



College of Micronesia-FSM
Business Administration Division

Program Review
A.S. Business Administration
October 31, 2011

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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. As a result of a program evaluation made in February 2009, the program was modified, reducing the Program Learning Outcomes (PLOs) from nine to five, and increasing the graduation requirements from 68 to 70 credits. The changes were implemented in Fall 2010.

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 41 credits of the major courses, for a total of 70 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 (4) 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 099
AC 220 (4) 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

COURSE	COURSE DESCRIPTION	PREREQUISITE(S)
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
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

COURSE	COURSE DESCRIPTION	PREREQUISITE(S)
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
BU/MS 110 (3) Business Math	Emphasizes performing common computations found in the various functional areas of business. Students use 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.	(or co-requisite) MS 100
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

COURSE	COURSE DESCRIPTION	PREREQUISITE(S)
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
<i>Source: COM-FSM General Catalog 2011-2013</i>		

VI. Program Courses and Enrollment

A total of 475 students enrolled in the 13 major courses offered in Fall 2010. The number dropped to 451 in Spring 2011 although 14 major courses were offered. The percentage of sum of enrollment vis-a-vis the maximum sum of enrollment also showed a decrease of 84.1% for Spring 2011 from Fall 2010's 91.0%. (See Tables 1 and 2.)

Table 1 PROGRAM COURSES AND ENROLLMENT 2010.3 Fall Semester					
SUBJECT	COURSE NO.	COUNT OF SECTION	SUM OF ENROLLMENT MAXIMUM	SUM OF ENROLLMENT	PERCENT
AC	131	2	51	50	98.0%
AC	220	1	25	20	80.0%
AC	250	1	27	27	100.0%
BU	101	3	79	78	98.7%
BU	250	1	25	13	52.0%
BU	260	2	50	30	60.0%
BU	270	2	26	26	100.0%
BU	271	1	25	25	100.0%
BU/MS	110	1	25	25	100.0%
EC	220	1	29	29	100.0%
EC	230	1	25	19	76.0%
EN	121	2	51	50	98.0%
MS	150	3	84	83	98.8%
TOTALS			522	475	91.0%
<i>Source: IRPO 2010_3 Fall data files CURRENT.XLSL</i>					

Table 2 PROGRAM COURSES AND ENROLLMENT 2011.1 Spring Semester					
SUBJECT	COURSE NO.	COUNT OF SECTION	SUM OF ENROLLMENT MAXIMUM	SUM OF ENROLLMENT	PERCENT
AC	131	3	70	62	88.6%
AC	220	1	25	24	96.0%
AC	250	1	25	18	72.0%
BU	101	2	55	48	87.3%
BU	250	1	25	24	96.0%
BU	260	1	25	20	80.0%
BU	270	1	25	21	84.0%
BU	271	1	26	25	96.2%
BU	310	1	25	7	28.0%
BU/MS	110	2	50	30	60.0%
EC	220	1	30	30	100.0%
EC	230	1	26	25	96.2%
EN	121	2	44	42	95.5%
MS	150	3	85	75	88.2%
TOTALS			536	451	84.1%
<i>Source: IRPO 2011_1 Spring data files CURRENT.XSLS</i>					

Some of the courses cater to other programs as well, so the figures for them do not necessarily reflect enrollment performance for the A.S. Business Administration degree alone. A case in point is AC 131 which is taken by Business as well as CIS and HTM majors. MS 150 is also a required course for other programs.

In Spring 2011 (see Table 2 above), one section of the AC 131 was offered at Pohnpei Campus, and one section of the BU/MS 110 at Chuuk Campus. As of this writing, it was not ascertained under which program(s) these courses were offered at said state campuses.

VII. Program Faculty

Five (5) full-time instructors from the Business Division and two (2) part-time instructors from the National Campus and Pohnpei Campus teach the major program courses as of Spring 2011. The Business Division is chaired by Mr. Joseph Felix, Jr.

Division Chair as of Spring 2011:



Joseph Felix, Jr.

Full-time Professor; *B.A.* (Park College, Missouri); *M.S.* (National University, San Diego).

Email: felixjr@comfsm.fm

Full-time Program Instructors as of Spring 2011:



Rafael Pulmano, CPA

Full-time Associate 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:

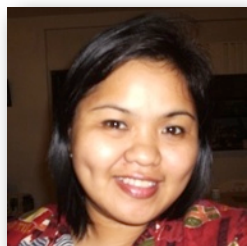
<http://comfsm.fm/~pulmano/> Email: pulmano@comfsm.fm



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://](http://comfsm.fm/~mmmangonon/)

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



Aleili Dumo

Full-time Instructor; *Bachelor in Business Administration* and *Master in Business Administration* (Philippine Christian University, Philippines)

Email: adumo@comfsm.fm

Part-time instructors as of Spring 2011:



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



Doman Daoas

Accountant - National Campus Business Office; *B.A.* and *Master in Business Administration* (Mountain Province State Polytechnic College, Philippines).

Some program courses, such as Introduction to Statistics (MS 150) and Business Communications (EN/BU 121) are taught by faculty from other divisions.

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 following health indicators data were considered for evaluation:

