PROAC Form 1 2015-2016

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.**
Program's Expanded Statement of Institution Purpose (ESIP) (Column 1)	**The Expanded Statement of Institutional Purpose of the Business Department is to develop the future business and government leaders of the CNMI and the region by inspiring our diverse student population to reach their full academic, employment, and entrepreneurial potential by providing them with challenging courses and student-oriented learning experiences that will prepare them for rewarding careers in support of the Northern Marianas College mission.**

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: 1) Link to goals, outcomes, tools, data collection and analysis; 2) Improvement plan vis-à-vis student learning; 3) Resources required

PROAC Form 1   Rubric

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)	

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

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.

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)
1) **Student's will demonstrate an understanding of the definition of ethics and the importance and role ethical behavior serves in the business world today. (1, 2, 3)** 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. 2. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations 3. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.	80% of the students will be able to participate in online discussion forums and respond to research on ethics and its importance in the business world today. Priority Initiative 1, 2, & 3	90% of the class participated in online discussion, and shared their understanding of ethics and how it serves as an important element in the business world.	1) Students demonstrated their knowledge and understanding of ethics which is one of the main common themes in a business textbooks. It is important that we continue to make our students understand the importance so that they can be prepared for the real world.
2) **Evaluate an ethical situation by applying the steps involved in ethical decision making**	85% of the students will be able to review ethical scenarios and correctly identify if the situation is ethical or not and explain in detail why and how the scenario is unethical after applying the steps involved in ethical decision making.	Eight groups which consisted of 95% of the class participated in the ethical scenarios exercises and correctly identified the unethical behaviors in the scenarios. The groups correctly explained in detail why and how the scenarios were unethical applying steps involved in ethical decision making .	Students understood the various ethical dilemmas businesses and employees faced and were able to present their best judgement on their findings. This is very encouraging, since students will enter the workplace with the knowledge how to recognize a ethical issue and reslve it utilizing the steps involved in ethical decision making.
3) **Recognize traditional organizational design options and their strengths and limitations. (1, 2, 3)**	70% of the students will be able to participate in online discussion forums and develop a written paper (APA format) on a case study regarding a merger of two different organizations and suggest options to address the strengths and weaknesses of	90% of the class participated in the online discussion forums and submitted an APA paper (based on rubrics provided) highlighting recommendations on whether two different organizations should merge or not and the views	Students demonstrated their knowledge and understanding of how two different organizations functioned and illustrated if a traditional design would work or a new one should be developed. This differentiation is important since students will

	the proposed merger.	shared by both organizations.	need to justify why a specific design is more appropriate than the other as managers in business organizarion.
4) **Recognize and develop and appreciation for the behavioral, cultural and political requirements of effective leadership.** 1. BU PLO#10: Apply management theory, functions, and skills to the development and operation of a business. 2. GEO 1: Use critical and analytical thinking skills to solve a variety of problems. 3. GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet. GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.	Students will prepare a power point presentation of their research using the balance score card and the cultural values framework to emphasize the importance of recognizing and balancing the cultural, political, and leadership distributions. and how to approach . ☐**Priority Initiative 1, 3 & 5**	90% of the students prepared the power point project where they identified and developed an appreciation for how two different organizations can merge if leadership is sensitive to the cultural and political values that both companies possess	By applying the balance score card students developed an appreciation for the cultural and political requirements needed for organizational behavior to be successful. By apply the CVF, they can identify which culture does each organization possess and from there be able to address an effective merger. Their project is linked to BU PLO# 1 preparing and presenting a business plan. Project should be kept as it demonstrates using critical and analytical thinking skills to help solve the issue of merging two companies and how organizational behavior plays and important role.
Students will be able to discuss the issues of social responsibility and the value of business ethics. 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. 2. GEO 1: Make connections between two or more areas of knowledge and apply learning to daily life experiences. 3. GEO 2: Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and creativity. 4. GEO 3: Define an individual's civic, political, and social responsibilities as a member of both the local and global community.	After review of Chapters: Conducting a feasibility study and designing a business 70% of the students will earn 90% or better on their in class quizzes that cover these topics.	85% of the students received 90% and above on their chapter quizzes covering -- conducting a feasibility study and designing a business	The remaining students received 75% and above. This indicated that all students were able to understand topics on social responsibility, business ethics, how to conduct a feasibility study and used their critical thinking skills, as well as analyzing and synthesizing information to solve problems related to developing the new business and whether it was worth venturing into. (links to GEO 1,2 &3). The topics of scoial responsibilty and ethics is an important topic in business. The need to be ethical and mindful of the society which the business operates cannot be overstated. The CNMI will benefit from student's exposure to these topice. The topic is apart of the curriculum and will be offered each semester.

