



College of Micronesia-FSM
Business Administration Division

Program Evaluation
A.S. Business Administration
February 2009

Prepared by Rafael A. Pulmano
Full-time Associate Professor, Business Division

I. Program Goals

Development of the private sector as key to promoting national economic self-sufficiency/self-reliance is one of the goals of the College of Micronesia-FSM. The A.S. in Business Administration Program addresses this goal by offering courses designed to:

1. Equip those entering the business world with basic knowledge and entry-level skills appropriate for future employment or entrepreneurial pursuits.
2. Upgrade skills for those already employed or engaged in business.
3. Provide a firm foundation in terms of basic knowledge and skills as stepping stone for those wanting to pursue a higher degree in the field.

II. Program History

The Associate of Science degree in Business Administration was added to COM-FSM's offering in 1974 and the Associate of Science degree in Accounting in 1989. The programs were run side by side and were constantly updated to reflect changes in the job market and in academia. In 2002, upon recommendation by the Business Programs Advisory Council, accounting and business merged into one program – the Associate of Science in Business Administration. The program learning outcomes (above) were adopted in Spring 2004.

III. Program Description

Organization. The A.S. in Business Administration program, together with the A.S. in Computer Information Systems and the Third Year Certificate programs in Accounting and in General Business, operates under the Business Administration Division.

Program Design. The program is designed to allow students who complete it, entry into the Third Year Certificate program in Accounting or in General Business, or transfer to a four-year college. Students may also choose to seek employment immediately upon graduation.

IV. Program Admission Requirements

Applicants must meet the following admission requirements to be matriculated into this degree program:

1. Have graduated or will graduate from high school at the end of the current school year, or have a GED certificate;
2. Have a minimum high school grade point average of 2.0 as measured on a 4.0 scale, or a minimal score of 35 on each section and an average of 45 for all five sections of the GED test; and,
3. Be accepted by the COM-FSM Admissions Board.

V. Program Degree Requirements

An Associate Degree in Business Administration is awarded upon satisfactory completion of the 29 credits of applicable General Education Core and 39 credits of the major courses, for a total of 68 credits. Before enrolling in any given course or advancing to the next-level course, students must first complete the corresponding prerequisite(s).

The program's major courses, their brief descriptions and prerequisites are given below.

COURSE	COURSE DESCRIPTION	PREREQUISITE(S)
AC 131 (3) Accounting I	Establishes a foundation for the understanding of the accounting environment, basic accounting concepts, and the accounting model. Each step of the accounting cycle is covered in detail. Also covered are the sales, purchases, cash receipts and cash payments journals and their accompanying accounts receivable and accounts payable subsidiary ledgers; cash; and preparation of financial statements.	ESL 089 and MS 098
AC 220 (3) Accounting II	Builds on the understanding of accounting principles. This includes accounting for: payroll; accounts receivable and bad debts; notes and interest; inventory; depreciation, amortization, depletion and disposal of long-term assets; and partnerships and corporations.	AC 131
AC 250 (3) Managerial Accounting	Develops concepts related to the information managers' need in carrying out three essential functions within the business enterprise, such as how to plan operations, to control activities and to make decisions.	AC 220

COURSE	COURSE DESCRIPTION	PREREQUISITE(S)
BU 101 (3) Introduction to Business	Establishes a foundation for the understanding of contemporary business and its environment. The course covers the various functional areas of business: management and organization, human resources, marketing, financing, accounting, and information systems. Business ethics and social responsibility, the global business environment and basic FSM business laws/regulations are also covered.	ESL 089
BU 250 (3) Principles of Finance	Provides a general understanding of the financial aspects of business, such as financial statement analysis, risk and rate of return, time value of money, valuation of bonds and stocks, capital budgeting, and cost of capital.	AC 220 and either MS 150 or BU/MS 110
BU 260 (3) Fundamentals of Management	Enables the students to develop an understanding of management and organization. The course focuses on important management functions such as planning, organizing, leading, and controlling for successful managerial activities. Students learn how successful managers use organizational resources through organizational functions in order to effectively and efficiently achieve organizational objectives.	BU 101
BU 270 (3) Principles of Marketing	Introduces students to the basic concepts of marketing such as buyer behavior, market research and information systems, segmentation strategy, as well as the 4Ps. Students are also introduced to international marketing and to the broader marketing environment, including political/legal, economic, demographic, competitive and ethical issues.	BU 101
BU 271 (3) Business Law	Introduces the FSM and the US legal system as it relates to contracts, agency and employment, property, sales, business organization and government regulation. Students are provided an overview of the FSM Constitution and the basic principles of court organization, and a survey of tort law as applied to both the FSM and the US.	BU 101