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

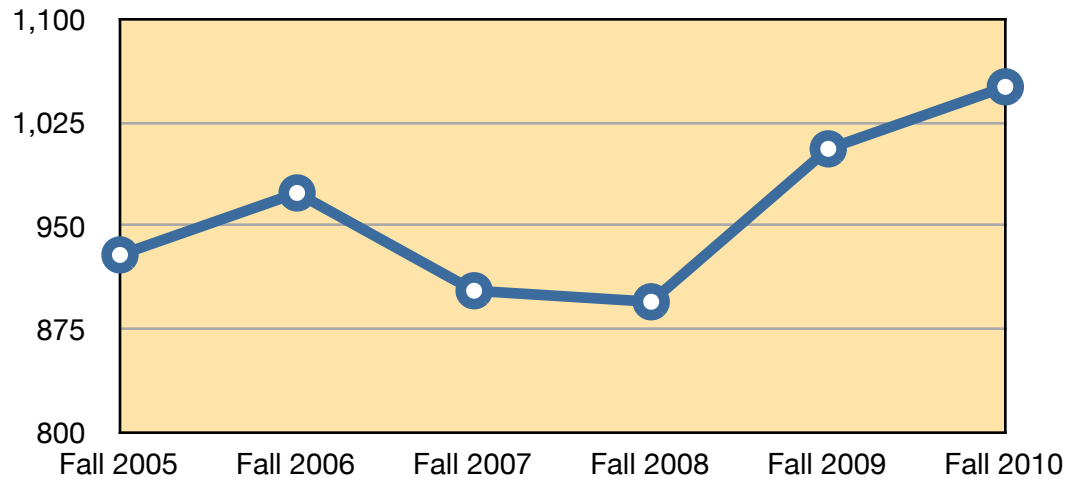
1. Program Enrollment

The Fall enrollment data from 2005 to 2010 showed an average increase of 24 students or 2.54% average growth rate over a five-year period. Fall 2007 showed substantial decrease in enrollment compared with the previous year, followed by further (but very minimal) decline in 2008. The next couple of years showed increasing trends, with 2009 showing the highest number of increase, 111, and 2010 registering the highest number of students enrolled, which was 1,051. (See Table 3 and Chart 1).

TERM	Number	Change	% Change
Fall 2005	929	-	-
Fall 2006	974	45	4.84%
Fall 2007	903	(71)	(7.29%)
Fall 2008	895	(8)	(0.89%)
Fall 2009	1,006	111	12.40%
Fall 2010	1,051	45	4.47%
Average	960	24	2.54%

Source: IRPO 2005-2010 Enrollment trend_data.xlsx

Chart 1
COM-FSM PROGRAM ENROLLMENT TREND
Fall 2005 to 2010



Compared with other degree and certificate programs offered at the National Campus, A.S. Business Administration ranked second highest in enrollment during both Fall 2010 and Spring 2011, representing roughly 14% of the total enrollment.

In Fall 2010, the program had 142 enrollees, which ranked next to Liberal Arts that had a total of 191. In Spring 2011, there were 140 students enrolled in the program, again ranking next to Liberal Arts which had 181 enrollees. (See Tables 4 and 5)

These same sets of data are graphically depicted in the charts that follow, showing Liberal Arts program as having 18% slice of the pie for both Fall 2010 and Spring 2011, thereby leading all programs in terms of enrollment, followed by A.S. in Business Administration garnering 14% (rounded) during the same period. Computer Information Systems, another program under the Business Division, also consistently placed third in the enrollment ranking, trailing Business Administration by only a few students. (See Charts 2 and 3).

Both tables and charts referred to clearly indicate that, on the basis of enrollment alone (not to mention its contribution to related revenues in the form of tuition), there is compelling reason for COM-FSM to continue to offer the program and make it part of the College's priority in its allocation of resources during the budgeting process.

Table 4 ENROLLMENT BY PROGRAM 2010.3 Fall Semester			
Major Description	Degree	Number	Percent
Liberal Arts	AA	191	18.2%
Business Administration	AS	142	13.5%
Computer Information Systems	AS	141	13.4%
Micronesian Studies	AA	124	11.8%
Teacher Preparation	AA	115	10.9%
Health Career Opportunities Program	AA	88	8.4%
Teacher Preparation - Elementary	TYC	73	6.9%
Marine Science	AS	49	4.7%
Elementary Education	BA	36	3.4%
Agriculture	AS	18	1.7%
Trial Counselor	CA	16	1.5%
Public Health	TYC	12	1.1%
Public Health	AS	10	1.0%
Accounting	TYC	10	1.0%
Hospitality Management	AS	9	0.9%
General Business	TYC	8	0.8%
Early Childhood Education	AS	3	0.3%
Public Health	CA	2	0.2%
Liberal Arts / Media Studies	AA	1	0.1%
Public Health	AA	1	0.1%
Unclassified	UC	2	0.2%
Total		1,051	100.0%

Source: IRPO 2010_3 Fall data files CURRENT.XSLS

Chart 2

2010.3 FALL ENROLLMENT BY PROGRAM

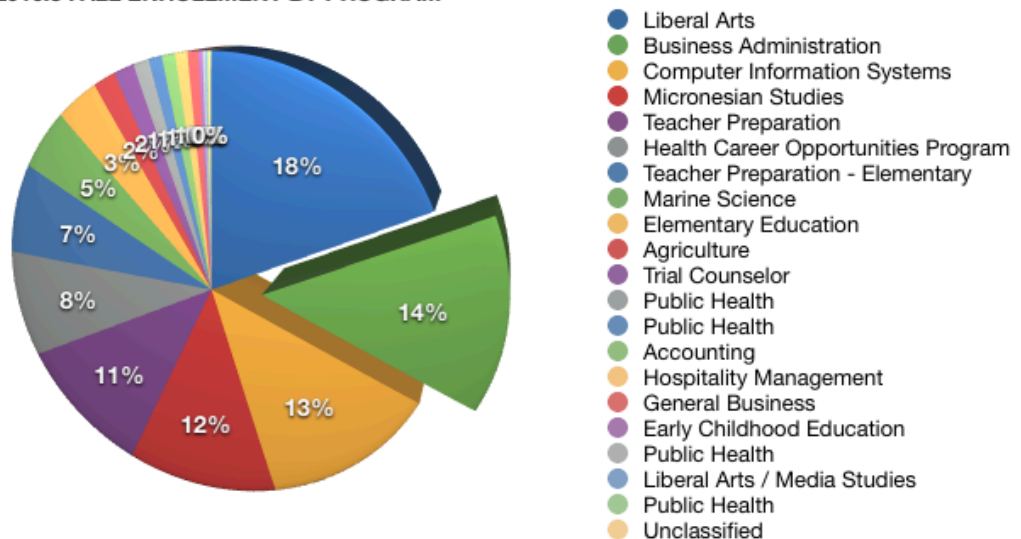
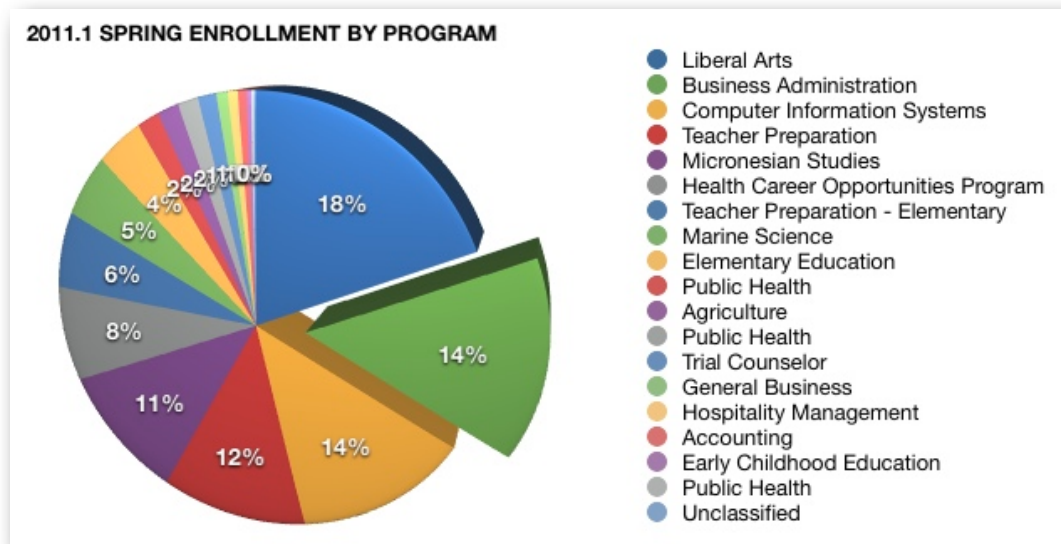