Priority Initiative 1.3 & 5			
1) **SLO 2: Students will gain an understanding on the basic steps in starting and managing a small business.** **1**. BU PLO#3 Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business. 2. GEO 1: Make connections between two or more areas of knowledge and apply learning to daily life experiences. 3. GEO 2: Define an individual's civic, political, and social responsibilities as a member of both the local and global community. 4. GEO 5: Summarize and evaluate the oral communication of others, asking appropriate questions as necessary. Priority Initiative 1,3, & 5	70% of the students will participate in weekly discussions pertaining to topics related to starting and managing a small business	95% of the students participated in all of the weekly discussions pertaining to topics related to starting and managing a small business.	**Students were able to think critically and apply their knowledge from reading the chapters and/or their work and life experiences (links to GEO 1). Topics discussed related to ethical practices, results from conducting a marketing survey of starting up a new sole proprietorship and LLC partnership business helped with their business plan project (links to GEO 5).** **Discussion forums should be continued to encourage dialogue between class and instructor**
Evaluate the goal of Supply Chain Management and its application in a variety of organizational settings. BU PLO#10: Apply management theory, functions, and skills to the development and operation of a business. GEO 1: Use critical and analytical thinking skills to solve a variety of problems. GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet**.**	85 % of the students will be able to expalin the goals of the supply chain management program in the organization settings. The explaintions will include the application of management theories, functions, and skills. Studnets will apply their critical thinking skills as they collect and solve business problems from various sources. 85% of the students will also be able to organize, upload and present their findings in the virtual classroom and face to face. **Priority Initiative 1, 3 & 5**	95% of the students enrolled in the BSBM program were able to research the goals of supply chain management in business using their critical thinking skills to extract information from various sources. The information were effectively organized and uploaded to the virtual classroom. Students also were able to present the information orally in class.	**Supply Chain Management is an important topic in the undergraduate and graduate programs in business. Students possessing knowledge in this area will have the competitive edge over other students who possessing the same degree. The students in this program have displayed competent in this topic. This topic will be taught whenever the course is delivered. The overall course is a requirement to enter graduate programs and a plus for employement.**
Relate quality management and apply quality management principles to continuous improvement in operation management. BU PLO#10: Apply management theory, functions, and skills to the development and operation of a business.	90 % of the students will receive a score of 90 % indicating the are able to appreciate the concept of quality management and how it is applied to continuously improve operations managment. Additional success criteria will include student's being able to associate quality with output in their	95 % of the students received on average 92% on the quality management assignment. Students were also able to further associate quality management with their own written and oral output, this was accomplished at an acceptable level of business English.	**Quality management is a buzz word in the business industry. Quality means cost savings and competitive edge in the business industry. Now that students understand that quality management is an important attitude in business, the topic will continue to be a way of life for sudents as they continue thtoughout the**