COURSE	COURSE DESCRIPTION	PREREQUISITE(S)
BU/MS 110 (3) Business Math	Emphasizes performing common computations found in the various functional areas of business. Students use of graphs, equations, ratio and proportion, percentage, and measurement systems to solve typical business problems such as the calculation of trade and cash discounts, markups, taxes, employee compensation, simple and compound interest, depreciation, inventory valuation, bonds and stocks, basic financial statement analysis, and business statistics.	MS 098
EC 220 (3) Microeconomics	Introduces to students the concepts of scarcity and choice, and their influence in the decision-making process of individual consumers and firms. Examines the price mechanism (demand, supply and price) and allocation of resources; the theory of the firm – short-run and long-run cost and revenue structure and the interaction between markets; comparative advantage and specialization; and market failure and externalities.	MS 099, ESL 089, and BU 101
EC 230 (3) Macroeconomics	Analysis of the entire economy, covering such areas as national income and product (GDP) accounting, money and the banking system, unemployment and inflation, monetary and fiscal policy, international trade, and exchange rates and balance of payments. FSM GDP and other national/state economic data analyzed with special emphasis.	EC 220
EN/BU 121 (3) Business Communication	This course focuses on intercultural writing and speaking skills appropriate for business. Business writing and oral skills are emphasized.	BU 101 and CA 100
MS 150 (3) Introduction to Statistics	Introduces the basic ideas of data presentation, descriptive statistics, basic probability, and inferential statistics. Incorporates the use of a computer spreadsheet package, MS Excel, for both data analysis and presentation. Studies basic concepts using applications from business, social science, health science, and the natural sciences.	MS 100

Source: COM-FSM General Catalog 2007-2009

VI. Program Courses and Enrollment

Enrollment figures for Fall and Spring 2006 and 2007 are graphically depicted in the chart on the right and numerically listed in the table below.

Introduction to Business (BU 101) registered the highest number of enrollees for the two- year period. Introduction to Statistics (MS 150) and Accounting I (AC 131) and also consistently showed high volume of enrollment, necessitating the need to offer at least two sections for these courses every semester. These figures, however, also include enrollees from other programs. For AC 131 and BU 101 approximately 50% of the enrollees were from the AS Computer Information Systems program.

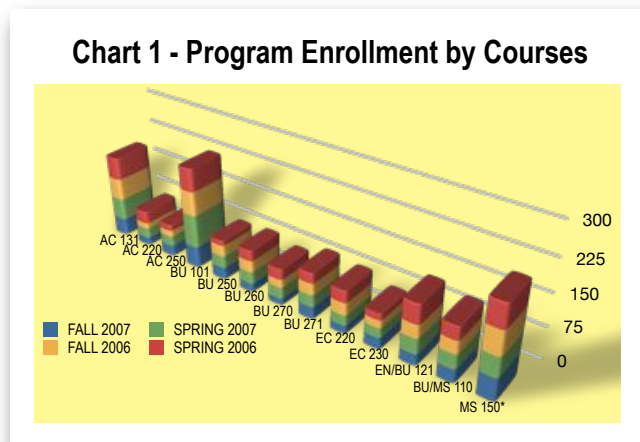


Table 1 - Program Courses and Enrollment

COURSE	FALL 2007	SPRING 2007	FALL 2006	SPRING 2006	TOTALS
AC 131*	40	52	51	53	196
AC 220	18	24	14	29	85
AC 250	25	24	15	14	78
BU 101*	50	78	57	55	240
BU 250	28	29	26	12	95
BU 260	19	29	27	25	100
BU 270	15	27	19	25	86
BU 271	28	29	27	24	108
EC 220	19	24	29	28	100
EC 230	26	23	18	15	82
EN/BU 121	26	36	31	46	139
BU/MS 110	31	34	30	31	126
MS 150*	52	47	56	55	210
*Figures include students from other programs.					

Source: <http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html>

VII. Program Faculty

Four (4) full-time instructors from the Business Division and three (3) part-time instructors from the National Campus (Social Science Division) and Pohnpei Campus teach the major program courses as of Spring 2009. Another full-time instructor is expected to join the faculty in Fall 2009. The Business Division is chaired by Mr. Joseph Felix, Jr.

Full-time instructors as of Spring 2009:



Rafael Pulmano, CPA

Full-time Assistant Professor; *Bachelor of Science in Commerce, Major in Accounting* (Saint Michael's College of Laguna, Philippines); *Certified Public Accountant* (Philippine Board of Accountancy, since 1982); *Master in Business Administration* (National College of Business and Arts, Philippines). Web site: <http://comfsm.fm/~pulmano/> Email: pulmano@comfsm.fm



Marlene Mangonon

Full-time Assistant Professor; *Bachelor of Science in Data Processing Management* (Polytechnic University of the Philippines); *Master in Business Administration* (Virgen Milagrosa University, Philippines). Web site: <http://comfsm.fm/~mmmangonon/> Email: mmmangon@comfsm.fm



Marian Medalla, CPA

Full-time Assistant Professor; *Bachelor of Science in Accountancy* (Mindanao State University, Philippines); *Certified Public Accountant* (Philippine Board of Accountancy, since 2001); *Master in Business Administration* (Notre Dame of Dadiangas College, Philippines). Email: marian_gratia@comfsm.fm



Ruci Yauvoli

Full-time Instructor; *Bachelor of Arts in Business* (University of the South Pacific); *Diploma in Credit Analysis* (New York University); *Master in Business Administration* (University of the South Pacific). Email: ruciyauvoli@comfsm.fm

Part-time instructors as of Spring 2009:



Faustino Yarufaisug

Full-time Instructor - Social Science Division; *Bachelor of Arts in Geography and Economics* (University of the South Pacific); *Master in Educational Leadership* (San Diego State University). Email: yaro@comfsm.fm



George Mangonon

Chair of Math and Science Division / Pohnpei Campus; *Bachelor of Science in Mathematics* (University of the Philippines); *Master in Business Administration* (Virgen Milagrosa University, Philippines).