Table 5 ENROLLMENT BY PROGRAM 2011.1 Spring Semester			
Major Description	Degree	Number	Percent
Liberal Arts	AA	181	18.4%
Business Administration	AS	140	14.2%
Computer Information Systems	AS	134	13.6%
Teacher Preparation	AA	115	11.7%
Micronesian Studies	AA	106	10.8%
Health Career Opportunities Program	AA	75	7.6%
Teacher Preparation - Elementary	TYC	59	6.0%
Marine Science	AS	48	4.9%
Elementary Education	BA	38	3.9%
Public Health	TYC	17	1.7%
Agriculture	AS	16	1.6%
Public Health	AS	15	1.5%
Trial Counselor	CA	13	1.3%
General Business	TYC	8	0.8%
Hospitality Management	AS	7	0.7%
Accounting	TYC	6	0.6%
Early Childhood Education	AS	3	0.3%
Public Health	CA	2	0.2%
Unclassified	UC	1	0.1%
Total		984	100%

Source: IRPO 2011_1 Spring data files CURRENT.XSLS

Chart 3



2. Graduation Rate

The A.S. Business Administration program had 11 graduates in Fall 2010, representing 7.7% of all graduates for that period. It ranked third, with A.S. Teacher Education - Elementary leading the list with 23 graduates, followed by A.A. Liberal Arts. (See Table 6)

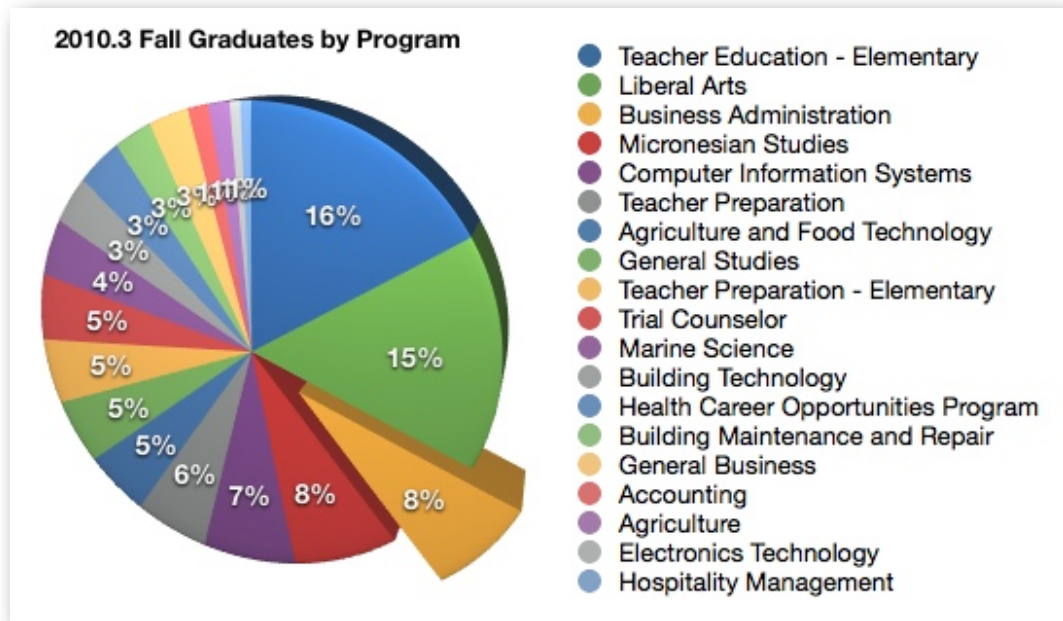
In Spring 2011, A.A. Liberal Arts had 26 graduates, again ranking ahead of all other programs. A.S. Business Administration was second, with 16 graduates, equal to 14.8% of the total graduates for the term. (See Table 6)

The charts below show the same information from the tables mentioned in graphic fashion. (See Charts 4 and 5)

Table 6 GRADUATES BY PROGRAM 2010.Fall Semester			
Major Description	Degree	Graduates	Percent
Teacher Education - Elementary	AS	23	16.1%
Liberal Arts	AA	22	15.4%
Business Administration	AS	11	7.7%
Micronesia Studies	AA	11	7.7%
Computer Information Systems	AS	10	7.0%
Teacher Preparation	AA	8	5.6%
Agriculture and Food Technology	CA	7	4.9%
General Studies	CA	7	4.9%
Teacher Preparation - Elementary	TYC	7	4.9%
Trial Counselor	CA	7	4.9%
Marine Science	AS	6	4.2%
Building Technology	AAS	5	3.5%
Health Career Opportunities Program	AA	5	3.5%
Building Maintenance and Repair	CA	4	2.8%
General Business	TYC	4	2.8%
Accounting	TYC	2	1.4%
Agriculture	AS	2	1.4%
Electronics Technology	AAS	1	0.7%
Hospitality Management	AS	1	0.7%
Total		143	100.0%

