



PROAC Form 1 2016-2017

PROGRAM NAME: Business Program (B.S. BUSINESS MANAGEMENT)

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

<p>NMC MISSION STATEMENT (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>Demonstrate appropriate skills and dispositions in working as part of a problem-solving team. (1, 2, 3)</p> <p>GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p>	<p>80% of the students will be able to display the appropriate skills in team settings</p> <p>80% of the students will display the appropriate skills when they visit and evaluate placement sites</p> <p>Priority Initiative 1, 2, & 3</p>	<p>100% of students were able to apply appropriate skills in team settings. 100% of the students enrolled in this course displayed appropriate team skills when they were evaluated at the placement sites.</p>	<p>Team synergy is important in the BSBM courses as well as other courses in the A.A.S. concentration courses. Business students must learn to work in teams. This is a reflection of what is happening in today's business industry. Working in teams is assessment across all courses.</p>
<p>Display professionally acceptable levels of communication skills.</p> <p>GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>Priority 1, 3, & 5</p>	<p>95% of the students will be able to communicate effectively during class sessions and while at the work sites.</p>	<p>100% of the students were able to effectively communicate during the class sessions and while they were on site.</p>	<p>Being able to communicating in class and on site is important is to gauge student's developed communication skills. Student's professionalism was observed during instructor evaluation on site. It is very important that student's professional communication is observed in different settings.</p>
<p>Students will be able to discuss the issues of social responsibility and the value of business ethics.</p> <p>1. BU PLO#1 Prepare and present written and oral</p>	<p>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.</p>	<p>85% of the students received 90% and above on their chapter quizzes covering -- conducting a feasibility study and designing a business</p>	<p>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</p>

<p>business reports for a variety of audiences at a generally acceptable level of business English.</p> <p>2. GEO 1: Make connections between two or more areas of knowledge and apply learning to daily life experiences.</p> <p>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.</p> <p>4. GEO 3: Define an individual's civic, political, and social responsibilities as a member of both the local and global community.</p> <p>Priority Initiative 1.3 & 5</p>			<p>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 social responsibility 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 topics. The topic is apart of the curriculum and will be offered each semester.</p>
<p>Demonstrate an understanding of the implications of unfolding world events for the practice of international business management.</p> <p>Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>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 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>3. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p>	<p>95 % of the students will be able to discuss the implications of world events of international business management. Students will source information from books, the world wide web, and global company's website to ascertain how world events affect businesses.</p> <p>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.</p>	<p>95 % of the students will be able to discuss the implications of world events of international business management. Students will source information from books, the world wide web, and global company's website to ascertain how world events affect businesses.</p> <p>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.</p>	<p>100 % of the students were able to source information about world events and its impact on global business management.</p> <p>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 an accepted level of business English.</p>
<p>Demonstrate an understanding of the nature of statistical knowledge and assess the strengths and weaknesses of statistical arguments.</p>	<p>75 % of the student will receive at least 70 % -- a passing grade in this class. These students will demonstrate an understanding in statistics and be able to assess the strengths and weaknesses of</p>	<p>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</p>	<p>Statistics is seen as a mathematical 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</p>

	<p>statisitaical arguments.</p> <p>Priority Initiative 1, 3 & 5</p>	<p>strength and a tool to assess the organization's and industry weaknesses.</p>	<p>complained that they needed additional time to complete the assignments.</p> <p>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.</p>
<p>Define the basic principles of descriptive statistics and summary statistics, and use descriptive statistics and summary statistics to describe data sets</p> <p>2. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>3. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.</p> <p>GEO6: Answer questions and explore observations using scientific methodology.</p>	<p>80% of the students enrolled in this class will be able to explain and apply discriptive statistics when describing a data set.</p>	<p>100% of the students enrolled in the course were able to explain and apply the concept of descriptive statistics. Students completed classwork assignments preparing them for their end of topic quiz.</p>	<p>This assignment allowed students to be able to not only apply formulas, but able to summarize and present data to management presenting a different picture that will allow these managers to make a more inform decision.</p>
<p>Render and interpret histograms, scatter plots, stem-and-leaf displays, box-and-whisker plots, and other graphical modes of presentation.</p> <p>GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>GEO 4: Use computers to access information effectively and efficiently.</p>	<p>80 % of the students will be able to explain and complete the graphical modes of presentation in class and in test assignments.</p>	<p>100% of the students were able to explain and complete the graphical modes of presentation. This topic is a recall from earlier mathematics classes.</p>	<p>It is important to be able report data in other form a part from figures. Students are now able present information in various formats. A successful lesson.</p>

