

**Staff Development Day**  
**February 19, 2010**  
*Practice gym*  
**8:00am to 4:00pm**

<b>VENUE</b>	<b>Time</b>	<b>Topics</b>	<b>Presenter[s]</b>
Practice Gym	8:00-9:00	Breakfast Overview Welcoming Remarks	Vice President-AS President
Practice Gym	9:00-10:00	Work Ethics	US Embassy
Practice Gym	10:00-11:00	Accreditation Issues	Panel –3 VPs & ALO
Practice Gym	11:00-12:00	Customer Service	Shaun Suliol
Practice Gym	12:00-1:00	LUNCH	
	<b>1:00 - 2:00 PM</b>		
MITC RM 1&2	<b>A FULL CYCLE OF ASSESSMENT</b>		
	2:00-3:00	Online teaching: Stories to share	Business Division Marian Dereas
	3:00-4:00	Techniques for improving learning in the classroom	Teacher of the Year Panel

**VPIA EMAIL TO FACULTY**

All,

Recently I sent a form for reporting to WASC on assessment activities at COM. It was very difficult to supply information because at this time no one is really collecting information on assessment, it is kept in files, or not being written down. I had a few reports from instructors at National Campus for some information, but there should be a great deal more information available. I believe that instructors are conducting assessment in their courses, but not reporting information on these activities.

Therefore, I have borrowed a format from one of the reports I received and attached it to this email for a possible format for reporting course level assessment. Even if this form is not used, I will need a short 1-2 page course level assessment report that provides the same information from each instructor when final grades are turned in. If an instructor teaches 2 or more sections of a course, the assessment report can include both (or more) sections in one report.

If you have questions, please contact me. State campuses, if you have a designated assessment person, please pass on the information in this email and please send me paper copies of course level assessment reports at the end of this semester. Thank you all for your cooperation.

### Mission and Outcomes Development Worksheet # 1

Academic Programs

Academic Program	Assessment Period Covered	Date Submitted

### ASSESSMENT INFORMATION GRID

PROGRAM:	(Marine Science)
Program Level SLO Assessment:	(If yes, when)

Course	
Mechan	
Results:	
Links:	

### Assessment Plan Worksheet # 2

Academic Programs

Academic Program	Assessment Period Covered	Date Submitted
( ) Formative Assessment		

### Program Course Matrix

Courses	Outcome 1

### Assessment Report Worksheet #3

Academic Programs

Academic Program	Assessment Period Covered	Date Submitted
( ) Formative Assessment		
( ) Summative Assessment		

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

--

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

*1a. Means of Unit Assessment & Criteria for Success:*

--

*1a. Summary of Assessment Data Collected:*

--

*1a. Use of Results to Improve the Program:*

--

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

*1b. Means of Unit Assessment & Criteria for Success:*

--

*1b. Summary of Assessment Data Collected:*

--

*1b. Use of Results to Improve the Program:*

--

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

*1c. Means of Unit Assessment & Criteria for Success:*

--

d, the College of Micronesia-FSM is a he college is committed to assisting in e, career and technical educational

es being provided):

lge, skills, attitudes, and values

Sampling	Analysis

o is visible?	Date

Review of Submitted

S

Enter one slo on each

Ex. 1.1 List and explain the five factors of physical fitness.

1a

1.2

1b

1.3

I = Int approp

Date Submitted

ed, the College of Micronesia- luation. The college is nesia by providing academic,

ram being provided):

ical statement related to college's mission and earning and college sion.):

dge, skills, attitudes, and

d in additional sections

# COURSE

5:00 o'clock pm or even later. It is requested, and hoped, that the division be allocated additional bandwidth to permit downloading of useful materials for instructional purposes.

*Special comments:*

### **Explanations on course grading:**

Final grades were calculated as follows:

Home work / Assignments - 20%

Quizzes / Class works - 25%

Midterm Exam - 25%

Final Exam - 30%

### **Opportunities to achieve outcomes:**

*See Additional Observations above.*

### **Grade Summary:**

A = 3, B = 8, C = 8, D = 6, F = 0, W = 1

*Recommendation:*

**Restore A.S. Accounting as a separate program.** This recommendation is discussed in full at the Course Level Assessment report for Managerial Accounting (AC 250).

