



# PROAC Form 1 2013-2014

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: \_\_\_\_\_

<b>NMC MISSION STATEMENT</b> (Column 1)	<b>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.</b>
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<b>INTENDED PROGRAM/SERVICE OUTCOMES</b> (Column 2)	<b>MEANS OF ASSESSMENT AND SUCCESS CRITERIA</b> (Column 3)	<b>SUMMARY OF DATA COLLECTED</b> (Column 4)	<b>USE OF RESULTS</b> (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"> <li>1) Link to goals, outcomes, tools, data collection and analysis;</li> <li>2) Improvement plan vis-à-vis student learning;</li> <li>3) Resources required</li> </ol>

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# Rubric

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<b>INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)</b>	<b>MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)</b>	<b>SUMMARY OF DATA COLLECTED (Column 4)</b>	<b>USE OF RESULTS (Column 5)</b>
<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"/> <b>(for SLOs)</b> states what students will know, do, think, or feel.</p> <p><input type="checkbox"/> <b>(for AUOs)</b> 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 <b>SLO</b>.</p> <p><input type="checkbox"/> identifies specific assessment method category (focus group, survey, etc..) for each <b>AUO</b>.</p> <p><input type="checkbox"/> details the assessment method used to measure each <b>AUO</b>.</p> <p><b>Criteria for Success:</b></p> <p><input type="checkbox"/> <b>(for SLOs)</b> establishes minimum expected score for success at achieving outcome.</p> <p><input type="checkbox"/> <b>(for SLOs)</b> quantifies (% or fraction ) of students who are expected to meet minimum score.</p> <p><input type="checkbox"/> <b>(for AUOs)</b> 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

<b>NMC MISSION STATEMENT (Column 1)</b>	<b>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.</b>
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<b>INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)</b>	<b>MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)</b>	<b>SUMMARY OF DATA COLLECTED (Column 4)</b>	<b>USE OF RESULTS (Column 5)</b>
<p>1) SLO 2: Students will gain an understanding on the basic steps in starting and managing a small business.</p> <p><i>A. General Education Outcome: Critical thinking: 1.1 Make connections between two or more areas of knowledge and apply learning to daily life experiences.</i></p> <p><i>B. Program Learning Outcome (4) Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business.</i></p> <p>2) SLO 12: Students will gain a better understanding of the primary functions of business management</p> <p><i>A. General Education Outcome: Critical thinking: 1.1 Make connections between two or more areas of knowledge and apply learning to daily life experiences.</i></p> <p><i>B. Program Learning Outcome 1 Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;</i></p>	<p>1) 60% of the students will participate in online weekly discussions pertaining to topics related to starting and managing a small business.</p> <p>2) Students will research a business(es) of their choice and prepare a business plan for presentation at the end of the semester utilizing rubrics that will guide them. 50% of the students would present orally and in writing their completed analysis, which will demonstrate their knowledge of operating a business.</p>	<p>95% of the students participated in all of the weekly discussions pertaining to topics related to starting and managing a small business.</p> <p>2) 100% of the students were able to work in 2 teams of five people each and analyzed two franchise businesses and prepared business plans for each. Each team presented orally and in writing regarding their analysis of operating a business.</p>	<p>Students were able to think critically and apply their knowledge from reading the chapters and/or their work and life experiences. Topics discussed related to ethical practices, results from conducting a marketing survey of starting up a new franchise, and financial plans.</p> <p>Discussion forums should be continued to encourage dialogue between class and instructor during hybrid days.</p> <p>2) Students were able to gain a better understanding of the primary functions of operating a business. They were able to make connections between theory and practice by visiting actual franchises on island and understanding how they operate.</p> <p>Their project is linked to the Program learning outcome of developing a “Business Plan.”</p> <p>Business plans projects help students in the Business field be prepared to become</p>

<p>3) SLO 3: Students will be able to think critically and discuss the issues of social responsibility and the value of business ethics.</p> <p><i>General Education Outcome: Critical thinking: 1.2 Use critical and analytical thinking skills to solve a variety of problems.</i></p> <p><i>Program Learning Outcome 6: Compile, analyze, and synthesize information to solve business problems.</i></p>	<p>3) 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>3)50% of the students received 97% and above on TEST II that covered Chapters 6,7,8 &amp;9.</p>	<p>entrepreneurs in the future.</p> <p>3)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>