GEO 1: Use critical and analytical thinking skills to solve a variety of problems. GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet**.** 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. 2. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations 3. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.	written assignements, oral delivery, and analytical skills ustilizing an acceptable level of business English. **Priority Initiative 1, 2, & 3**		**program and in the work place. This is also an imporant topic that will be delivered each time the course is being offered.**
Demonstrate an understanding of the implications of unfolding world events for the practice of international business management. Collect, organize and present information from various sources, including books, periodicals and the Internet**.** 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. 2. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations 3. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.	95 % of the students will be able to discuss the implications of world events of international business management. Students will source information form books, the world wide web, and global company's website to ascertain how world events affect businesses. 95 % of the students will received 85 % or above in the assignment showing competence in being able to effectively describe the impact on world events on business management.	100 % of the students were able to source information about world events and its impact on global business management. 100 % of the students received 90 % or above in the assignment uploaded to the virtual classroom. Students were able to upload and take part in discussions with their peers at n accepted level of business English.	**Local and international businesses are affectedand usually greatly impacted by world events. Students displayed competence in this subject area. One exmple was he BREXIT. Students displayed a high level of enthusiam and took part in the online discussions as well as uploaded assignments . this is an indication that students are aware that the smallest trigger can result in a great impact to international business managemnt. This class is very important to students developing a global mindset. The course will continue to be refined each semester.**

Demonstrate an understanding of the nature of statistical knowledge and assess the strengths and weaknesses of statistical arguments.	75 % of the student will receive at least 70 % -- a passing grade in this subject. These students will demonstrate an understanding in statistics and be able to assess the strengths and weaknesses of statisitaical arguments. **Priority Initiative 1, 3 & 5**	90 % of the students enrolled received a 70% or above in this course. Students were able to calculate statistical models. They now appreciate the argument that statistics can be employed as a strength and a tool to assess the organization's and industry weaknesses.	**Statistics is seen as a mathimatical based course. These types of courses are not well received by students due to their fear of mathematics. Students found the topics difficult to grasp and complained that they needed additional time to complete the assignments.** **The goal for the coming semester will be to schedule a mandetory weekly tutorial to facilitated guided question practice. This will also apply to ALL quantitative based courses in the program. Students will also need to spend additional time outside of class to practice and read.**
Develop competence in the strategic planning for a business	100 % of the students will be placed in teams and to develop global strategies for a fictional company. 100 % of the students will be able to Describe the impact the company strategy had on their functional area in the simulation.	100 % students registered for the simulation. They were able to competently develop strategies to for their businesses. 100% of the students displayed team synergy while developing the strategies.	**Students displayed competence working in teams and developed global strategies aiStudents displaying these competencies will be an asset to organizations as well as competent graduate students.** **An opportunity for students to make mistake while making decisions that will not affect the organization's bottom line.** **A necessay course that will continue and be appreciated by graduating students**
Design organizational strategies and develop alternative solutions to competitive and market problems	100 % of he students will be placed in teams to Present your strategic outlook for their functional area in the simulation. 100 % of the students will be able to recommend future decisions for their functional area in the global business simulation.	100 % of the students presented weekly strategies in an effort to increase the team's standards. 100% of the students recommended future decisions.	**This simulation aided course is one example of experiential learning intergrated into the BSBM curriculum. Students who develop this capacity to compete in the global environment will be an assest to any organization. This course is one of two signature courses developed for graduating students. This course will again be offered because of its relevance in accessing student's overall learning at the end of their program of study.**
Create a result-oriented action plan based on site needs and evaluation	100% of the students will select an organization to evaluate and working with the leaders of the selected organization will utilize prior skills to draw together the knowledge, skills and competencies gained during the program to see how well they can apply the principles learn to practical situations. The project involves teamwork, data collection, data analysis, data interpretation and report writing.	100 % of the students selected and worked with local organizations by evaluating the needs of the organizations and developed an action plan based on the site needs. 100% of the students worked in teams to collect, analyze, interpret, and developed a report based on their findings.	**Students demonstrated knowledge from prior classes to develop an effective result-oriented action plan to assist local businesses access their current needs and develop action plans to reduce deficient functional areas.** **This intervention is one example of experencial learning intergrated into the BSBM curriculum. Students who develop this capacity to evaluate**

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			the functional areas of the business will be an assest to any organization. This course is one of two signature courses developed for graduating students. This course will again be offered because of its relevance in accessing student's overall learning at the end of their program of study.