



PROAC Form 1 2015-2016

PROGRAM NAME: **Business Program (A.A. 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.
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

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Rubric

<p>NMC MISSION STATEMENT (Column 1)</p> <p>Program's Expanded Statement of Institution Purpose (ESIP) (Column 1)</p>	<p>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.</p>
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<p>INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)</p>	<p>MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)</p>	<p>SUMMARY OF DATA COLLECTED (Column 4)</p>	<p>USE OF RESULTS (Column 5)</p>
<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

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)
<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.</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 the students uploaded their responses to the online portal. The responses fully explained how management practices developed from the historical perspective. The same percentage of students were able to orally explain to the class the differences between the fields of management.</p>	<p>Understanding the fields of management will enable students to better appreciate the important role that managers play in business organizations. Students will transfer this knowledge into other business courses as the progress through the program.</p> <p>Being able to communicate written and orally is also a necessity. These skills were also improved and will be transferred into the student's person, professional, and into other courses.</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>90 % of the students will be able to orally explain the steps in the motivational and communication processes receiving a grade above 85%.</p> <p>90 % of the students will be able to answer questions on motivation and communication processes after carrying out research on</p>	<p>95 % of the students presented the steps in motivation and communication processes. The students all received an average of 90 % for this oral presentation.</p> <p>95 % of the students uploaded their assignments to the online class room before the due date. Student's reports were organized and sourced the</p>	<p>Motivating and communicating within the organization is important at all levels. The leaders must exhibit this trait so that their behavior can be emulated. Students exposed to these steps will be better able to utilized these skills in the workplace.</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>organizations in Saipan in their groups, submitting the report in the online class before the due date.</p>	<p>author's information.</p>	
<p>To prepare a resume and cover letter for employment;</p> <p>To be able to present oneself and participate in job interview.</p> <p>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>100% of the students will be able to accurately prepare a resume and cover letter;</p> <p>100 % of the students will attend an scheduled interviews on time to present their resumes and cover letter to a panel of professionals chosen from the business community.</p> <p>90% of the students will be able to engage in classroom discussions regarding the differences among cover letters and resumes</p> <p>80% of the students will be able to provide written resumes and cover letters demonstrating thorough knowledge of the steps used in preparing these documents.</p>	<p>100 % of the students were able to complete accurately their resumes and cover letters.</p> <p>100 % of the students attended the panel interviews and were asked questions by the interviewers. 95 % of the students attended the scheduled interviews on time.</p> <p>95 % of the students were able to engage in classroom discussions about preparing and presenting resumes and cover letters.</p> <p>100 % of students prepared the required documents.</p>	<p>All potential employee are required to submit and resume and cover letter to indicate interest in response to a job posting vacancy. The students upon completion of their resumes and cover letters are now able to apply for any position they deem of interest. Students can revised their resumes and cover letter tailoring to the specific position.</p>
<p>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>Priority Initiative 1, 2, & 3</p>	<p>At the completion of the course, 70% of assessed students will receive a grade of 80 % and above and 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>Demonstrate knowledge in basic macroeconomic goals—economic growth, unemployment, and inflation; how they are defined and measured; and</p>	<p>At the completion of the course, 70% of assessed students will be able to describe 1] the basic goals of macroeconomics, 2] its definitions and</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%,</p>	<p>Students grasped the macroeconomic goals, but the correlation between unemployment and inflation may need additional examples/illustrations.</p>

be able to derive these indicators, given hypothetical data. Priority Initiative 1, 2, & 3	measurements, and 3] apply these concepts to hypothetical data. This knowledge will enable the students to score at least 80% on average in the test.	with 11 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 3.	
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