<p>GEO 7: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.</p> <p>GEO 6: Answer questions and explore observations using scientific methodology.</p>			
<p>Develop competence in the strategic planning for a business,</p> <p>GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>GEO 4: Use computers to access information effectively and efficiently.</p> <p>GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>An opportunity for students to make mistake while making decisions that will not affect the organization’s bottom line.</p> <p>A necessary course that will continue and be appreciated by graduating students</p>
<p>Design organizational strategies and develop alternative solutions to competitive and market problems</p> <p>GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p>	<p>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.</p>	<p>100 % of the students presented weekly strategies in an effort to increase the team’s standards.</p> <p>100% of the students recommended future decisions.</p>	<p>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</p>

<p>GEO 4: Use computers to access information effectively and efficiently.</p> <p>GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p>			<p>overall learning at the end of their program of study.</p>
<p>Create a result-oriented action plan based on site needs and evaluation</p> <p>GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>GEO 4: Use computers to access information effectively and efficiently.</p> <p>GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p> <p>GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p>	<p>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.</p>	<p>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.</p> <p>100% of the students worked in teams to collect, analyze, interpret, and developed a report based on their findings.</p>	<p>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.</p> <p>This intervention is one example of experiential learning intergrated into the BSBM curriculum. Students who develop this capacity to evaluate 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.</p>
<p>Use basic integration techniques to solve simple differential equations;</p> <p>GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.</p> <p>GEO6: Answer questions and explore observations using scientific methodology.</p>	<p>70 % Of the students enrolled in this course will be to apply the techniques of basic intergration to solve simple equations in the chapter test.</p>	<p>Initially, 50% of the students were able to grasp the topic of integration. After change of faculty and teach overs the 70% of the student were able to grasp the topic. Tutoring was arranged and budgeted for to assist the students.</p>	<p>Students have difficulty grasping the topics in this course. This course assist students to make:</p> <p>Calculate output per worker (worker efficiency) in advanced manufacturing countries.</p> <ol style="list-style-type: none"> 1) Calculate the growth rate of different industries. 2) Forecast the potential growth of the federal deficit. 3) Calculate hotel occupancy rates to forecast business projections. 4) Calculate US GDP over a period of time. 5) Calculate outsourcing of jobs projections. 6) Calculate US healthcare costs for a given period.

			<p>7) Calculate the linear depreciation of an asset</p> <p>Instruction to remove this course from the IDP is an injustice to the students. The potential gain from this course will be a great lost to future students.</p> <p>Tutoring and other strategies could be implemented to assist the students.</p>
<p>Demonstrate the connection between area and the definite integral.</p> <p>GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.</p> <p>GEO6: Answer questions and explore observations using scientific methodology.</p>	<p>70 % of the students will be able to pass the chapter test on area and define intergral with a 80 % or higher.</p>	<p>After retesting, and weekend tutorials, 80% of the students were able to pass the chapter test.</p>	<p>Students have difficulty grasping the topics in this course. This course assist students to make:</p> <p>Calculate output per worker (worker efficiency) in advanced manufacturing countries.</p> <ol style="list-style-type: none"> 1) Calculate the growth rate of different industries. 2) Forecast the potential growth of the federal deficit. 3) Calculate hotel occupancy rates to forecast business projections. 4) Calculate US GDP over a period of time. 5) Calculate outsourcing of jobs projections. 6) Calculate US healthcare costs for a given period. 7) Calculate the linear depreciation of an asset <p>Instruction to remove this course from the IDP is an injustice to the students. The potential gain from this course will be a great lost to future students.</p> <p>Tutoring and other strategies could be implemented to assist the students.</p>