Source: IRPO 2010_3 Fall data files CURRENT.XSLS

Chart 4

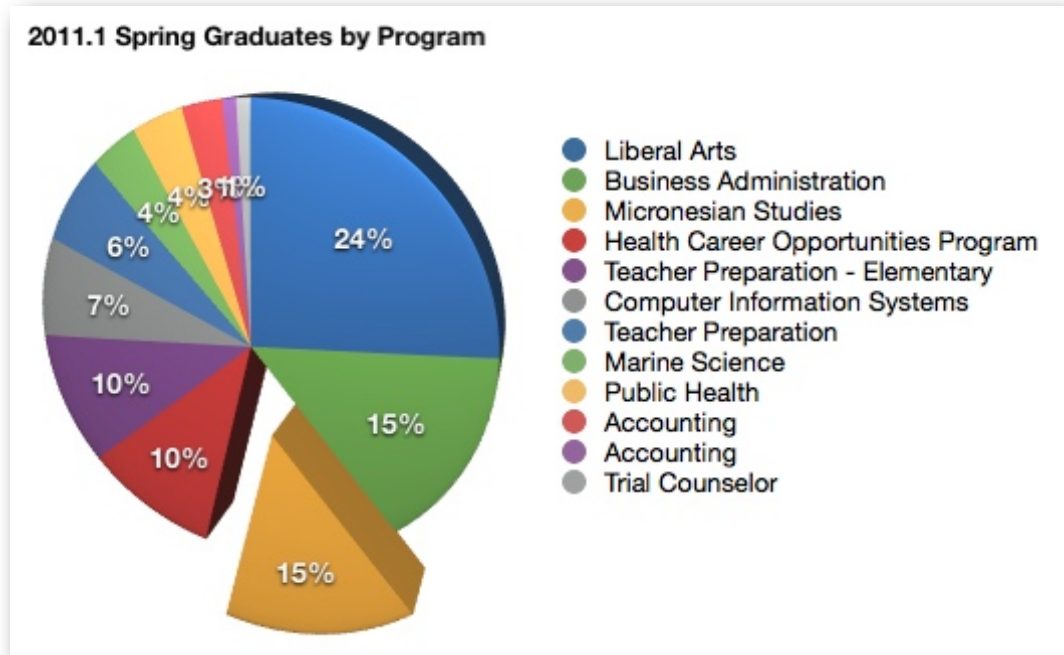


**Table 7
GRADUATES BY PROGRAM
2011.1 Spring Semester**

Major Description	Degree	Graduates	Percent
Liberal Arts	AA	26	24.1%
Business Administration	AS	16	14.8%
Micronesia Studies	AA	16	14.8%
Health Career Opportunities Program	AA	11	10.2%
Teacher Preparation - Elementary	TYC	11	10.2%
Computer Information Systems	AS	8	7.4%
Teacher Preparation	AA	7	6.5%
Marine Science	AS	4	3.7%
Public Health	TYC	4	3.7%
Accounting	TYC	3	2.8%
Accounting	AS	1	0.9%
Trial Counselor	CA	1	0.9%
Total		108	100.0%

Source: IRPO 2011_1 Spring data files CURRENT.XSLS

Chart 5



Using the graduation rate data in Fall 2010 and Spring 2011 as criteria, the A.S. Business Administration was one of the top three performers among degree and certificate of achievement programs, and should therefore merit favorable consideration when the College decides which programs ought to be prioritized and which ones need to be cut.

3. Average class size (students per section)

For the program courses, the average class size in both Fall 2010 and Spring 2011 was 22 students. There were 21 sections in Fall, and 20 in Spring. Classes in Microeconomics (EC 220) during both semesters showed the highest class size, i.e., 29 in Fall and 30 in Spring. (See Tables 8 and 9.)

Table 8 AVERAGE CLASS SIZE 2010.3 Fall Semester				
SUBJECT	COURSE NO.	SUM OF ENROLLMENT	COUNT OF SECTION	STUDENTS PER SECTION
AC	131	50	2	25.0
AC	220	20	1	20.0
AC	250	27	1	27.0
BU	101	78	3	26.0
BU	250	13	1	13.0
BU	260	30	2	15.0
BU	270	26	2	13.0

BU	271	25	1	25.0
BU/MS	110	25	1	25.0
EC	220	29	1	29.0
EC	230	19	1	19.0
EN	121	50	2	25.0
MS	150	83	3	27.7
TOTALS		475	21	22.3
<i>Source: IRPO 2010_3 Fall data files CURRENT.XSLS</i>				

Table 9 AVERAGE CLASS SIZE 2011.1 Spring Semester				
SUBJECT	COURSE NO.	SUM OF ENROLLMENT	COUNT OF SECTION	STUDENTS PER SECTION
AC	131	62	3	20.7
AC	220	24	1	24.0
AC	250	18	1	18.0
BU	101	48	2	24.0
BU	250	24	1	24.0
BU	260	20	1	20.0
BU	270	21	1	21.0
BU	271	25	1	25.0
BU/MS	110	30	2	15.0
EC	220	30	1	30.0
EC	230	25	1	25.0
EN	121	42	2	21.0
MS	150	75	3	25.0
TOTALS		444	20	22.2
<i>Source: IRPO 2011_1 Spring data files CURRENT.XSLS</i>				

4. Student seat cost

The average seat cost per student in FY 2011 is \$154.08. The calculations to arrive at this figure were based on the total Business Division budget for the period, \$238,312. This amount was then allocated among the four different programs offered by the division. The average number of program credits for one year was used as basis for prorating the amount. Finally, the 'program budget' was divided by the number of students enrolled in the program during the year, resulting in the average student seat cost. This allocation process and its results are shown in the following table. (See Table 10.)

