



PROAC Form 1 2016-2017

PROGRAM NAME: BUSINESS PROGRAM (ACCOUNTING)

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:

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)
Cycle 1 2016 Fall			

NMC MISSION STATEMENT (Column 1)	<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. The program will balance the theoretical elements of an academic bachelor's degree with highly practical elements of an applied business degree. Students will develop key skills, allow them to effectively use critical thinking, problem solving, and management skills, along with understanding key requirements for professionalism and ethical standards in professional practice. Finally, students will engage in a program that provides them with the knowledge, competency, and abilities in the area of business and management.</p>
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<p>Students across the Business programs will be able to :</p> <p>SLO#3 to understand and use the accounting cycle;</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>SLO#5: To prepare pension plan formula.</p> <p>1. BU PLO#4: Explain current, legal, ethical, social, financial, economical, and other environmental factors as they apply in business.</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>1.1 Produce clear well organized written</p>	<p>SLO#1 100% of the students will be to translate English sentences into the language of business- Accounting. The students will be able to journalize and present an oral presentation of the process.</p> <p>SLO#1 80% of the students will be able to process the journals through all the steps of the accounting cycle.</p> <p>SLO#1 80% of the students will be able to complete the accounting cycle by writing and presenting a set of financial statements.</p> <p>1. SLO #5 80% of the students will be to able prepare a pension plan formula</p> <p>2. SLO #5 80% of the students will be able to engage in classroom discussions regarding the components/steps of a Pension Plan;</p> <p>3. SLO #5 80% of the students will be able to provide well written documents demonstrating understanding of the Pension Plan formula.</p>	<p>Tests, homework, and finals composed the data which demonstrated the students learned the data which was taught in class.</p> <p>80 % of the students were able to prepare a Pension Plan.</p> <p>80% of the students participated in a class discussion about the necessity of a well prepared template for the completion of the steps involved in a Pension Plan</p>	<p>Tests, homework, and finals were collected and formed the basis for their assessment. Evaluation of the data collected satisfied the requirement that they understood BU PLO#1, GEO#5 and GEO#7.</p> <p>The collected data formed the basis for the assessments. A final test was given to the students which required the completion of the template used in preparing the Pension Plan.</p> <p>In addition, the collected data – homework, midterm, and final examination showed that the students engaged in critical thinking GEO#1, GEO#6, and GEO#7.</p>
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work, documenting, as appropriate,
borrowed sources using a recognized
citation method;