Web page: <http://www.comfsm.fm/~gmangonon/>

Email: gmangonon@comfsm.fm



Salvador Tadena

Part-time Instructor - Pohnpei Campus; *Bachelor of Science in Mathematics* (University of the Philippines).

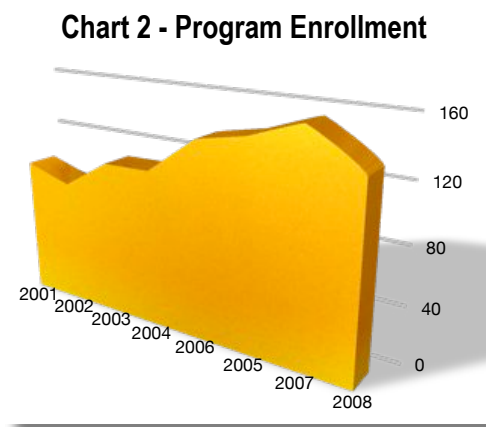
VIII. Program Outcome Analysis

This section provides a concise analysis of the program health indicators data and assesses the extent to which established outcomes have been achieved. The health indicators data collected and evaluated are the following:

1. program enrollment
2. graduation rate
3. average class size
4. students' seat cost
5. course completion rate for the program
6. students' satisfaction rate
7. employment data
8. transfer rate
9. program's student learning outcomes
10. students' learning outcomes for program courses

1. Program Enrollment

The general upward trend in the number of students enrolled in the program from Fall of 2001 to 2007 took a turn in 2008 with 131 students, down by 24 or 15% from the previous year. Program enrollment was also down in Fall 2002 and 2006, where a ten and five percent decline respectively had been noted compared to their immediately preceding year. All other periods showed consistent increases in enrollees, with Fall 2003 showing the most significant growth of 24% compared to 2002. In Fall 2007 enrollment for the program was 155, which translated to a 14% increase from that of 2006 and represented the highest in the seven-year period under review.



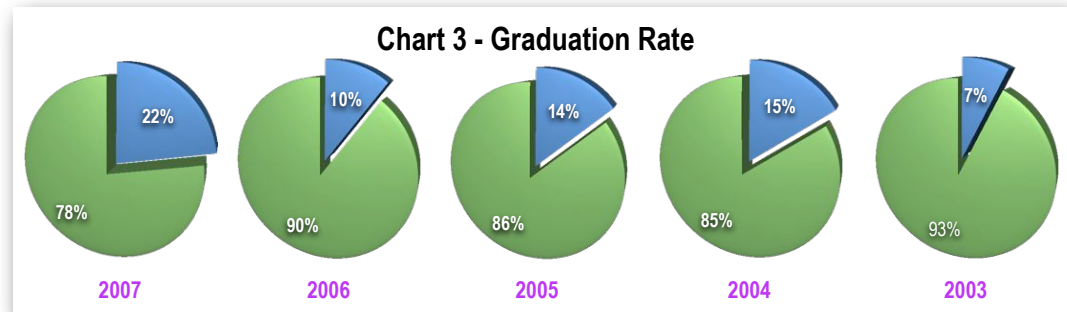
**Table 2 - Program Enrollment (Fall Only)
2001-2008**

FALL	ENROLLMENT	CHANGE FROM PREVIOUS YEAR
2008	131	(15%)
2007	155	14%
2006	136	(5%)
2005	143	30%
2004	110	1%
2003	109	24%
2002	88	(10%)
2001	98	N/A

Source: <http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html>

2. Graduation Rate

The highest number of AS Business Administration graduates over a five-year period beginning 2003 was in 2007, during which 22% of total program enrollees candidates received their associate degree in the program. In that year, more than half of them, or 19 out of 34, graduated in Fall. Also with relatively high graduation rates were 2004 (15%) and 2005 (14%), while 2003 showed the lowest at 7%.



In absolute terms, graduation rate appeared to be somewhat behind especially when correlated with enrollment figures. For example, enrollment in Fall 2007 was 155; graduates for the same period were 19, or 12%. This seemed to be low even granting that a large majority of enrollees could still be in their freshmen years. Perhaps part of the explanation could be found in the low completion rates of some students in some of the more difficult courses in the program, which generally extended the students' stay at the college (see also Table 5). The overall average rate for 2003-2007 was 93 graduates out of 653 total enrolled, or 14%.

