



PROAC Form 1 2016-2017

PROGRAM NAME: BUSINESS PROGRAM (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: _____

<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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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>What will students be able to know, do, think or value because of a given educational experience? (SLO)</p> <p>What will the unit provide, improve, or increase? OR What will the clients be satisfied with, receive or understand? (AUO)</p> <p>Identify outcome as a Student Learning Outcome (SLO) or Administrative Unit Outcome (AUO). Begin SLO's, "Students will..." Begin AUO's, To [verb]..."</p> <p>Priority Initiative- what priority initiative does your outcome link to in the PROA SP 2013-2014?</p>	<p>What are the specific assessment tools that will establish the degree and extent of what is to be achieved?</p> <p>What are our criteria for success?</p> <p>Action Timeline- what month and year will the outcome be completed?</p>	<p>Summarize findings vis-à-vis outcomes, assessment tools, and criteria for success.</p>	<p>Discuss implications of the data in terms of the following:</p> <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

PROAC Form 1

Rubric

<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>
<p>Program's Expanded Statement of Institution Purpose (ESIP) (Column 1)</p>	<p>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.</p>

<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>

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.
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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 program will be able to:</p> <p>3) SLO: Identify causes of and ways to prevent accidents and food borne illness in food service operations.</p> <ol style="list-style-type: none"> 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. BU PLO 4: Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business. 3. GEO 1: Use critical and analytical thinking skills to solve a variety of problems. 4. GEO 2: Make decisions in daily life based on creative thought and ethical principles. 5. GEO 3: Define an individual's civic, political, and social responsibilities as a member of both the local and global community. 	<p>Students will be required to research 5 common accidents that occur 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 5). Using the guidelines provided, 70% of the students will complete assignment 5.</p>	<p>100% of students completed Assignment 5. Additionally, 100% of the students were able to research and correctly list 5 common accidents that occur in a food service operation. (10 Correct / 0 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 100% of the class identified causes of and ways to prevent accidents in food service operations. This activity should be continued as it helps students understand safety and food handling. (GEO 1,2&3 and PLO 1&4)</p>

<p>Priority Initiative 1, 3 & 5</p>			
<p>Students across the Business programs will be able to :</p> <p>Define quality service and describe the importance of service as a basis for successful competition in the hospitality 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 2: Make decisions in daily life based on creative thought and ethical principles</p> <p>3. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations</p>	<p>Upon completion of Chapter 1, 75% of the students will complete assignment#1, which requires the students to submit a brief description of their best and worst customer service experience. They will be required to present their experiences to the class and also discuss possible solutions to address customer service deficiencies.</p>	<p>(1) About 87% of students (20 out of 23) successfully completed and submitted the assignment on Current Trends [in the Hospitality Industry] where they select a recent article (on topics that include but are not limited to trends in service, service marketing, sustainability, etc.) and presented it to the class; about 40% of which directly addressed the question, “Where do you see this particular trend heading, or what type of impact do you think it will have on the industry?”</p> <p>(2) Four out of 4 groups (or about 91% of students) completed Section I of the Final Project (in both presentation and paper formats) which requires students to describe a service code or concept for their hotel.</p>	<p>Based on the results of the data collected, the Current Trends assignment will continue to be a regular requirement of the course. Emphasis will be placed on and reminders given to stress the importance of discussion stimulation by addressing the questions: “<i>Where do you see this particular trend heading, or what type of impact do you think it will have on the industry?</i>”</p>
<p>Priority Initiative: 1,3 & 5</p> <p>SLO: 4 Describe in general terms the size of the restaurant industry and list the various restaurant industry segments</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>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>Students will research a restaurant of their choice and conduct an in-depth review of the establishment. Using the guidelines provided, 70% of the students will present their findings to the class.</p>	<p>About 91% of students completed the Company Profile Assignment; of this 91% (or 21 students):</p> <p>(1) 95% (20 out of 21) gave a brief history of the company or organization;</p> <p>(2) 95% (20 out of 21) described the organization’s products and/or services;</p> <p>(3) 67% (14 out of 21) described the organization’s target market;</p> <p>(4) 62% (13 out of 21) presented the organization’s available financial information or other form of global or community impact.</p>	<p>Bases on the results of the data collected, the assignment will continue to be a regular requirement of the course. Greater emphasis will be placed on the importance of identifying an organization’s target market and financial information or other form of global or community impact.</p>

