PROAC Form 1   2015-2016

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)	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)
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	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: 1) Link to goals, outcomes, tools, data collection and analysis; 2) Improvement plan vis-à-vis student learning; 3) Resources required

New Form 1 Template

Created: June 1, 2008   Revised: April 28, 2009

PROAC Form 1   Rubric

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

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Students across the Business programs will be able to : 1.**Students will demonstrate a general knowledge of business systems and the business economy, and its influence on the overall CNMI economy. (1, 2, 3)** 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. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations 3. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method. **Priority Initiative: 1,3 & 5**	80% of the students will participate in an exercise to research a global country's business economy, how they function and discuss if it has or does not have an influence in our CNMI's economy (export, import, tourism, etc.).	100% of the students presented on their respective country and demonstrated how each contributed to the global economy using current GDP statistics and whether it has an influence on the CNMI's economy in areas like oil, gas, food and etc.	Students demonstrated knowledge of their respective countries they represented and linked their GDP, exports and imports to some of the products offered here in the CNMI. Results proved that students are able to identify the influences that the global economy has on the CNMI. The ability to present their findings infront their peerings should also serve as a measurement to align to the relevant GEO's. Project should be continued.

Students across the Business program will be able to: 1) **Evaluate a Capsim business venture by working in groups to operate a sim chip simulation business and compete with other groups and the computer generated group**. 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. GEO 3: Use critical and analytical thinking skills to solve a variety of problems. 3. GEO 4: Use computers to access information effectively and efficiently.	Students will research how to develop and maintain a sim chip factory by incorporating R&D, Marketing, Production and Finance to ensure that it becomes successful in an eight year period. 75% of the students will complete the competition rounds and remain competitive in the industry.	2) Five groups which consisted of 95% of the class particpated in the simulation exercise and completed all eight rounds. All five groups lost money and were not successful in competing to stay afloat with the computer generated group.	Students expressed difficulty understanding the online simulation and dissatisfaction in not being familiar with finance, accounting and aligning their decisions with their strategic plan. This Capsim simulation course would be best fit to be placed in upper level division where students have gained a better business acumen after taking accounting, finance and management courses.

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4. GEO 5: Demonstrate oral communication proficiency in discussions, debate, and presentations 5. GEO 7: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method. **Priority Initiative- 1, 3, & 5**			

Students across the Business program will be able to:
 	
   1) Students will gain a better understanding of how to apply organizational theories in the workplace using motivation, and principles of organization
 	
  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.
 	
Priority Initiative 1, 3 & 5
	After review of the topics related to Structuring organizations and Motivating in business, the instructor will show two 30-minute length videos on Motivation using "Ball Corporation" and Organizational mgmt. using "Empowerment," which are examples of how employees and managers work together. 75% of the students will earn 85% or better on the Final exam that reflects these two chapters.	**85% of the students earned 80% or better on the Final exam that related to Chapters 8 & 10.**	**Materials presented in class linked the student learning outcome of "Demonstrating knowledge of motivation, leadership theories, and Principles of organization management." This method of assessing final exam test scores to comprehension of the chapter should be continued.**

Students across the Business program will be able to: **1) Create a marketing plan using the basic elements discussed in class.** 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; 1. GEO 1: Make connections between two or more areas of knowledge and apply learning to daily life experiences. 2. GEO 5: Demonstrate oral communication proficiency in discussions, debates, and presentations 3. GEO 7: Produce clear well organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.	1) 70% of the students would present orally and in writing their completed analysis, which will demonstrate their knowledge of how to utilize marketing techniques. Students will demonstrate this knowledge by researching a targeted market segment and prepare a marketing plan for presentation at the end of the semester utilizing rubrics that will guide them.	95% of the students participated in developing a marketing plan to promote the use of Crosswalks in conjunction with the Department of Public Safety commercial competition. 10 groups of 5 studnets chosed various segments like teaching the youth, adults, senior citizens and all ages on how to use the crosswalk. They applied their knowledge of marketing and developed strategies to attract their segments.	Students were able to link GEO 1 by making the connection between what they learned and their work and life experiences and demonstrated to the class how they promoted the proper use of crosswalks to various segments. Each group was able to present a 30 second commercial which is linked to GEO 7, on how to market the use of the crosswalk program to visual learners. This project should be continued as technology advances so will their presentations.