Signature: \_\_\_\_\_

Rafael A. Pulmano, Assistant Professor

Date: \_\_\_\_\_

	business by making an accurate <u>analysis and interpretation of the firm's financial statements.</u>		
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*Additional observations:*

- (a) Mixed classes** – Students in this course included Business, CIS, and HTM program majors. There was only one class (or section) in this semester, so students didn't actually have a choice. A recommendation was made earlier to the division chair to have a separate section for business students only, and another section for nonbusiness students. This was initially implemented in Spring 08, and again this Fall 09. However, the policy had not yet been formally adopted nor disseminated to the college community, and therefore not consistently enforced. Other academic advisers may still not yet be aware of this set up. As a result, some students of accounting still enroll in the wrong section. The purpose of the recommendation was to allow the instructor to tailor teaching strategy, align focus of emphasis to unique needs of each cohort, and assign appropriate problem solving materials. Business students, unlike nonbusiness ones, have two other

higher-level accounting courses to take (and more when they continue on to TYC Accounting), and therefore need to be given more intensive training in practical problem solving. It is recommended that this policy be officially adopted and formally communicated to all concerned, including the OAR which processes and screens student enrollment.

- (b) Longer class period** – As mentioned in the SLO Reflection / Comment above, there wasn't enough time to cover some SLOs, particularly on topics that were to be covered last. Although it wasn't brought up in the said discussions, the shortage of time was (and continued to be) experienced in the whole semester, in which the class had to move to the next topic after solving just one or two problems (instead of more), to meet the target dates set in the syllabus. Accounting 1 is crucial to business students, and especially so for those who intend to pursue TYC in Accounting later, because it is a foundation course. Students who are weak in Accounting 1 generally have difficulty hurdling higher-level accounting courses. One solution is to expand AC 131 into a four-credit course. This instructor actually took the same as a six-credit course in his college days, and appreciates the benefits from such longer exposure. He is currently collaborating with Miss Marian Medalla, another accounting instructor in the division, in the matter of proposing changes to the business and accounting curriculum with courses in accounting. One such change being mulled is, as already mentioned, increasing the credits for certain major accounting courses to more effectively achieve desired student learning outcomes.



College of Micronesia-FSM  
Business Administration Division

**PROGRAM EVALUATION**  
**A.S. BUSINESS ADMINISTRATION**

February 2009

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





College of Micronesia-FSM  
Business Administration Division

**PROGRAM EVALUATION**  
**A.S. BUSINESS ADMINISTRATION**

February 2009

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



College of Micronesia-FSM  
Business Administration Division

Program Evaluation  
**A.S. Business Administration**  
February 2009

Prepared by Rafael A. Pulmano  
*Full-time Assistant 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 (Section VIII-9, below) 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.



College of Micronesia-FSM  
Business Administration Division

Program Evaluation  
**A.S. Business Administration**  
February 2009

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

I.

## PROGRAM GOALS

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**EQUIP  
STUDENTS  
WITH:**

**BASIC  
KNOWLEDGE /  
ENTRY-LEVEL  
SKILLS**

**SKILLS UPGRADE**

**STEPPING  
STONE TO  
OTHER IHES**



College of Micronesia-FSM  
Business Administration Division

Program Evaluation  
**A.S. Business Administration**  
February 2009

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

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## II.

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**1974**  
**A.S. DEGREE IN**  
**BUSINESS**  
**ADMINISTRATION**

**1989**  
**A.S. DEGREE IN**  
**ACCOUNTING**

**2002**  
**COMBINED INTO**  
**ONE PROGRAM**

**2004**  
**PROGRAM**  
**OUTCOMES**  
**ADOPTED**



College of Micronesia-FSM  
Business Administration Division

Program Evaluation  
**A.S. Business Administration**  
February 2009

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

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# BUSINESS ADMINISTRATION DIVISION

A.S. BUSINESS  
ADMINISTRATION

A.S. COMPUTER  
INFORMATION SYSTEMS

T.Y.C.  
GENERAL BUSINESS

T.Y.C.  
ACCOUNTING



College of Micronesia-FSM  
Business Administration Division

Program Evaluation  
**A.S. Business Administration**  
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*Full-time Assistant Professor, Business Division*

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**PROGRAM DESIGN**

who complete it, entry into Business, or transfer to a [unclear] immediately upon graduation.

