



# PROAC Form 1 2016-2017

PROGRAM NAME: BUSINESS PROGRAM (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: \_\_\_\_\_

<p><b>NMC MISSION STATEMENT (Column 1)</b></p> <p><b>Program Mission Statement</b></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>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>
--	--

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>Program Learning Outcomes (PLO's): Students across the Business programs will be able to:</p> <p><b>1) Evaluate a business venture and take a risk by investing class dollars into the venture or other course investment opportunities</b></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>Students will research a business of their choice and venture into developing a business plan that they will present at the end of the semester utilizing rubrics that will guide them. 75% of the students would present a written business plan and a power point slide show describing the ideal business that would work in the CNMI. With an initial investment of \$20K class dollars, students will be able to itemize how much is needed to start their business. Students will also conduct a survey to see if the community is interested in buying into their business idea.</p>	<p>95% of the class –participated in a business plan project utilizing the class dollars and other investment opportunities. Each student came up with a business plan idea and uploaded and emailed their power point and business plan to the online moodle class.</p>	<p>Students understood the challenges associated in developing a basic business plan. From finding the employees to help operate to how much is needed to input on their financial product. Their project is linked to BU PLO# 1 preparing and presenting a business plan. Project should be kept.</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><b>Priority Initiative- 1, 3, &amp; 5</b></p> <p><b>SLO 12: Students will gain a better understanding of Customer Service by developing their own written and oral form of their individual philosophies of customer service</b></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><b>Priority Initiative- 1, 3, &amp; 4</b></p> <p><b>SLO 3: Students will be able to compare the various marketing functions and how these relate to each other and the environment in which they operate.</b></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 1: Make connections between two or more</p>	<p>80% of the students will be able to be a member of a team and complete, utilizing their critical thinking skills to communicate orally and written.</p> <p>Students will research two business(es) that offer the same type of product or service and conduct a Mystery Shopper analysis utilizing rubrics that will guide them. Students will compare and contrast these two businesses on their customer service procedures. 80% of the students would present a written analysis, which will also include their own individual philosophies of Customer Service and present a power point slide show describing their findings on the two businesses they conducted their research and observations.</p> <p>60% of the students will participate in the weekly chapter presentations that focuses on the marketing process.</p>	<p>95% of the students participated in the Mystery Dopper project, where they evaluated local businesses on island effective customer service procedures</p> <p>95% presented their findings orally and also provided a written analysis, which included their own philosophies of customer service.</p> <p>100% of the students participated in 3-2-1 presentations from chapter 5 to chapter 14. Groups of three students took 3 sections of their assigned chapter and shared with the class their findings on the various marketing functions and how it would relate to where the business was located.</p>	<p>Results proved that students are able to comprehend both sides (customers and employee) when providing and receiving customer service. Project should be kept.</p> <p>Students participation in discussions during the lectures helped stimulate interest in the topic and prepared the students for final presentations at the end of the semester.</p> <p>Each group discussed social responsibility, financial and economical factors that impacts marketing a business in segments such as chain stores, wholesales, retails, and superstores.</p>
---	---	--	---

<p>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 5: Demonstrate oral communication proficiency in discussions, debates, and presentations.</p> <p><b>Priority Initiative 1.3 &amp; 5</b></p> <p><b>Recognize traditional organizational design options and their strengths and limitations.</b> (1, 2, 3)</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><b>Priority Initiative: 1,3 &amp; 5</b></p>	<p>75% of the students will be able to participate in online discussion forums and develop a written paper (APA format) on a case study regarding a merger of two different organizations and suggest options to address the strengths and weaknesses of the proposed merger.</p>	<p>90% of the class participated in online discussion, and submitted an APA paper (based on rubrics provided) highlighting recommendations on whether two different organizations should merge or not and the views shared by both organizations.</p>	<p>Students demonstrated their knowledge and understanding of how two different organizations functioned and illustrated if a traditional design would work or a new one should be developed.</p>
--	---	---	---

<p><b>SLO 3: Students will be able to think critically and discuss the issues of social responsibility and the value of business ethics.</b></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>GEO 1: Use critical and analytical thinking skills to solve a variety of problems.</p> <p>GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</p> <p>GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.</p> <p><b>Priority Initiative 1, 3 &amp; 5</b></p> <p><b>Discuss the opportunities and challenges of intercultural communication and provide strategies for communicating clearly in multicultural business environments</b></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>GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet</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><b>Priority Initiative 1, 3 &amp; 5</b></p>	<p>Students will be analyzing an organizational case study where two competing companies are forced to merge, and considerations must be placed on the employees, seniority and union contracts. In order to provide suggestions on creating an efficient organization, students will research both company's corporate culture, employee's level of job satisfaction, the type of reward management, type of leadership, authority, power and politics that exists. Their findings will be presented in a type written APA formatted paper.</p> <p>After review of Chapters 6,7,8 &amp; 9, (Developing the new venture business plan). 50% of the students will earn 95% or better on the second exam that covers these topics.</p> <p>80% of the class will research a selected country and present their findings in communicating with consideration of social cultural factors and how business meetings are conducted. They will present their findings orally and continue their research on how to approach various scenarios in multicultural business environments by posting written responses on the class online blog.</p>	<p>50% of the students received 97% and above on TEST II that covered Chapters 6,7,8 &amp;9.</p> <p>95% of the class –participated in the social cultural factors presentation highlighting business etiquettes in each country and strategies to overcome any barriers. In addition, students posted written responses to case scenarios on communicating clearly in multicultural business environments via an online blog that the class was able to provide feedback.</p>	<p>The remaining students received 80% and above. This indicates that all students were able to understand topics on social responsibility, business ethics and used critical thinking skills, as well as analyzing and synthesizing information to solve problems related to developing the new venture business plan.</p> <p>Students understood the challenges associated in communicating in a multicultural setting, most especially strategies on how to handle verbal and non-verbal communication. Their project is linked to BU PLO# 1 preparing and presenting a oral and written reponse for a variety of audiences. Project should be kept.</p>
--	---	---	---

<p><b>Prepare a résumé and cover letter for employment</b></p> <ol style="list-style-type: none"> <li>1. BU PLO#10: Apply management theory, functions, and skills to the development and operation of a business.</li> <li>2. GEO 1: Use critical and analytical thinking skills to solve a variety of problems.</li> <li>3. GEO 4: Collect, organize and present information from various sources, including books, periodicals and the Internet.</li> <li>4. GEO 6: Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.</li> </ol>	<p>80% of the students will be able to prepare a resume and participate in a real-life mock interview with businesses in the CNMI.</p>	<p>90% of the students worked on draft resumes and submitted final prepared resumes for review prior to participating in the mock interviews with the businesses on island. Students got to rehearse sample interview questions with their peers and watched videos on how to prepare for an interview.</p>	<p>Students were able to understand the importance of preparing a well written resume and were able to practice interview session with their peers. This method of being interviewed by real world HR professionals helped them overcome any reservations in communication and some of the students were offered a position. This type of class project should be continued.</p>
--	--	---	--