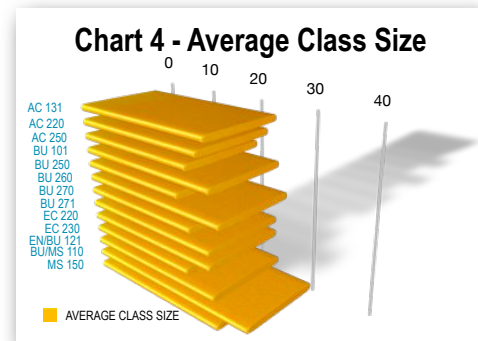
**Table 3 - Graduation Rate
2002-2008**

YEAR	FALL	SPRING	SUMMER	TOTAL GRADUATES	TOTAL ENROLLED (Fall Only)	GRADUATION RATE
2007	19	14	1	34	155	22%
2006	7	6	1	14	136	10%
2005	11	8	1	20	143	14%
2004	8	8	1	17	110	15%
2003	2	5	1	8	109	7%
TOTALS	47	41	5	93	653	14%

Source: <http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html>

3. Average class size (students per section)

For Spring and Fall semester 2007, the average class size was 25, while in 2006 it was 24. Business Mathematics (BU/MS 110) registered the largest class size, followed by Fundamentals of Management (BU 260), Introduction to Business (BU101), Business Communication (EN/BU121), and Accounting 1 (AC131). Most 200-level major courses have only one class slot in a given semester, which partly accounted for their relatively higher average class sizes compared to 100-level courses in the program.



**Table 4 - Average Class Size
2006-2007**

COURSE	FALL-SPRING 2007	FALL-SPRING 2006	AVERAGE CLASS SIZE PER COURSE
AC 131	25	26	26
AC 220	26	22	24
AC 250	29	15	22
BU 101	24	28	26
BU 250	21	19	20
BU 260	29	26	28
BU 270	22	22	22
BU 271	25	26	26
EC 220	22	29	26
EC 230	25	17	21
EN/BU 121	25	27	26
BU/MS 110	33	31	32
MS 150	25	28	27
OVERALL AVERAGE	25	24	25

Source: Averages calculated based on related data from <http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html>

4. Student seat cost

The average seat cost per student in FY 2009 is One Hundred Eighty-One U.S. Dollars (\$181). The calculations to arrive at this figure are shown in the following tables and graphically presented in the accompanying charts.

Table 5.1 - Allocation of Division Budget to Programs for the Purpose of Determining Student Seat Cost for FY 2009

BUSINESS DIVISION PROGRAMS	MAJOR CREDITS PER YEAR	RATIO	PROGRAM BUDGET
TYC Accounting	21 units	26%	US\$61,255.00
TYC General Business	21 units	26%	US\$61,255.00
AS Business Administration	18 units	23%	US\$52,504.00
AS Computer Information System	20 units	25%	US\$58,338.00
Totals	80 units	100%	US\$233,352.00

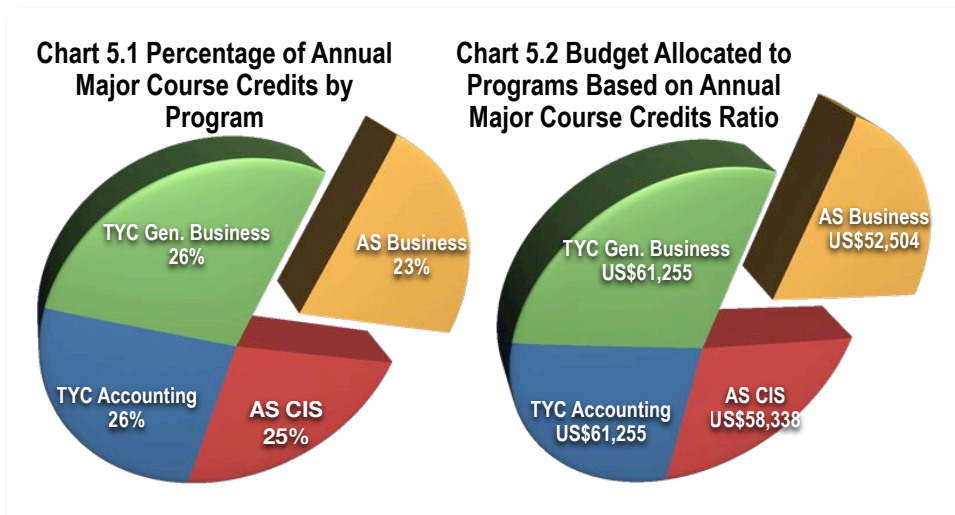
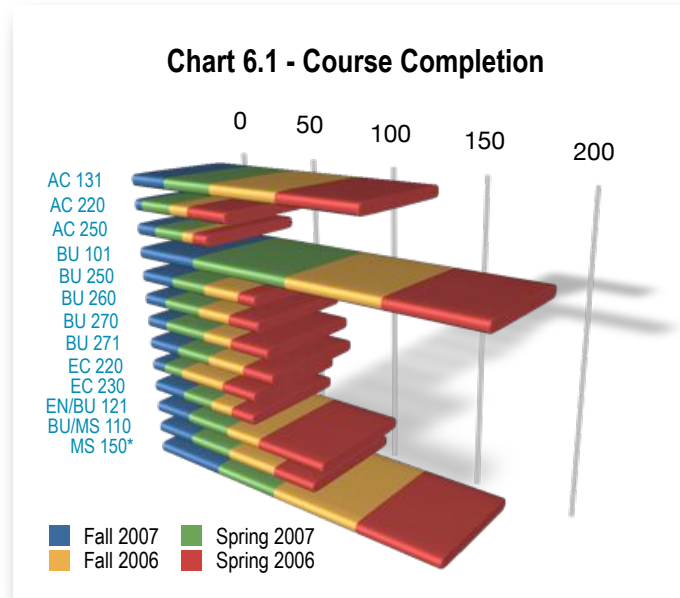