Table 10 AVERAGE STUDENT SEAT COST 2010.3 Fall Semester, 2011.1 Spring Semester, and 2011.2 Summer					
BUSINESS DIVISION PROGRAMS	MAJOR CREDITS PER YEAR	RATIO	PROGRAM BUDGET FOR FY 2011	NUMBER OF STUDENTS ENROLLED	AVERAGE STUDENT SEAT COST
TYC Accounting	21	25.3%	\$60,295.81	19	\$3,173.46
TYC General Business	21	25.3%	\$60,295.81	21	\$2,871.23
AS Business Administration	20.5	24.7%	\$58,860.19	382	\$154.08
AS Computer Information System	20.5	24.7%	\$58,860.19	385	\$152.88
Total	83	100.0%	\$238,312.00	807	\$295.31

Sources: COM-FSM Catalog, IRPO Enrollment Data and FY2011 Performance Budget

5. Course Completion Rate

The Institutional Research and Planning Office (IRPO) website provides two completion rates, one for those passing a course with grades of ABC, and another passing with grades of ABCD. As expected, those passing with grades of ABCD showed higher completion percentage than those with ABC.

For courses in the A.S. Business Administration program, the average completion rates in Fall 2010 were 74% for ABCP and 84% for ABCDP. These rates were higher than the completion rates at all levels in the College, which were 68% and 78% respectively. They were also higher by one percentage point compared with the College Level completion rates of 73% and 83%. (See Table 11.)

In Spring 2011, the average completion rates for the program were 73% (ABCP) and 81% (ABCDP). These were generally higher when compared to rates in the state campuses, and even at the National Campus which had average completion rates of 69% and 79% respectively. (See Tables 11 and 12.)

Table 11 Course Completion Rates 2010.3 Fall Semester						
Subject	Course	Total	ABCP	ABCDP	%ABCP	%ABCDP
AC	131	56	24	36	42.9%	64.3%
AC	220	21	10	17	47.6%	81.0%
AC	250	27	18	23	66.7%	85.2%
BU	100	7	6	6	85.7%	85.7%
BU	101	128	81	91	63.3%	71.1%
BU	250	13	11	12	84.6%	92.3%

Table 11 Course Completion Rates 2010.3 Fall Semester						
Subject	Course	Total	ABCP	ABCDP	%ABCP	%ABCDP
BU	260	30	28	28	93.3%	93.3%
BU	270	26	19	19	73.1%	73.1%
BU	271	25	22	22	88.0%	88.0%
BU/MS	110	24	23	24	95.8%	100.0%
EC	220	29	16	24	55.2%	82.8%
EC	230	19	16	17	84.2%	89.5%
EN	121	50	42	44	84.0%	88.0%
MS	150	83	61	68	73.5%	81.9%
Average		38	27	31	74.1%	84.0%
Levels		Total	ABCP	ABCDP	%ABCP	%ABCDP
All		10,282	6,983	8,039	67.90%	78.20%
College Level		6,993	5,117	5,822	73.20%	83.30%
Developmental		3,289	1,866	2,217	56.70%	67.40%

Table 12 Course Completion Rates 2011.1 Spring Semester						
Subject	Course	Total	ABCP	ABCDP	%ABCP	%ABCDP
AC	131	50	28	33	56.0%	66.0%
AC	220	25	15	24	60.0%	96.0%
AC	250	19	11	13	57.9%	68.4%
BU	101	54	34	37	63.0%	68.5%
BU	250	25	24	24	96.0%	96.0%
BU	260	25	19	20	76.0%	80.0%
BU	270	25	20	20	80.0%	80.0%
BU	271	26	24	25	92.3%	96.2%
BU/MS	110	25	20	21	80.0%	84.0%
EC	220	30	22	26	73.3%	86.7%
EC	230	26	20	20	76.9%	76.9%
EN	121	44	28	32	63.6%	72.7%
Average		31	22	25	72.9%	81.0%
Campus		Total	ABCP	ABCDP	%ABCP	%ABCDP
Chuuk		1,632	1,070	1,255	65.60%	76.90%
Kosrae		718	471	574	65.60%	79.90%
National		3873	2654	3051	68.50%	78.80%
Pohnpei		2147	1486	1641	69.20%	76.40%
Yap		718	519	562	72.30%	78.30%
Total		9088	6200	7083	68.20%	77.90%

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 demonstrate basic knowledge and/or skills in:

1. 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. The use of cost and managerial accounting concepts and techniques as management tools for planning, controlling, evaluating performance and making decisions.
3. Business mathematics and elementary statistics by accurately performing common business computations, statistical data presentation and analysis.
4. Intercultural writing and speaking appropriate for business.
5. The legal environment and ethical challenges confronting business in general and in the FSM, from both local and global perspectives.

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

Worksheet #3 for the A.S. Business Administration for the period Fall 2010 - Spring 2011 is presented herein as Appendix A.

IX. Recommendations

Finding No. 1 - Program Priority in FY2013 Budget

A.S. Business Administration was among the top three programs that contribute revenues to the College in tuition and other fees through high enrollment. It also ranked high in terms of producing graduates for the institution. But in the FY 2011, Business Division (which offers four programs) ranked 4th among the instructional divisions at the National Campus, having a \$238,312 budget, of which a mere \$58,860 or about one-fourth being allocated to the A.S. Business Administration program. The division budget itself was only 43% of that of Math Science Division, 53% of Language and Literature Division, and 67% of Education Division.

Recommendation:

In its prioritization of the Academic Program in the budget development of 2013, the College should give due recognition to the program's contribution as well as its role in the institution's mission and commitment to assisting in the economic development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning. The College should allocate more resources to the Business Division to support its efforts of continuing to recruit more students and improve delivery of instruction and related services through investment in the latest technology and equipment, assigning more class rooms, and hiring of additional personnel.

Finding No. 2 - Additional Rooms

In scheduling of classes to be offered every semester, it was noted that room availability always came up as a limiting factor.

Recommendation:

While shortage of rooms may also be a problem affecting other programs, the College should by this time have a clear priority and consider assigning more rooms to A.S. Business Administration.

Finding No. 3 - Accounting Classroom

The program offers three courses in Accounting, namely AC 131, AC 220, and AC 250. While there is one room (B-103) which traditionally served as the Accounting Room, other Accounting classes are also held in different venues depending on room availability. In addition to the prescribed textbook, students have to carry an additional workbook for problem-solving activities. Not only are these two books heavy and bulky, some students sometimes forget to bring them; a few others forget or leave them in class, with some even losing them.

