assignment allowed the students to utilize information learned in class to critically assess a company. Team work in completing this assignment was also a factor, so was understanding how to upload to the Moodle classroom and orally presenting. This assignment tested is beneficially as it tests the SLOs. PLOs and GEOs. Giving students much needed confidence.</p>

<p>Priority Initiative 1, 3 & 5</p>			
<p>SLO.2 Show knowledge in the Circular Flow Model; use the model to illustrate the US economy's major components (household, business, government); and extend the model to illustrate the US economy in relation to the rest of the World's economy.</p> <p>1.BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority Initiative- 1, 3, & 5</p>	<p>At the completion of the course, 70% of assessed students will be able to 1] describe the Circular Flow Model, 2] use the model to illustrate the US economy's major components, and 3] apply the model to illustrate the US economy to the global economy.</p>	<p>At the completion of the course, students will have taken TEST 1, which tests for SLO.1, SLO.2, and SLO.3. The TEST 1 average grade was 74.3%, with 12 out of 18 students receiving a grade of 70% and above. Note only 15 students took TEST 1.</p>	<p>Students continue to enhance their understanding by learning about the Circular Flow Model. In this category students can use more examples/illustrations to build on their macroeconomic foundation.</p>
<p>SLO.3 Show knowledge in the Laws of Demand and Supply; how these laws are used to model the equilibrium price and quantity in the market place; and apply the demand and supply</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] the laws of demand and supply, 2] how the laws create an equilibrium in price and quantity, and 3] apply the laws in hypothetical</p>	<p>At the completion of the course, students will have taken TEST 1, which tests for SLO.1, SLO.2, and SLO.3. The TEST 1 average grade was 74.3%, with 12 out of 18 students receiving a grade of 70% and above. Note</p>	<p>In this area, students can understand supply and demand but may need to receive additional examples/illustrations. Actual market scenarios can enhance their</p>

model, given hypothetical market situations.	market situations.	only 15 students took TEST 1.	understanding.
<p>SLO.4 Show knowledge in the concept of comparative advantage in international trades and demonstrates knowledge in the foreign exchange rates system.</p> <p>1.BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority Initiative- 1, 3, & 5</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] comparative advantage in international trades and 2] the foreign exchange rates system.</p>	<p>At the completion of the course, students will have taken TEST 2, which tests for SLO.4. The TEST 2 average grade was 76.3%, with 10 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 2.</p>	<p>Students showed interest in this area, particularly how trade affects the CNMI. Perhaps a CNMI focus in the context of international trade can motive students to explore macroeconomics further.</p>
<p>SLO.5 Show knowledge in the concept of the National Income Accounting and be able to derive the Gross Domestic Product (GDP) and other sub-accounts, given hypothetical data.</p> <p>1.BU PLO#1: Prepare and present written and</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] the concept of National Income Accounting and 2] be able to derive the GDP and its sub-accounts.</p>	<p>At the completion of the course, students will have taken TEST 3, which tests for SLO.5, SLO.6, and SLO.7. The TEST 3 average grade was 78.3%, with 11 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 3.</p>	<p>Students were able to use hypothetical information to arrive at a projected GDP. Again a CNMI focus may help students understand GDP as it applies to them here in the CNMI rather than using US statistics.</p>

<p>oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority Initiative- 1, 3, & 5</p>			
<p>SLO.7 Demonstrate knowledge in the concept of the multiplier and the context in which it occurs, its relationship to other variables, and are able to derive this measure, given hypothetical data.</p> <p>1.BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] the concept of the multiplier effect, 2] its relationship to other economic variables, and 3] apply this concept to hypothetical data.</p>	<p>At the completion of the course, students will have taken TEST 3, which tests for SLO.5, SLO.6, and SLO.7. The TEST 3 average grade was 78.3%, with 11 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 3.</p>	<p>Students reinforced their understanding by applying their knowledge from the Circular Flow Model from SLO.2. No change in this area.</p>

<p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority Initiative- 1, 3, & 5</p>			
<p>SLO.8 Demonstrate knowledge in the Aggregate Demand and Aggregate Supply (AD-AS) model and apply it in the context of macroeconomic fiscal policy, given hypothetical economic situations.</p> <p>1.BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] Aggregate Demand and Aggregate Supply model and 2] apply it to a fiscal policy hypothetical(s).</p>	<p>At the completion of the course, students will have taken TEST 4, which tests for SLO.8 and SLO.9. The TEST 3 average grade was 79.8%, with 13 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 4.</p>	<p>In this area, students must apply all the concepts learn thus far. Additional examples/illustrations will help at this stage as well as referencing back to earlier examples to help students connect the concepts.</p>