Table 5.2 - Computation of Student Seat Cost for FY 2009

PARTICULARS	VALUES
A) Budget for AS Business Administration Program	US\$52,504.00
B) Enrolled in the Program for Academic Year 2009*	290 students
C) Seat cost per student (A ÷ B)	US\$181.00

* Source: IRPO data for Fall '08, Spring '09 (240 actual) plus Summer '09 (50 projected)

5. Course Completion Rate



Courses with the highest enrollment (refer back to Table 1 and Chart 1) also registered the completion rate over four consecutive semesters: AC 131, BU 101, and MS 150.

Table 6.1 offers interesting insight into the volume and trends in completion rates by courses over a four-semester period.

Accounting II (AC 220), for instance, pegged the

percentage of completion in the low to mid 80's, or at least eight successful out every ten attempts. Then the rate all of a sudden plunged down to a mere 28%.

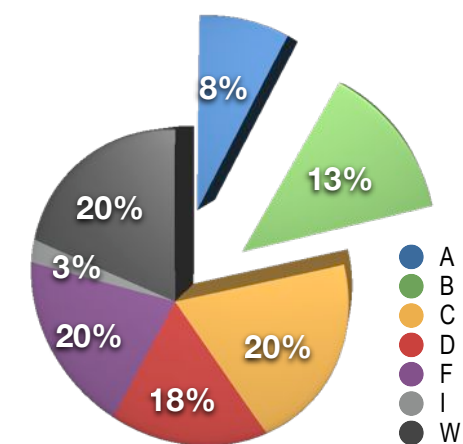
Another set of figures worthy of consideration is that of Microeconomics (EC 220). From 75% and 100% completion rates in two successive semesters (Spring and Fall of 2006), the figures dropped to 54% in Spring 2007 and slipped further to 47% in the following term.

A more revealing presentation is afforded by Table 6.2 and Chart 6.2 which, in addition to giving the completion rates, also presented the grades obtained by students in the course. Only data for Fall 2007 is given in Table 6.2 to illustrate the point. And for that particular semester, corresponding data for Accounting 1 (AC 131) is plotted in Chart 6.2.

The 58% completion rate (or 23 out of 40 students) in AC 131 included only three students (or eight percent) and five students (or 13%) earning quality passing grades of A and B in Fall 2007.

A bigger chunk of the pie either withdrew (20%), failed the course (20%), or got a D (18%).

Chart 6.2 - AC 131 Completion Rate with Grades - Fall 2007



**Table 6.1 - Course Completion Rate
FY 2008-2009**

COURSE	FALL 2007		SPRING 2007		FALL 2006		SPRING 2006	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
AC 131*	23	58%	30	58%	39	76%	43	81%
AC 220	5	28%	20	80%	12	86%	24	83%
AC 250	13	52%	19	79%	7	47%	9	64%
BU 101*	38	76%	57	73%	50	88%	47	85%
BU 250	22	79%	22	76%	22	85%	10	83%
BU 260	15	79%	24	83%	20	74%	18	72%
BU 270	14	93%	27	100%	18	95%	23	92%
BU 271	21	75%	22	76%	23	85%	18	75%
EC 220	9	47%	13	54%	29	100%	21	75%
EC 230	22	85%	20	87%	14	78%	14	93%
EN/BU 121	24	92%	28	78%	21	68%	39	85%
BU/MS 110	25	81%	27	79%	30	100%	24	77%
MS 150*	43	83%	38	81%	49	88%	44	80%
* Figures include students from other programs.								

Source: <http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html>

**Table 6.2 - Course Completion Rate with Grades
Fall 2007**

COURSE	A	B	C	D	F	I	W	TOTAL
AC 131	3	5	8	7	8	1	8	40
AC 220		1	1	3	9		4	18
AC 250	2	4	5	2	9		3	25
BU 101	9	15	7	7	6		6	50
BU 250	9	6	4	3	1		5	28
BU 260	6	4	5		1		3	19
BU 270	6	5	3				1	15
BU 271	1	3	7	10	6		1	28
BU/MS 110	6	9	8	2	4		2	31
EC 220	1		4	4	6		4	19
EC 230		4	10	8	4			26
EN/BU 121	8	6	7	3	1		1	26
MS 150	10	4	14	15	4		5	52

Source: <http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html>

6. Student Satisfaction Rate

No data is currently available from the IRPO web site regarding student satisfaction rate for this program.

7. Employment Data

No data is currently available from the IRPO web site regarding employment for those who have completed this program.

8. Transfer Rate

No data is currently available from the IRPO web site regarding transfer rate for those who have completed this program.