Recommendation:

There should be room(s) specifically devoted to Accounting courses, equipped with tables and chairs (not desks) to permit greater collaboration and mobility among students during class work and problem-solving activities. Tables should be able to accommodate 4-6 students, and designed to have open shelves or compartments underneath as receptacle for students' bags and other things. Accounting rooms should be air-conditioned, with MagicBoard and speakers installed. Windows should have thick curtains or tinted glass jalousies for better viewing of instructional videos. There should be internet connection with sufficient bandwidth allocation within the room so that students could have ready access to online assignments and valuable learning resources. A locker should be provided so that students' workbooks and other school-related items could be kept or left for safekeeping, for later retrieval and use every time the class meets.

Finding No. 4 - Technology Integration

The trend nowadays is to download eBooks which is about 50% cheaper than printed books, with options to buy only selected chapters and therefore, lower cost for both students and instructors. Also, instructor resources are increasingly made available online making DVD resources obsolete. Courses can now be designed to

include classes taking online quizzes and completing course assignments by logging in to the Publisher's web site.

Recommendation:

Even with the ongoing initiative for the College to offer distance education, face-to-face instruction in a classroom environment remains a most effective and conducive strategy for student learning. For certain courses the latter is the better, if not the best, alternative. What the College needs to do is integrate technology, which is a main component of distance learning, to the traditional classroom setup by providing (or requiring) students with laptops and support facilities and services (printers, scanners, internet connection, credit card charging facility for ebook downloads and other online orders etc.). Likewise, program instructors must be provided with the latest technological tools and trainings to be in tune with current practices and advances in the academia worldwide. So in the FY 2013 budget allocation (or in the FY 2012 budget if it is to be revisited), it is recommended that program faculty be given additional funds for the acquisition of iPad tablets and accessories, plus online purchases of needed applications and eBooks for instructional use.

Finding No. 5 - Program Coordinator

Other divisions have program coordinators. The Business Division, which offers four programs, needs the same for the division to more effectively monitor its program performance and turn out timely program-related reports, including program-level assessments and reviews. The coordinator can also assist in the program's recruitment efforts and take active role in the advisory council.

Recommendation:

There should be a program coordinator for the A.S. Business Administration.

Finding No. 6 - Tutorial Support Services

Students having difficulties with some of the program courses, especially Accounting, were requesting for tutoring services. This is particularly needed in Managerial Accounting (AC 250) which many students find most challenging. Accounting 1 (AC 131) students could also benefit from these services. In one instance, this instructor sent a really struggling freshman to the A+ Center to seek help (the SSSP was no longer in existence at the time). The student later reported that she found no one to talk to in the said office. The next time she went, only a work study was there. The third time, finally there was a staff, who told the

student that she will be notified when a tutor is available. The poor student didn't receive any notice nor tutorial service, and before the deadline for withdrawals the instructor advised to student to withdraw from the course. There simply was no way for the student to make it. Part of the problem was that she wasn't ready for the college-level program. The other part, of course, was that she didn't get the support she needed. While this writer would be quick to point out that this could be an isolated case, still it is clear that there is a need for tutoring service that hadn't been adequately addressed.

Recommendation:

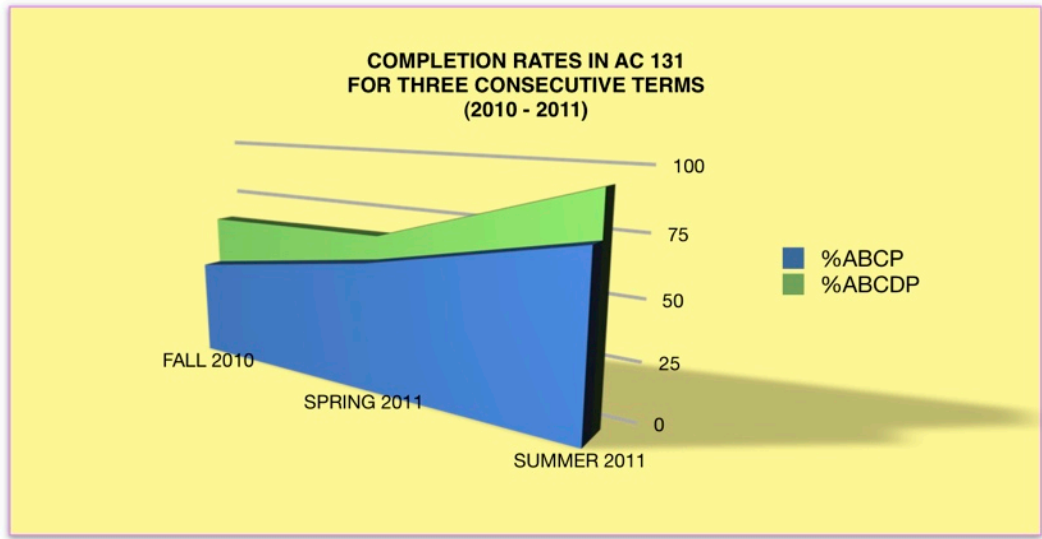
The College should make sure qualified tutors are available to assist students of the program, particularly those taking up Accounting and Finance courses. One alternative is for the Business Division to have its own or in-house tutor. Also, the College should be more strict and discriminating in admitting students into the degree program.

Finding No. 7 - The Summer Experience

This instructor tracked the daily and weekly performance of its Accounting 1 class during the Summer of 2011. Dramatic results were noted when compared with those in Fall 2010 and Spring 201, in terms of attendance and completion rates, among others.

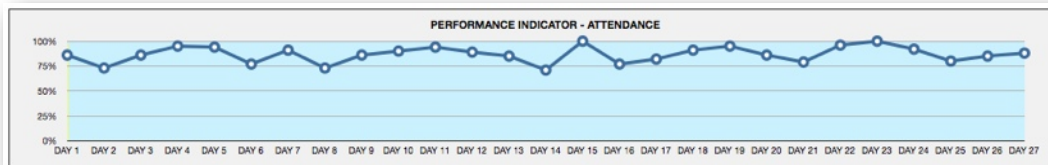
In Accounting courses, the degree of correlation between attendance and academic performance is quite high. Although no attempt had been made to establish the actual degree of correlation, it had been consistently observed in past semesters that those who frequently missed classes were usually those who also miserably lagged behind in home works, class works and exams. While the opposite may not always be true (perfect attendance = outstanding academic performance), the relationship is indeed significant and is being used here to illustrate the point.

