



PROAC Form 1 2015-2016

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

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

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)
<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>1. Students across the business programs, specifically the Hospitality Management program will be able to :</p> <p>SLO 1: Describe the history and development of the travel and tourism industry, and the factors affecting the growth, change, and globalization of the industry.</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 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>Priority Initiative 1, 3 & 5</p>	<p>70 % of the students will provide at least three examples of historical events that have shaped the hospitality management industry and how they are utilized today (i.e. business travel).</p> <p>Students will upload the written examples to the Moodle online forum. Students will also participate in discussions about the historical events with their classmates and instructor.</p>	<p>100% of the students uploaded their written examples to the Moodle forum.</p> <p>100 % of the students participated in the online Discussion Forum about historical events</p>	<p>100 % of the students demonstrated knowledge of the history of the travel industry and how the events of the past have influenced the present by uploading applicable examples.</p> <p>The fact that 100 % students were able to participate in the online discussions demonstrated that they are proficient in producing clear and well-organized written assignment at an acceptable level of business English.</p> <p>Encouraging students to practice communicating and writing business English is important to the development of their communication c</p>
<p>2. Identify the various components of the travel and tourism 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>70 % of the students will conduct an online research on the Marianas Visitors Authority website to review visitor arrival trends and statistical report for the CNMI and respond to questions relating to its operations and how they can benefit a tourism professional.</p> <p>70% of the students will also post their findings to the online discussion forum.</p>	<p>92% of the students conducting research and uploaded their findings from the Marianas Visitors Authority website.</p> <p>92 % of the students responded to questions on the online discussion forum.</p>	<p>The hybrid design has given these students the ability to work on their research assignment and provide results online, which lead to increased dialogue and peer interaction.</p> <p>Results indicated that they increased their skills and abilities in communicating effectively in multiple class delivery modes. Recommendation</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>is to continue to offer this class as a hybrid modality.</p>
<p>3) Summarize the history of gaming, and describe casino hotels and casino operations</p> <p>1. BU PLO#10: Apply management theory, functions, and skills to the development and operation of a business.</p> <p>2. GEO 1: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debates, and presentations</p> <p>Priority Initiative 1, 3 & 5</p>	<p>70% of the students will attempt the quiz. Of the 70 % of students who attempted the quiz it is anticipated that they will earn a score of 75% or better on the quiz. Specifically, respond correctly to question no# 10 that relates to casino organization and structure. Instructor will provide examples of the types of casino operations. Students will also review Club management, Meetings industry, Gaming and Casino hotels..</p>	<p>100% of the students attempted the quiz.</p> <p>76% of the students answered question no#10 correctly. (13 Correct / 4 Wrong)</p>	<p>The results indicated that 76% of the class knew and understood the topic on club management, meeting industry, gaming and casino hotels, which directly links knowledge of the subject area. The test provided the avenue for critical thinking. Students had to apply theory, and analytical thinking skills. (GEO 1 and PLO 1).</p> <p>Students will continue to be exposed to these topics. The casino and gaming industry is a new but growing industry in the CNMI. The students must understand the concepts since they are the current and future employees in these companies.</p>
<p>4. Students will be able to define quality service and describe the importance of service as a basis for successful competition in the hospitality industry.</p> <p>1. BU PLO#10: Apply management theory, functions, and skills to the</p>	<p>Upon completion of the lesson,, 75% of the students will submit a brief description of their best and worst customer service experience.</p> <p>75% of the students will be required to present their experiences to the class and also discuss</p>	<p>100% of the students completed and presented their experiences to the class.</p> <p>100 % of the students orally presented solutions to address customer service deficiencies as it</p>	<p>Students were able to present their research findings which highlighted valuable customer service incidents and gained an understanding on how to approach situations with professionalism and courtesy.</p>

<p>development and operation of a business.</p> <p>2. GEO 1: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>3. GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>4. GEO 5: Demonstrate oral communication proficiency in discussions, debates, and presentations</p> <p>Priority Initiative 1, 3 & 5</p>	<p>possible solutions to address customer service deficiencies.</p>	<p>relates to their own experience was also shared and discussed in class.</p>	<p>This exercise linked how to demonstration oral proficiency and make decisions based on ethical principles (GEO 2,&5).</p> <p>Students will continue to be exposed to these topics. The need to practice effective customer service is important in the CNMI. This will be a continue emphasis in the coming semesters for all business students</p>
<p>5. Identify causes of and ways to prevent accidents and food borne illness in food service operations.</p>	<p>Using the guidelines provided, it is anticipated that 70% of the students will complete assignment to research common accidents that occurs in food service operations. Students will also be required to conduct research and provide ways that each accident can be prevented in a food service operation (Assignment</p>	<p>93% of students completed and submitted the research assignment. However, 92% of the students were able to research and correctly list the required common accidents that occurred in a food service operation.</p> <p>1) (11 Correct / 1 Wrong)</p>	<p>Through their research, students were able to identify causes of and ways to prevent accidents in food service operations. The results indicate that 92% of the class identified causes of and ways to prevent accidents in food service operations.</p> <p>This activity should be continued as it helps students understand safety and food handling. (GEO 1,2&3 and PLO 1&4)</p>