9. Program's Student Learning Outcomes

By the time the student completes the A.S. degree program in Business Administration, he/she will be able to:

1. Demonstrate basic knowledge of each of the functional areas of business – accounting, finance, marketing and management – by defining the emphasis of each of the areas in an organization and describing their interrelationship in an organization's attempt to achieve its objectives.
2. Demonstrate an understanding of basic accounting procedures by performing all the activities of the accounting cycle: analysis of source documents; journalizing and posting of transaction, adjusting, closing and reversing entries; and preparation of trial balances and simple financial statements.
3. Evaluate the financial performance of a non-complex business by making an accurate analysis and interpretation of the firm's financial statements.
4. Demonstrate competency in business mathematics by accurately performing common business computations, including but not limited to such computations as for interest, depreciation, discounts, markups, present and future values, risk and return and stock transactions – and related statistical computations.
5. Demonstrate a basic understanding of the legal environment of business, both in general and in the FSM, by explaining how laws and other legal issues affect business in the FSM and elsewhere.
6. Demonstrate a basic understanding of the economic environment of business by explaining the vital micro and macroeconomic variables that influence business decisions.
7. Apply various computer applications, including word processing, spreadsheet, database, presentation and other specialized applications to manipulate and analyze information and generate and present reports in the various functional areas of business.
8. Identify common ethical challenges that face business and determine realistic alternatives to deal with the challenges.

9. Demonstrate a basic understanding of globalization and its implication for business by explaining the opportunities and challenges created by globalization in all aspects of business operations.

Note: A shorter list of program goals had been developed, but not yet presented for approval. For purposes of measuring student learning outcomes from program courses, which is covered in the next section of this report, the proposed shorter list is used. Further discussions on this will be found in the Recommendations section of the report.

10. Student Learning Outcomes from Program Courses

A systematic way of measuring and monitoring how the program courses effectively meet the desired student learning outcomes is through the development and implementation of a well-designed assessment plan. Three worksheets have been developed and provided by the IRPO to assist in assessment design, delivery and reporting of results at the college.

These worksheets are:

- a. Worksheet Academic #1 - Mission and Outcomes Development
- b. Worksheet Academic #2 - Assessment Plan
- c. Worksheet Academic #3 - Assessment Report

To the extent possible (given the constraints in time and resources), these worksheets were used and presented in this report, beginning on the next page.

10.1 Worksheet Academic #1 - Mission and Outcomes Development

Mission and Outcomes Development Worksheet # 1

Academic Programs

Associate of Science in
Business Administration

Academic Program

Fall 2008 - Spring 2009

Assessment Period Covered

February 27, 2009

Date Submitted

Institutional Mission/Strategic Goal:

Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (which strategic goal(s) most support the services being provided):

Promote learning and teaching for knowledge, skills creativity, intellect and the abilities to seek and analyze information and to communicate effectively.

Division Mission Statement:

The Business Division of the College of Micronesia-FSM is committed to provide academic, career and technical educational opportunities in the fields of accounting, business, and computer information systems as gateways to the students' personal and professional growth, and for the economic development and self-reliance of the Federated States of Micronesia.

Academic Program Mission Statement:

Development of the private sector as key to promoting national economic self-sufficiency/self-reliance is one of the goals of the College of Micronesia-FSM. The A.S. in Business Administration Program offers courses designed to address this goal, by equipping those entering the business world with entry-level skills, upgrading skills for those already in businesses, and providing a stepping stone for those wanting to pursue a higher degree in the field.

Academic Program Outcomes: (as currently approved)

By the time the student completes the A.S. degree program in Business Administration, he/she will be able to:

1. Demonstrate basic knowledge of each of the functional areas of business – accounting, finance, marketing and management – by defining the emphasis of each of the areas in an organization and describing their interrelationship in an organization’s attempt to achieve its objectives.
2. Demonstrate an understanding of basic accounting procedures by performing all the activities of the accounting cycle: analysis of source documents; journalizing and posting of transaction, adjusting, closing and reversing entries; and preparation of trial balances and simple financial statements.
3. Evaluate the financial performance of a non-complex business by making an accurate analysis and interpretation of the firm’s financial statements.
4. Demonstrate competency in business mathematics by accurately performing common business computations, including but not limited to such computations as for interest, depreciation, discounts, markups, present and future values, risk and return and stock transactions – and related statistical computations.
5. Demonstrate a basic understanding of the legal environment of business, both in general and in the FSM, by explaining how laws and other legal issues affect business in the FSM and elsewhere.
6. Demonstrate a basic understanding of the economic environment of business by explaining the vital micro and macroeconomic variables that influence business decisions.
7. Apply various computer applications, including word processing, spreadsheet, database, presentation and other specialized applications to manipulate and analyze information and generate and present reports in the various functional areas of business.
8. Identify common ethical challenges that face business and determine realistic alternatives to deal with the challenges.
9. Demonstrate a basic understanding of globalization and its implication for business by explaining the opportunities and challenges created by globalization in all aspects of business operations.

Worksheet Academic #1 - Mission and Outcomes Development - *continued*

Program Review Improvement Outcome

One improvement outcome of this program review is the proposed shorter version of the Academic Program Outcomes, also known as Program Learning Outcomes (PLOs), as follows.

