

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.

INTENDED PROGRAM/SERVICE	MEANS OF ASSESSMENT AND SUCCESS	SUMMARY OF DATA COLLECTED	USE OF RESULTS
OUTCOMES	CRITERIA		
(Column 2)	(Column 3)	(Column 4)	(Column 5)
What will students be able to know, do, think or	What are the specific assessment tools that will	Summarize findings vis-à-vis outcomes,	Discuss implications of the data in terms of the
value because of a given educational experience?	establish the degree and extent of what is to be	assessment tools, and criteria for success.	following:
(SLO)	achieved?		
			1) Link to goals, outcomes, tools, data
What will the unit provide, improve, or increase?	What are our criteria for success?		collection and analysis;
OR What will the clients be satisfied with, receive			
or understand? (AUO)	Action Timeline- what month and year will the		2) Improvement plan vis-à-vis student
	outcome be completed?		learning;
Identify outcome as a Student Learning Outcome			
(SLO) or Administrative Unit Outcome (AUO).			3) Resources required
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?			

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INTENDED PROGRAM/SERVICE	MEANS OF ASSESSMENT AND	SUMMARY OF DATA COLLECTED	USE OF RESULTS
OUTCOMES	SUCCESS CRITERIA		
(Column 2)	(Column 3)	(Column 4)	(Column 5)
Criteria for Success	Criteria for Success	Criteria for Success	Criteria for Success
indicates course or program level assessment.	identifies specific assessment method category (course embedded assessment, test, portfolio,	addresses the means of assessment and criteria for success statement in the Means of	aligns with the summary of data in the Summary of Data section (Column 4 of the Five
aligns with NMC's mission.	standardized test, survey, etc.) for each SLO.	Assessment/Criteria for Success section (Column 3 of the Five Column Model).	Column Model).
(for SLOs) states what students will know, do, think, or feel.	details at least two (2) assessment methods/tools to be used to measure each SLO .	reports the actual results and compares with the	uses present-continuous or past tense.
(for AUOs) states what the unit/program is currently providing that may improve what clients	[] identifies specific assessment method category (focus group, survey, etc) for each AUO .	number (%, fraction, actual number) originally expected to meet the minimum score.	reports what the unit/program members have done or are doing as a result of the findings.
will understand, be satisfied with, or receive.	\Box details the assessment method used to measure each AUO .	highlights key findings from the data.	identifies who has made or is making the changes.
is measurable (can be observed or tested).	Criteria for Success:		indicates when the recommendation is to be
\Box is central to the course / program.	(for SLOs) establishes minimum expected score for success at achieving outcome.		implemented.
	 ☐ (for SLOs) quantifies (% or fraction) of students who are expected to meet minimum score. 		indicates when the unit/program may expect to see an impact as a result of the actions taken.
	(for AUOs) establishes minimum expected score for success at achieving outcome.		
	(for AUOs) quantifies (% or fraction) of clients (or items measures) expected to meet minimum score.		

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
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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)
1.0 SLO 2 To prepare Cost of Production Schedules using both Job Cost and Process Cost	1.0 SLO 2 More than 60% of students will be able to build a Cost of Production Schedule for both Job Cost and Process System.	16 out of 17 students were able to construct a Cost of Production Schedule using both Job Cost and Process Cost	Based upon the results derived from the Homework and Quizzes no further instruction was deemed necessary.
2.0 SLO 4 To present a breakeven analysis within the relevant range.3.0 SLO 5. Prepare a master and flexible budget	Weighted average and FIFO systems will be built to show a thorough knowledge of Process Cost Accounting. Those capabilities will be tested through homework and 2 tests. 2.0 SLO 4	16 out of the 17 students showed a mastery in constructing an informative format regarding a Cost Volume Analysis.	The collection of Homework via email showed a very complete understanding of the Cost Volume Profit Analysis. In the next semester, a small project with labor and materials and the resultant breakeven could be presented as a required oral presentation in class.
using standard cost.	More than 60% of students will be able to produce in various formats all the types of Cost- Volume-Profit Analyses. The students will be able to account for breakeven for the entire		The class work showed a complete understanding of the Budget Process. Again a Class room presentation of the Budget Process would involve the student in a more effective manner than just the written preparation of the budget.
	firm and departments of the business. These capabilities will be tested through the submission of 5 assignments and one test.	With the use of a template 16 out of 17 students were to complete an in-class preparation of a complex budeget. The assignment and test also indicated that the students understood the process of budgeting.	The collected tests showed a complete mastery of the materials and labor variances. A better template will have to be presented to the student so that a better understanding of overhead variances can be exhibited by the student.