Completion. Tables 11 and 12 (shown earlier) indicated that completion rates for Fall 2010 were 42.9% for students with passing grades of ABC, and 64.3% for those with passing grades of ABCD. In Spring 2011 the rates were 56.0% and 66.0%. In Summer 2011, the completion rates were significantly higher at 75.0% and 93.8% respectively. (See chart below)

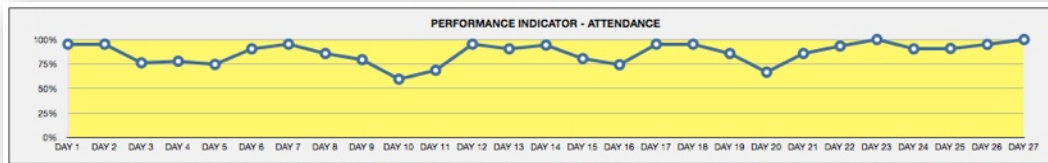


Attendance. Shown below are three charts showing attendance in one section of Accounting class for three consecutive terms. It is quite evident from these charts that attendance during Summer of 2011 (colored pink) was consistently high as opposed to Fall and Spring whose trend lines looked like trips on a roller-coaster.

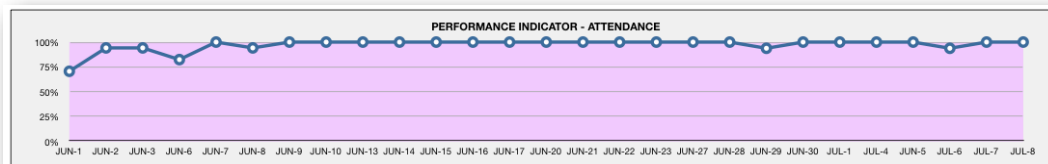
Fall 2010 Attendance (Partial Data)



Spring 2011 Attendance (Partial Data)



Summer 2011 Attendance (Weeks 1 to 6)



One plausible and compelling explanation was the scheduling of classes. During Summer the class met daily for three hours, while in Fall and Spring the class met every other day, specifically M-W-F, for two hours. It was apparent that classes held daily for three hours (for, in this case, a 4-credit course) benefitted tremendously from the uninterrupted flow of concepts and principles from one day to the next, and the flexibility allowed by longer hours for students to engage in class work activities (mostly problem solving), applying the concepts learned and getting immediate feedback on the same or the following day. The longer time periods also allowed for fast learners and slow ones to complete course work at their pace, with early finishers being given extra work for a chance to earn extra credits, while those who finish late had sufficient time to catch up. Also with daily meetings, the instructors felt that home assignments could be reduced and more activities could be accomplished in class with the instructor present to give direction and assistance. Another observation: Students focused their attention and efforts only on one or two classes during Summer, unlike during regular semesters when they had to worry about four or five different classes.

As a final note, other instructors who taught during Summer 2011 shared with this instructor similar experiences and reported positive results.

Recommendation:

The College should consider scheduling certain classes (such as Accounting) daily similar to that of Summer for improved performance and higher completion rates. One way to implement this change is by shifting to the modular approach, where students can enroll in a number of subjects for a given semester, but will have to take and finish one course first, then move on to the next, and so forth, until all courses are completed within a semestral period. Since classes will be meeting daily, one goal is to complete each course within a few weeks, depending on how many hours the class meets daily.

Finding No. 8 - Additional Pre-requisite for AC 220

In her Fall 2010 Course-Level Assessment Report, Prof. Marian Medalla recognized the need for students to have more skills in solving classic business math problems and a higher degree of analytical skills.

Recommendation:

Make BU/MS 110 (Business Math) a prerequisite of this course. More importantly, include basic logic and abstract reasoning as part of COMET so that only students with good analytical skills can be admitted in the AS Business Administration program.

Finding No. 9 - Seat Cost Computation

The College has not adopted an official or uniform formula for computing average student seat cost. The formula used in this review was the same as that used in 2009, also prepared by this instructor for this program. A recent discussion with a colleague in the Business Division highlighted the flaw in the formula used. It was pointed out that in the allocation of the division budget among programs, the number of sections and *not* the number of credits should be used as basis. This argument has merit because programs offering more sections for a given course would naturally consume more budget resource. Unfortunately, current available data do not distinguish which sections (or students within that section) belong to a particular program. For example, Introduction to Business (BU 101) had three sections with 78 students enrolled in Fall 2010, and two sections with 48 students enrolled in Spring 2011. From the IRPO data, it wasn't clear how many sections or how many students from a given section pertain to the A.S. Business Administration program. If this information is available, the division could come up with a more realistic program budget share and average seat cost figure.

Recommendation:

Enrollment Data should reflect not only enrollment by courses but by program as well. Also, see Finding No. 10 and related recommendation below.

Finding No. 10 - College Data

The IRPO web site is a rich source of readily accessible data about the College. Unfortunately, some data needed for program assessment and review are still not available. And for this particular review, some inconsistencies in the presentation of data slowed down the work on this program review. On a positive note, the IRPO director was quick to respond to this writer's request for additional information via email.

Recommendation:

All data needed for assessment and review should be posted in the IRPO web site in a timely manner. Data presentation should follow uniform and consistent formatting to avoid confusion and eliminate the need for extended analysis. Data relevant or targeted to specific user groups should be arranged in consecutive sheets for easy search and navigation.

Appendix A

Assessment Report Worksheet #3

Academic Programs

Associate of Science Degree in
Business Administration

Academic Program

Fall 2010 – Spring 2011

Assessment Period Covered

August 8, 2011

Date Submitted

() **Formative Assessment**

(X) **Summative Assessment**

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

Do students have basic knowledge of the major functional areas of business?