Upon completion of the degree program, the student will be able to:

1. Demonstrate basic knowledge and/or skills in the different functional areas of business – accounting, management, marketing, economics, and finance – by emphasizing their importance in an organization and describing their interrelationship in the organization’s attempt to achieve its objectives.
2. Demonstrate basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis.
3. Demonstrate basic knowledge and skill in intercultural writing and speaking appropriate for business.
4. Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives.

This proposal is consistent with the College of Micronesia-FSM Institutional Assessment Plan (IAP) Handbook which recommends 3-5 as the appropriate number of program learning outcomes.

10.2 Worksheet Academic #2 - Assessment Plan

Assessment Plan Worksheet # 2

Academic Programs

Associate of Science Degree in
Business Administration

Academic Program

Formative Assessment

Summative Assessment

Fall 2009 - Spring 2010

Assessment Period Covered

February 27, 2009

Date Submitted

Institutional Mission/Strategic Goal:

Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Strategic Goal (which strategic goal(s) most support the services being provided):

Promote learning and teaching for knowledge, skills creativity, intellect and the abilities to seek and analyze information and to communicate effectively.

Academic Program Mission Statement :

Development of the private sector as key to promoting national economic self-sufficiency/self-reliance is one of the goals of the College of Micronesia-FSM. The A.S. in Business Administration Program offers courses designed to address this goal, by equipping those entering the business world with entry-level skills, upgrading skills for those already in businesses, and providing a stepping stone for those wanting to pursue a higher degree in the field.

Academic Program Goals (General Statements about knowledge, skills, attitudes, and values expected in graduates).

1. To equip those entering the business world with basic knowledge and entry-level skills appropriate for future employment or entrepreneurial pursuits.
2. To upgrade skills for those already employed or engaged in business; and
3. To provide a firm foundation in terms of basic knowledge and skills as stepping stone for those wanting to pursue a higher degree in the field.

Worksheet Academic #2 - Assessment Plan (Continued)

Academic Program Outcomes:

Upon completion of the degree program, the student will be able to:

1. Demonstrate basic knowledge and/or skills in the different functional areas of business – accounting, management, marketing, economics, and finance – by emphasizing their importance in an organization and describing their interrelationship in the organization’s attempt to achieve its objectives.
2. Demonstrate basic knowledge and skill in business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis.
3. Demonstrate basic knowledge and skill in intercultural writing and speaking appropriate for business.
4. Demonstrate a basic understanding of the legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives.

Evaluation questions	Data sources	Sampling	Analysis
Do graduates of the program have workforce readiness skills?	Employer Satisfaction Survey data	Sample size as determined by the college Institutional Research and Planning Office (IRPO).	Tables, charts, and written narrative of findings
Do students with employment or business experience become more productive or perform better at work?	Employer Satisfaction Survey data	Sample size as determined by IRPO.	Tables, charts, and written narrative of findings
Were students who transferred to other IHEs able to function at the expected level?	Student feedback thru email, other means of communication; Updates from alumni office	All feedback received	Tables, charts, and written narrative of findings

Worksheet Academic #2 - Assessment Plan (Continued)

Timeline

Activity	Who is Responsible?	Date
Coordinate with IRPO in administering Employer Satisfaction Survey.	Business Division Chair, in coordination with IRPO	November, bi-yearly (even years) – Next survey will be in 2010
Coordinate with IRPO in administering Employer Satisfaction Survey.	Business Division Chair, in coordination with IRPO	November, bi-yearly (even years) – Next survey will be in 2010
Establish a system for documenting all available feedback, oral or written, from students who pursue higher degree in Business Administration and from other sources, including the Office of Admissions and Records (OAR), Alumni Office, and IRPO.	Division Chair, with support from CIS program faculty	System completion -June 30, 2009 Documentation of feedback - ASAP

Comments:

This assessment plan is in line with the thrust of the College of Micronesia-FSM to continuously develop a culture of evidence to support improvement at the course, program, and institutional levels.

The IRPO has the primary responsibility in gathering and publishing relevant data as raw material for a well-prepared assessment plan. As of this writing some data needed for program evaluation and assessment are not available from the IRPO website.

It is easy (convenient and tempting!) to lay the blame on someone else as reason for not coming up with a program review or an assessment report. Fortunately, this tedious (at times even frustrating) task of completing the worksheets provided an excellent opportunity to *force* the Business Division to see its role within a wider context (courses, programs, division, college, FSM community), examine and quantify its achievements (or lack thereof) as a measure of how effectively it is managing and implementing its programs and resources, and start rethinking what or where it wants to be in next 5-10 or 50 years.

It is hoped that this particular assessment plan and the related reports will be the beginning and not the end of efforts to address these needs and turn the Business Division into a more proactive contributor to the overall mission, vision and strategic goals of the college.

10.3 Worksheet Academic #3 - Assessment Report

Assessment Report Worksheet #3

Academic Programs

Associate of Science Degree in
Business Administration

Academic Program

Formative Assessment

Summative Assessment

Fall 2008 – Spring 2009

Assessment Period Covered

February 27, 2009

Date Submitted

Academic Evaluation Question (Use a different form for each evaluation question):

Do students possess the ability to demonstrate basic knowledge and skills in *accounting* at a level appropriate for future employment and/or engaging in small business? (PLO1-Accounting)

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

Ia. Means of Unit Assessment & Criteria for Success:

Means of Unit Assessment: Final Grades in Accounting I (AC 131)

Criteria for Success: Final Grades of C or higher for at least seventy percent (70%) of the class taking the course in AC 131.