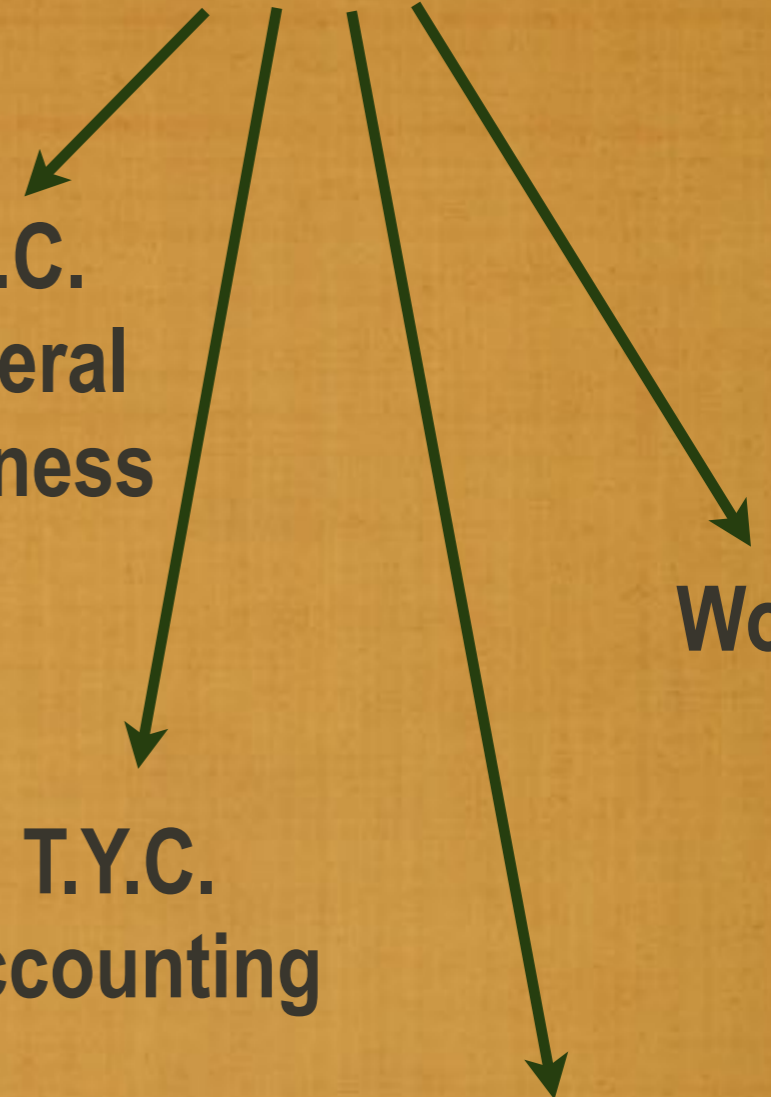
# A.S. BUSINESS ADMINISTRATION

T.Y.C.  
General  
Business

T.Y.C.  
Accounting

4-Year  
College

Work



IV.

## PROGRAM ADMISSION REQUIREMENTS

ed into this

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

**HS GRADUATE,  
GRADUATING FROM HS, OR  
HAS GED CERTIFICATE**

**HS GRADE AVE. OF 2.0  
GED SCORE AVE. OF 45**

**ACCEPTED BY  
COM-FSM  
ADMISSIONS  
BOARD**

**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;
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**V.**

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**29 CREDITS  
GENERAL EDUCATION  
CORE COURSES**