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

Ia. Means of Unit Assessment & Criteria for Success:

EVALUATION QUESTION (From WS #2): Has there been at least a 5% increase in enrolment in the A.S. in Business Administration in Fall 2011 enrolment, using Fall 2009 actual enrolment data as benchmark?

DATA SOURCES: Fall 2010 and Spring 2011 enrollment data from the IRPO

Ia. Summary of Assessment Data Collected:

TERM	ENROLLMENT	INCREASE (DECREASE)	PERCENTAGE CHANGE
FALL 2009 (Benchmark)	178	N/A	N/A
FALL 2010	194	16	9%
SPRING 2011	188	10	6%
AVERAGE	191	13	7%

Based on the above data, the program has met and even exceeded its criteria for success for both Fall 2010 (9% increase) and Spring 2011 (6% increase). The minimum target, using Fall 2009 data as benchmark, was a 5% increase in enrollment for the program.

Ia: Use of Results to Improve the Program:

Investigate the lower enrollment in Spring 2011 in relation to Fall 2010. Will similar data during past 5 years yield the same trend (i.e., higher enrollment in Fall vs. Spring)? Is it possible to increase enrollment further to at least 10%

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

Ib. Means of Unit Assessment & Criteria for Success:

EVALUATION QUESTION (From WS #2): Has there been at least a 10% improvement in student completion rate in all 100-level Business courses in FY2011 compared to FY2009 actual completion data?

DATA SOURCES: Fall 2010 and Spring 2011 completion by course data from the IRPO

Ib. Summary of Assessment Data Collected:

TERM	COMPLETION RATE (ABCP)	COMPLETION RATE (ABCDP)	INCREASE (DECREASE)	PERCENTAGE CHANGE
FALL 2009 (Benchmark)	Data not available	N/A	N/A	N/A
AC 131				
BU 101				
BU/MS 110				
BU/EN 121				
MS 150				
AVERAGE				
FALL 2010				
AC 131	42.90%	64.30%		
BU 101	63.30%	71.10%		
BU/MS 110	95.80%	100.00%		
BU/EN 121	84.00%	88.00%		
MS 150	73.50%	81.90%		
AVERAGE	71.90%	81.06%		
SPRING 2011				
AC 131	56.00%	66.00%		
BU 101	63.00%	68.50%		
BU/MS 110	80.00%	84.00%		
BU/EN 121	63.60%	72.70%		
MS 150	75.30%	81.20%		
AVERAGE	67.58%	74.48%		

Note: IRPO website contains data for enrollment from 2004-2009. However, data for completion rate was only from 2004-2008. It is not possible to calculate the change in completion rates in the absence of benchmark figures.

Ib: Use of Results to Improve the Program:

Request missing data (for Fall 2009) from IRPO to complete the information and come up with meaningful analysis to help improve the program.

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

Ic. Means of Unit Assessment & Criteria for Success:

EVALUATION QUESTION (From WS #2): Has the Business Advisory Council been revived, with at least five (5) major business establishments or their representatives as regular members, and with at least four (5) organizational and consultative meetings conducted in FY 2011?

DATA SOURCES: Memorandum of Agreement or related document approved and signed by council members; minutes of meetings and official correspondence

Ic. Summary of Assessment Data Collected:

Division Chair Joseph Felix Jr. called a division faculty meeting on March 18, 2011. The meeting was held at the division chair's office. During said meeting, one of items discussed concerned the Business Advisory Council. Associate Professor Rafael Pulmano presented the following draft information to serve as springboard for discussion on the matter and to solicit comments/suggestions from the group:

THE COUNCIL

The Pohnpei Business Advisory Council (PBAC) is a non-partisan statewide organization of business owners, operators, managers and other key players in the business community in Pohnpei formed to provide private sector advice to the College of Micronesia-FSM (COM-FSM) on practical aspects of program design review and implementation in the areas of accountancy, general business, and information technology.

OBJECTIVES

The association will serve to provide a forum for member-stakeholders from the business community and COM-FSM, through the Division of Business Administration, to participate in the process of ---

- a) Identifying work opportunities and job market trends.
- b) Conducting surveys to evaluate academic program effectiveness and responsiveness to changing community requirements.
- c) Developing short-term training programs targeting non-traditional students for their continuing education and capacity building.
- d) Expanding private business sector involvement in the Internship training component of the TYC Accounting program. [note: this was added as suggested during the meeting]

MEMBERSHIP

PBAC membership consists of one representative from each member-establishment in the state of Pohnpei, FSM ...

LIST OF PROSPECTIVE MEMBER-ESTABLISHMENTS

(Names of establishments have yet to be identified)

Ic: Use of Results to Improve the Program:

The reaction from all present (chair and faculty) was positive. There was unanimous agreement to pursue the project.

Follow-up meetings must be conducted and a clear action plan needs to be developed, approved and implemented to make this proposed project a reality.

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

Ic. Means of Unit Assessment & Criteria for Success:

EVALUATION QUESTION (From WS #2): Have program modification and course outline modification requests been prepared and submitted for Curriculum Committee review and approval in FY 2011 to more appropriately address specific learning outcome requirements of those majoring in Business only as opposed to those who intend to pursue TYC Accounting?

DATA SOURCES: Approved program modification and course outline modification requests

Ic. Summary of Assessment Data Collected:

Prof. Rafael Pulmano prepared and submitted to the division chair two revised course outlines. Of these, AC 250 was presented to the Curriculum Committee. The other one, BU 250, was endorsed to Prof. Marian Medalla, who was the one teaching this course at that time, for further comments, review, or revision. The committee assigned a member to read and comment on the AC 250 outline. Those comments were then given to the division chair and Prof. Pulmano for response.

Ic: Use of Results to Improve the Program:

The course outline for AC 250 in the VPIA's web site was approved on 12/23/98. The textbook had undergone five revisions to reflect contemporary practices in the field of management accounting. A review of the 1998 course outline showed at least three topics covered are also included (and properly so) in Cost Accounting (AC 325). In addition to the comments and feedback received from the curriculum committee, there is a need to more closely reexamine and revise the course outline to make it more current and adapted to current changes and challenges.

Prepared by: Rafael Pulmano

Noted by: Joseph Felix, Jr.