Ib. Summary of Assessment Data Collected:

For Fall 2008, there was one (1) class in AC 131, with 26 students. Of these students, 19 (or 73%) obtained Final Grades of C or higher. This percentage meets the Criteria for Success mentioned above.

There is no data yet for Spring 2009 as the semester is currently ongoing.

Worksheet Academic #3 - Assessment Report (Continued)

Ic: Use of Results to Improve the Program:

AC 131 has been designed to equip students with basic knowledge and entry-level skills appropriate for future employment or entrepreneurial pursuits for *service and merchandising* types of business operations. It is also a foundation course, a prerequisite, for two other subsequent related courses, namely, Accounting II (AC 220) and Managerial Accounting (AC 250).

The use of final grades as means of unit assessment and criteria for success is premised on the assumption that grades reflect the level of learning acquired by the students in the course and, by extension, their preparedness for tasks that require recall and application of these learned knowledge and skills in the actual work environment. Students who do not meet these requirements are either given a final grade of D (which means they must retake the course to either graduate or move up to the next-level related accounting course), or an F for failing the course.

On the conceptual level, assessment results indicated that students had learned technical vocabulary, principles, and procedures in the field of accounting. On the practical side, approximately 10 % of the class achieved a high level of proficiency in solving accounting problems and processing accounting data, while a large majority had lagged behind. The speed and accuracy with which students dealt with accounting problems depended on their desire and readiness to cope with the given task, which in turn were influenced by their degree of understanding of appreciation of the course.

Much of the accounting work done by students both in class and at home were routine and mechanical in nature, with gradually added twists to challenge them to recall and apply theoretical principles. A longer exposure and drill in problem solving exercises, similar to what is being done in Math-related courses, will definitely improve the students' workforce readiness skills and ease their transition from classroom to workroom when they graduate from the program. (Incidentally, this instructor had observed that among those few students who achieved a high level of proficiency in both conceptual knowledge and practical skills in accounting were repeaters who got 'D' in their first attempt. This seems to show that students, especially those who are slow learners, can perform better when given adequate time to study and learn.)

One improvement that can be introduced is to make AC 131 a four-credit course, similar to Science or Math course with lab hours. Proposed changes are currently being prepared and will soon be forwarded to the Curriculum Committee for consideration and approval.

IX. Recommendations

Finding No. 1 - Long List of Learning Outcomes

The program has nine learning outcomes. Many of these outcomes can be combined together into a concise list, which conforms with the IAP handbook guideline.

Recommendation:

A shorter list of learning outcomes is proposed (see Worksheet #2 - Academic Program Outcomes above)

Finding No. 2 - Low Graduation Rate

The program's graduation rate is low relative to enrollment size.

Recommendation:

This low graduation rate should be reviewed at the division level to determine real and probable causes, and to explore possible solutions. The division should be more in control of its program learning *and* graduation outcomes.

Finding No. 3

Total enrollment at the national campus for Fall 2008 was 896, down by 2% compared to 915 in Fall 2007. On the program's enrollment in Fall 2008 was down by 15% for the same period.

Recommendation:

The division should more aggressively promote the A.S. Business Administration program in line with college's commitment to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Finding No. 4

Major courses such as Accounting 1 (which is also a foundation course) and Managerial Accounting (which introduces more complex concepts), should engage the student in a lot of problem solving activities in the classroom to effectively achieve desired learning outcomes, yet classes in these courses only meet approximately 3 hours per week. Longer class hours would definitely help students, especially the slow learners, to improve performance.

Recommendation:

Courses such as Accounting 1 and Managerial Accounting, among others, should be converted into 4-credit courses.

Finding No. 5

Some data that are crucial in doing the program evaluation and monitoring program and course-level assessments, such as employment and program satisfaction survey results, are not available at the IRPO web site.

Recommendation:

The division should coordinate more closely with the IRPO and other affected offices (like the OAR, for students requesting transcripts for employment or transfer purposes), to ensure timely collection and publication of relevant information useful for program monitoring, evaluation and planning purposes.

Finding No. 6

Faculty such as this instructor is required to prepare and submit reports and plans related to assessment at the course and program level. Developing plans and writing reports are only part of what instructional personnel have to deal with, but not as frequently as lesson preparation, checking papers and recording attendance and grades. After spending long hours (and recently, days!) preparing reports, and disrupting the instructor's routine schedule in the process, he/she submits the report and returns to his/her daily tasks of teaching. Over time details of what had been written is forgotten as he/she becomes oblivious to developments outside his/her main job at the college, which is to teach. Timely and helpful feedback from offices concerned would really be helpful.

Recommendation:

When reports such as this one is submitted, both the division and the faculty concerned ought to be apprised of what's right or wrong and what needs to be improved in the report, as well as what new and related developments have come up, so that they will be guided accordingly, hopefully on a continuing basis and not when a deadline for the next report is imminent.