<p>method.</p> <p>Priority Initiative- 1, 3, & 5</p>			
<p>SLO.9 Show knowledge in the concept of money; identify the functions money plays in the economy; describe how money is created, and discuss the importance of the money supply and interest rate in macroeconomic policies.</p> <p>1.BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 3: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Use computers to access information effectively and efficiently.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority Initiative- 1, 3, & 5</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] the concept of money, 2] its function in the economy, 3] how it's created, and 4] how the money supply and interest rates are used in economic policy.</p>	<p>At the completion of the course, students will have taken TEST 4, which tests for SLO.8 and SLO.9. The TEST 3 average grade was 79.8%, with 13 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 4.</p>	<p>Students demonstrated a solid knowledge base in this area. Students described how money is created and how society's belief in its value shapes interest rates. No change in this area.</p>
<p>SLO 4 Students will describe the elements of a valid and enforceable contract and classify contracts as being valid, void, voidable, or</p>	<p>60% of the students will score C or better on contracts unit exam.</p>	<p>88% of the students scored C or better on the Contracts unit exam, testing the elements of</p>	<p>Students were able to think critically and apply their knowledge from reading the</p>

<p>unenforceable</p> <p><i>A. General Education Outcome: Critical thinking: 1.1 Make connections between two or more areas of knowledge and apply learning to daily life experiences.</i></p> <p><i>B. Program Learning Outcome (4) Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business.</i></p>		<p>contract classification as void, voidable, and unenforceable.</p>	<p>chapters and/or their work and life experiences. Test methods incorporated hypothetical fact patterns designed to test issue spotting and application of the subject material to real life scenarios. This was beneficial and since students were able to make the connection to subject and life this topic should be continued in the future.</p>
<p>Students will differentiate between the common law and statutory law and identify the sources of law impacting business professions and transactions</p> <p><i>A. General Education Outcome: Critical thinking: 1.1 Make connections between two or more areas of knowledge and apply learning to daily life experiences</i></p>	<p>Students will compare and contrast the common law and statutory law as it applies to business and will discuss sources of law impacting business in classroom discussion.</p>	<p>100 % of the students were called upon in class to discuss modern and historical sources of law to include: constitutions, statues, regulations, and common law. Discussions included comparisons between the common laws of contracts and the uniform commerical code.</p>	<p>Students were able to gain a better understanding of the sources of the law and their applicability in the business environment. This is very important to students entering the business environment.</p>
<p>SLO 5: Students will critically apply the learning outcomes 1-4 using real life scenarios, fact patterns and situations</p> <p><i>General Education Outcome: Critical thinking: 1.2 Use critical and</i></p>	<p>1) At least 40% of exam points will be earned through essay questions requiring critical application of the material learned to real life scenarios, fact patterns and situations.</p>	<p>93% of students earned a C or better on exams requiring critical thinking and application of learning outcomes to real life scenarios and fact patterns.</p>	<p>Students were able to sharpen their critical thinking skills in a business environment.</p>

<p><i>analytical thinking skills to solve a variety of problems.</i></p> <p>Program Learning Outcome 6: <i>Compile, analyze, and synthesize information to solve business problems.</i></p>			
<p>Conduct an effective online job search</p> <p>GE0 1-7</p> <p>PLO 1-10 paying specific attention to the program specific and concentration.</p>	<p>100 percent of the student enrolled in this course will conduct job search and find five jobs that match their qualification and experiences</p>	<p>100 % of the students enrolled this class conducted online job search and found five (5) jobs that matched their qualifications and experiences.</p>	<p>Being able to conduct a job search online is important if students are to possess the tools that will allow them to be competitive in the job market. This assessment is important to student's preparation to enter the job market.</p>
<p>Conduct a successful employment interview.</p> <p>GE0 1-7</p> <p>PLO 1-10 paying specific attention to the program specific and concentration.</p>	<p>100 % of the student will attend an interview and be successfully placed at a site location to complete 240 of co-op/internship experience</p>	<p>100% of the students enrolled in this class attended a interview and was placed at a site location to complete the required hours.</p>	<p>At this time, students enrolled in the AAS in Hospitality Management are not required to enroll in the MG 206, this takes away the preparations needed for interviews. The fact that students across the Business programs were able to accomplish this SLO means that they have developed effective critical thinking skills a major NMC GEO.</p>
<p>Successfully complete a minimum of 240 hours in an on-the-job training experience.</p> <p>GE0 1-7</p> <p>PLO 1-10 paying specific attention to the program specific and concentration.</p>	<p>100% of the students will successfully complete 240 hours of on-the-job-training.</p>	<p>Even though students completed their 240 hours at different times, due to personal issues. 100 % of the students completed the assigned hours.</p>	<p>Being able to commit to the required is a big accomplishment for students. These students have other interests competing for their time, a very scarce resource. This signature assignment meets the requirement of the entire program and has a positive impact on the development skills of the students.</p>