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 A. General Education Outcome 2 Humanities Upon completion of coursework, a student will be able to: 1.1 Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and ctreativity. 1.2 Make decisions in daily life based on creative thought and ethical principles. 	More than 60% of students will be able to prepare a complex budget. Projected details of a budget including sales, purchases, and operating expenses will be required of the students. Also projected Financial Statements must be prepared by the student. These capabilities will be tested through the submission of 5 assignments and one test.	Variance analysis was completed by 15 of remaining 16 students. Variance analysis was presented for labor, materials, and overhead. Materials and labor variances were completely mastered. Overhead variances were discussed, but not completely mastered by the student.	 A. The class showed interest in the topic of Cost Accounting fraud, but certainly some time should be set aside for a 2-3 page assignment of the wastage of resources by not using Cost Accounting. The discussion in class about the importance of accounting and related effective use of resources showed an incomplete understanding of the
	2.0 More than 60% of the students must be able to prepare a flexible budget showing a variance analysis. A standard cost analysis must also be presented by the student. These capabilities will be tested	 A. eneral Education Outcome- Humanities: A class discussion was held on the subject of Cost Accounting fraud in the United States. A discussion of the massive Cost Accounting fraud during the 30's by the USSR was given by the instructor. 	 importance of accounting. Perhaps an orientation of the relationship of accounting to the effective function of a society should be given in the first two days of class. B. General Education Outcome: 5. Oral Communication 1.1 The classroom discussion is a more effective method of engaging the student in a discussion
 B. General EducationOutcome 5 Oral Communication Upon completion of the Course, student will be able 	through the submission of 5 assignments and one test.	Classroom discussion rather than individual presentations was the mode of delivery for this topic.	about the effects of accounting on a particular nation or civilization.
to: 1.1 Demonstrate oral communication proficiency in discussions, debates, and presentations.		As stated above, this topic was covered with the use of class discussions.	1.2 Classroom discussion will become the preferred method of involving the entire class in a discussion about the relationship between accounting and civilization.
1.2 Summarize and evaluate the oral communication of others, asking			C. Program Learning Outcome

Γ	appropriate questions as necessary.			BU4 All but one of the remaining students were
(Program Learning Outcome BU4- Student will be able to explain current legal, ethical, social, and other environmental factors as they apply to business. 	A. General Education Outcome - Humanities: 1.1 Students will research and show the relationship of a budget and the resultant savings of resources and thereby providing a source of funds to	B. General Education Outcome: 5. Oral Communication 1.1 Lively classroom discussions were held	able to write a brief essay on Cost Accounting. Another essay will be added to the next final exam.
	appry to business.	produce important contributions to all the arts and humanities that are shown on Public Television. Every student will be required	concerning Cost Accounting frauds. Krispy Crème Donuts and Crazy Eddies was particularly discussed.	D. Program Learning Outcome
	 Program Learning Outcome BU2 - Apply 	to give a 3-7 minute speech to the class showing how careful use of resources by corporations has actually has	1.2	BU2 All remaining students in the class showed a complete familiarity with the use of computers in the course.
	various computer applications, including word processing, spreadsheet applications, database, presentation, and other specialized applications to generate, analyze, and present, reports in the various functional areas of business	contributed to the betterment of arts and humanities.1.3 All students will be required to turn in a two page assess showing how.	lassroom discussion replaced this format.	
		in a two page essay showing how accounting has allowed the student to budget his/her finances thereby freeing up time for other pursuits;	C. Program Learning Outcome BU4 An essay on the final exam regarding matters involved in Cost Accounting was presented to the class.	
		B. General EducationOutcome:5. Oral Communication	D .Program Learning Outcome BU2 All homework and quizzes are presented in an EXCEL format thdereby increasing the student's knowledge of the use of EXCEL in a Management and Cost Accounting environment.	

1.1 Students will demonstrate	
their capability in discussions	
and debates regarding the	
ethical constructs required in a	
sustainable corporate	
environment. Two three minute	
speeches will be required of all	
students.	
students.	
1.2 All students must critique at	
least one speech by a fellow	
student	
student	
C. Program Learning Outcome 1- BU4	
Students will demonstrate their	
capability of business knowledge by	
presenting in a three page essay the	
supports for advocacy of adopting	
accrual accounting on a global	
basis.60% of the students would	
present their level of understanding on	
legal, ethical and social aspects of	
business environment throughout the	
world.	
D. Program Learning Outcome 2 – BU2	
Students will demonstrate their capability	
of analyzing and presenting their business	
ideas. 60% of the students would present	
their level of understanding on business	

analysis and their knowledge of build	ing a
better environment through the reduce	ed
use of economic resources through the	e
application of management accounting	g
principles. Presentations utilizing WC	ORD,
and Excel will be shown in their	
assignments, quizzes, and exams.	