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Rubric

NMC MISSION STATEMENT (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)
<p><i>Criteria for Success</i></p> <p>SLO#2 to prepare Cost of Production Schedules using both Job Cost and Process Cost</p> <p>2.1 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>2.1 SLO#2 80% of the students will be able to distinguish the major differences in the goals and components of a Cost of Production Schedule –Job Cost and Process Cost systems with a written and oral report. A team of four will present the written and oral report to satisfy BU PLO #1, 5 and GEO #4, and #5.</p>	<p>Tests, homework, and class presentation composed the data which demonstrated that the students internalized the steps used in the preparing a Cost of Production Schedule – Job Cost and Process Cost.</p>	<p>Tests, Homework, and finals were collected and formed the basis for assessment. Evaluation of the data satisfied the requirement that the students understood and used BU PLO#1. GEO#5, GEO #7.</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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<p>SLO#1 to prepare an individual tax return.</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, economical, and other environmental factors as they apply in business. 3. BU PLO#5 Work effectively as a team 	<p>SLO#1 100% of the students will be able to prepare and explain an individual tax return.</p>	<p>Tests, homework, final composed the data which demonstrated the students internalized the steps in preparing an individual tax return.</p> <p>80% of the students participated in the class discussions concerning the differences between CNMI tax return and a Federal tax return.</p>	<p>Tests, homework, and final examination were collected and formed the basis for their assessment. Evaluation of data collected satisfied the requirement that the students understood BU PLO#1,4, & 5 and GEO 7.</p>
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<p>Cycle 2 2017</p> <p>Students across the Business programs will be able to :</p> <p>SLO#5: To understand and prepare merchandising transactions;</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. GEO#5 Oral Communication: Demonstrate oral communication proficiency in discussions, debate, and presentations. 3. GEO#7 Written Communication: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method. <p>Students across the Business programs will be able to :</p> <p>1.0 SLO#4: To prepare and present a breakeven analysis;</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 	<p>SLO #5 80% of the students will be able to engage in classroom discussions regarding ethical issues in accounting. Examples in Saipan of fraudulent PO's will be discussed.</p> <p>SLO #5 80% of the students will be able to explain the ethical implications of an Accounts Receivable and Accounts Payable.</p> <p>SLO #5 80% of the students will be able to provide well written documents demonstrating understanding of basic accounting theory.</p> <ol style="list-style-type: none"> 1. SLO #4 80% of the students will be to accurately prepare a Breakeven Analysis for both a single product and a set of multiple products; 2. SLO #4 80% of the students will be able to engage in classroom discussions regarding the differences between a 	<p>Tests, homework and final examination demonstrated that the students learned the material that is used in the purchase journal.</p> <p>Tests, homework, and class participation composed the data which demonstrated that the students internalized the steps used in preparing a Breakeven Schedule – Single Product and Multiple Product</p>	<p>Tests, homework, and final examination were collected and formed the basis for their assessment. Evaluation of the collected data satisfied the requirement of BU PLO #1, GEO #5, and GEO#7.</p> <p>Tests, homework, and final examination were collected and formed the basis for assessment. Evaluation of the data satisfied the requirement that the students understood and are able o use the Breakeven Schedule. BU PLO#1, GEO#5, GEO#7.</p>
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<p>2. GEO#5 Oral Communication: Demonstrate oral communication proficiency in discussions, debate, and presentations.</p> <p>3. GEO#7 Written Communication: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p> <p>SLO#4 to prepare a Comprehensive Income Statement & a complex Statement of Cash Flows</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 Oral Communication: Demonstrate oral communication proficiency in discussions, debate, and presentations.</p> <p>3. GEO#7 Written Communication: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.</p>	<p>Breakeven Analysis and a Projected Income Statement;</p> <p>3. SLO #4 80% of the students will be able to provide well written documents demonstrating understanding of multiple Breakeven formats.</p> <p>SLO#4 100% of the students will be to prepare and explain a Comprehensive Income Statement;</p> <p>SLO#4 80% of the students will be able to explain the two major components of a the comprehensive revenue: currency translation and fair value concepts;</p> <p>SLO#4 80% of the students will be able to prepare a complex Statement of Cash Flows;</p>	<p>Tests, homework, and finals composed the data which demonstrated that the students internalized the steps in preparing a comprehensive income statement.</p> <p>80% of the students participated in the class discussions concerning the relevance of a comprehensive income statement and cash flow.</p>	<p>Tests, homework, and finals were collected and formed the basis for their assessment. Evaluation of collected data satisfied the requirement that the students understood BU PLO#1, GEO#1, 6, & 7.</p>
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<p>SLO #5: To prepare and solve advanced problems using all the Present Value concepts;</p> <ol style="list-style-type: none"> 1. BU PLO#4: Explain current, legal, ethical, social, financial, economical, and other environmental factors as they apply in business. 2. BU PLO#1: Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English. 3. GEO#5 Oral Communication: Demonstrate oral communication proficiency in discussions, debate, and presentations. 4. GEO#7 Written Communication: Produce clear and well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method. 	<p>SLO #5 80% of the students will be accurately prepare Future and Present Value computations for IRA's, Annuities, Leases, Car Purchases, and Capital Budgeting problems.</p> <p>SLO #5 80% of the students will be able to engage in classroom discussions regarding the differences among Present and Future value.</p> <p>SLO #5 80% of the students will be able to provide well written documents demonstrating understanding of the basic uses of Future and Present Value tables.</p>	<p>SLO#5 80% of the students were able to choose and correctly manipulate the Future and Present value tables for various business transactions.</p> <p>SLO#5 80% of the students participated in a class discussion about the necessity of Pro Forma calculations for the projections into the future.</p> <p>SLO#5 80% of the students submitted homework assignments regarding how to prepare different calculations involved in a wide range of business situations.</p>	<p>SOL#5 The collected data formed the basis for assessment. A test was given to the students which required the preparation of at least 10 Future and Present Value calculations.</p> <p>SLO# 5 In addition the collected data – homework, midterm, and final exam showed that the students engaged in Critical Thinking GEO#1, Quantitative and Scientific Reasoning GEO#6, and Written Communication GEO#7</p>
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