<p>Summarize the history of gaming, and describe casino hotels and casino operations</p> <ol style="list-style-type: none"> 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. 4. GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness. <p>Priority Initiative 1, 3 & 5</p>	<p>Instructor will provide examples of the types of casino operations. After review of Chapters 8, 9, 10 & 11, (Club management, Meetings industry, Gaming and Casino hotels). 70% of the students will earn 75% or better on question no#10 (quiz a) and question no#9 (quiz b) that relates to casino organization and structure.</p> <p>Note: The question is the same on both “quiz a” and “quiz b” – The question is listed as question no#10 on “quiz a” and listed as question no#9 on “quiz b”</p>	<p>91% of the students participated in Quiz 3, covering Chapters 8-11 and 81% of the students answered question no#10 (quiz a) and no#9 (quiz b) correctly.</p> <p>(17 Correct / 4 Wrong)</p>	<p>The results indicated that 81% 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.</p> <p>(GEO 1 and PLO 1).</p>
<p>Students across the business programs will be able to :</p> <p>SLO: Explain marketing terms of providing guest-pleasing service and discuss the elements and importance of feasibility studies, marketing research, and marketing plans.</p> <ol style="list-style-type: none"> 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. BU PLO 4: Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business. 3. GEO 1: Use critical and analytical thinking skills to solve a variety of problems.. 	<p>Instructor will discuss importance of feasibility studies, marketing research, and marketing plans. After review of Chapter 4 (Food and Beverage Marketing). 70% of the students will take Quiz#2 and complete question no#5 that relates to the functions of a marketing plan. 75% or more students will answer question no#5 correctly.</p>	<p>100% of the students participated in Quiz#2, covering Chapters 4-5 and 80% of the students answered question no#5 correctly.</p> <p>(8 Correct / 2 Wrong)</p>	<p>The results indicated that 80% of the class knew and understood the importance of feasibility studies, marketing research, and marketing plans, which directly links knowledge of the subject area. The quiz provided the avenue for critical thinking. Students had to apply theory, and analytical thinking skills.</p> <p>(GEO 1&2 and PLO 1&4).</p>

<p>4. GEO 2: Make decisions in daily life based on creative thought and ethical principles.</p> <p>Priority Initiative- 1, 3, & 5</p> <p>Students across the Business program will be able to:</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>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>Students across the Business program will be able to:</p> <p>3) Explain the economic and non-economic impacts of tourism on host destinations;</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</p>	<p>Students will conduct online research on the Marianas Visitors Authority and review visitor arrival trends and statistical report (July 2016) for the CNMI and respond to questions relating to its operations and how they can benefit a tourism professional. 70% of the students would post their findings to the online discussion forum.</p> <p>After review of Chapters 11 students will participate in a critical thinking assignment that pertains to the forecasted increase in visitor arrivals to the CNMI and how it can impact positively and negatively on tourism and also answer what can the CNMI do to enhance sustainable tourism. 70% of the students will post their assignment on an online discussion forum.</p>	<p>96% of the students participated in conducting further research on the Marianas Visitors Authority and responded to questions on the online discussion forum.</p> <p>Upon completion of Chapter 11, 80% of the students completed the online assignment focused on Sustainable Tourism (Assignment 3).</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. Results indicate that they increased their skills in communicating effectively in multiple modes.</p> <p>Student's participation in the online forums helped stimulate interest of the topic and provided a better understanding of the importance of sustainable tourism. This assignment should be kept.</p>
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<p>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>			
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