



PROAC Form 1 2013-2014

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.
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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)
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

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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><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)
SLO.1 Explain the economizing problem as a fundamental goal in economics as a discipline and describe the free market as the economic system through which goods and services are made available to a society.	At the completion of the course, 70% of assessed students will be able to 1] explain the fundamental goal of an economizing society and 2] describe the free market economic system for goods and services.	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.	Students demonstrated a basic knowledge of macroeconomic concepts. Although most concepts were new to students the assignment and presentation helped sharpen their understanding.
SLO.2 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.	At the completion of the course, 70% of assessed students will 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.	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.	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.
SLO.3 Show knowledge in the Laws of Demand and Supply; how these laws are used to model the equilibrium price and quantity in the market place; and apply the demand and supply model, given hypothetical market situations.	At the completion of the course, 70% of assessed students will be able to describe 1] the laws of demand and supply, 2] how the laws create an equilibrium in price and quantity, and 3] apply the laws in hypothetical market situations.	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.	In this area, students can understand supply and demand but may need to receive additional examples/illustrations. Actual market scenarios can enhance their understanding.
SLO.4 Show knowledge in the concept of comparative advantage in international trades and demonstrates knowledge in the foreign exchange rates system.	At the completion of the course, 70% of assessed students will be able to describe 1] comparative advantage in international trades and 2] the foreign exchange rates system.	At the completion of the course, students will have taken TEST 2, which tests for SLO.4. The TEST 2 average grade was 76.3%, with 10 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 2.	Students showed interest in this area, particularly how trade affects the CNMI. Perhaps a CNMI focus in the context of international trade can motive students to explore macroeconomics further.
SLO.5 Show knowledge in the concept of the National Income Accounting and be able to derive the Gross Domestic Product (GDP) and other sub-accounts, given hypothetical data.	At the completion of the course, 70% of assessed students will be able to describe 1] the concept of National Income Accounting and 2] be able to derive the GDP and its sub-accounts.	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%, with 11 out of 18 students receiving a grade of 70% and above. Note	Students were able to use hypothetical information to arrive at a projected GDP. Again a CNMI focus may help students understand GDP as it applies to them here in the CNMI rather than using US

		only 14 students took TEST 3.	statistics.
SLO.6 Demonstrate knowledge in basic macroeconomic goals—economic growth, unemployment, and inflation; how they are defined and measured; and be able to derive these indicators, given hypothetical data.	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 measurements, and 3] apply these concepts to hypothetical data.	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%, with 11 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 3.	Students grasped the macroeconomic goals, but the correlation between unemployment and inflation may need additional examples/illustrations.
SLO.7 Demonstrate knowledge in the concept of the multiplier and the context in which it occurs, its relationship to other variables, and are able to derive this measure, given hypothetical data.	At the completion of the course, 70% of assessed students will be able to describe 1] the concept of the multiplier effect, 2] its relationship to other economic variables, and 3] apply this concept to hypothetical data.	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%, with 11 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 3.	Students reinforced their understanding by applying their knowledge from the Circular Flow Model from SLO.2. No change in this area.
SLO.8 Demonstrate knowledge in the Aggregate Demand and Aggregate Supply (AD-AS) model and apply it in the context of macroeconomic fiscal policy, given hypothetical economic situations.	At the completion of the course, 70% of assessed students will be able to describe 1] Aggregate Demand and Aggregate Supply model and 2] apply it to a fiscal policy hypothetical(s).	At the completion of the course, students will have taken TEST 4, which tests for SLO.8 and SLO.9. The TEST 3 average grade was 79.8%, with 13 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 4.	In this area, students must apply all the concepts learn thus far. Additional examples/illustrations will help at this stage as well as referencing back to earlier examples to help students connect the concepts.
SLO.9 Show knowledge in the concept of money; identify the functions money plays in the economy; describe how money is created, and discuss the importance of the money supply and interest rate in macroeconomic policies.	At the completion of the course, 70% of assessed students will be able to describe 1] the concept of money, 2] its function in the economy, 3] how it's created, and 4] how the money supply and interest rates are used in economic policy.	At the completion of the course, students will have taken TEST 4, which tests for SLO.8 and SLO.9. The TEST 3 average grade was 79.8%, with 13 out of 18 students receiving a grade of 70% and above. Note only 14 students took TEST 4.	Students demonstrated a solid knowledge base in this area. Students described how money is created and how society's belief in its value shapes interest rates. No change in this area.