**39 CREDITS  
MAJOR COURSES**

**68 TOTAL CREDITS**



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ACCOUNTING I

ACCOUNTING II

MANAGERIAL

ACCOUNTING

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

**INTRODUCTION TO  
BUSINESS**

**PRINCIPLES OF  
FINANCE**

**FUNDAMENTALS OF  
MANAGEMENT**

**PRINCIPLES OF  
MARKETING**

**BUSINESS LAW**

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

**BUSINESS MATH**

**MICROECONOMICS**

**MACROECONOMICS**

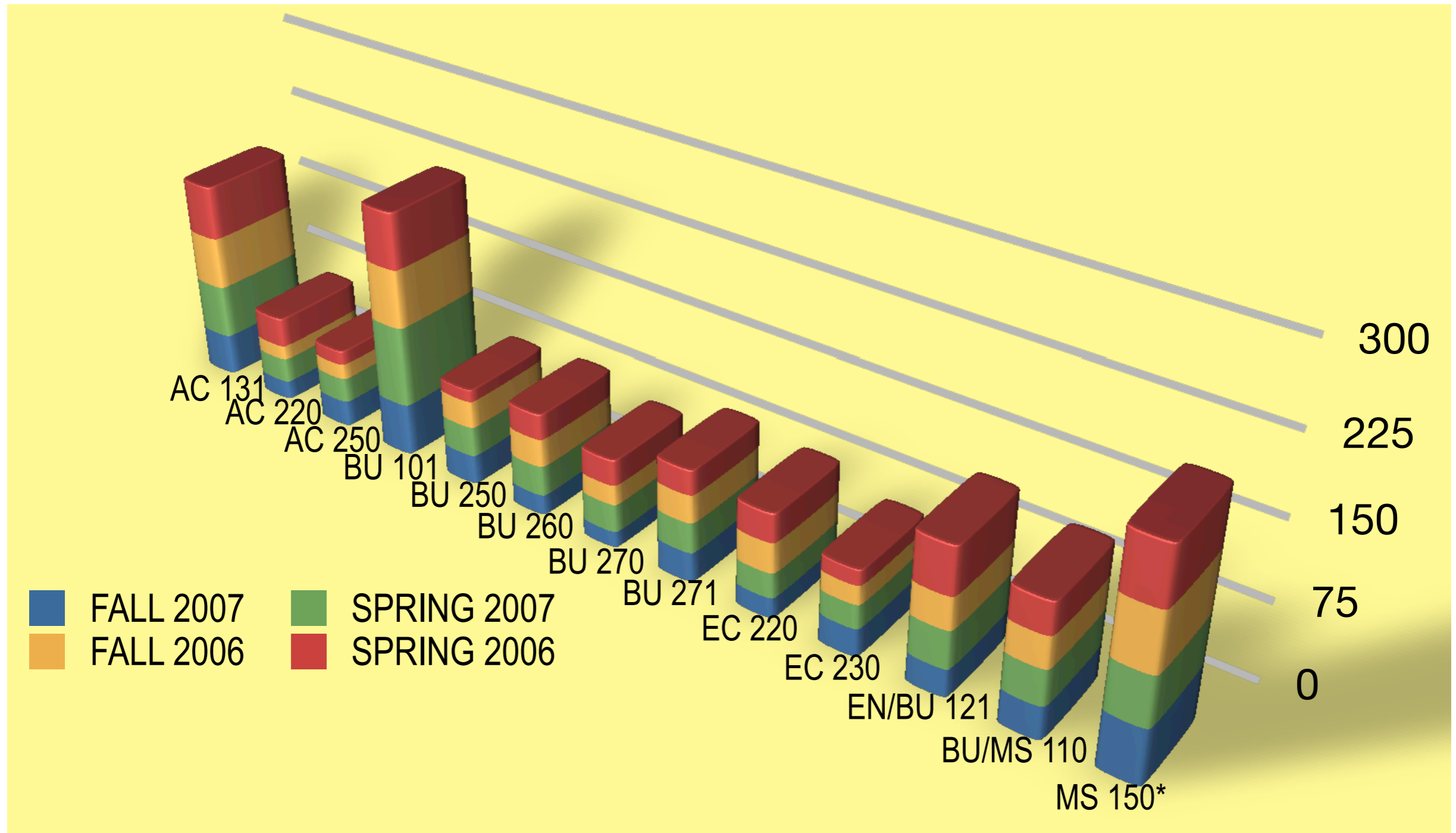
**BUSINESS COMMUNICATION**

**INTRODUCTION TO STATISTICS**

Source: COM-FSM General Catalog 2007-2009

# PROGRAM ENROLLMENT

## Chart 1 - Program Enrollment by Courses



## 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](mailto: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](mailto: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](mailto: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](mailto:ruciyauvoli@comfsm.fm)

FOUR FULL-TIME  
FACULTY FELIX, JR.

B.S. COMMERCE  
ACCOUNTING MAJOR  
C.P.A., M.B.A.

B.S. DATA  
PROCESSING MGT.

M.B.A.  
B.S. ACCOUNTANCY  
C.P.A., M.B.A.

B.A. BUSINESS  
DIPLOMA IN CREDIT  
ANALYSIS  
M.B.A.

### 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](mailto: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](mailto: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

THREE PART-TIME  
B.A. GEOGRAPHY  
AND ECONOMICS

MASTER IN  
EDUCATIONAL  
LEADERSHIP  
M.B.A.

B.S. MATHEMATICS

**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](mailto: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).  
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**Salvador Tadena**

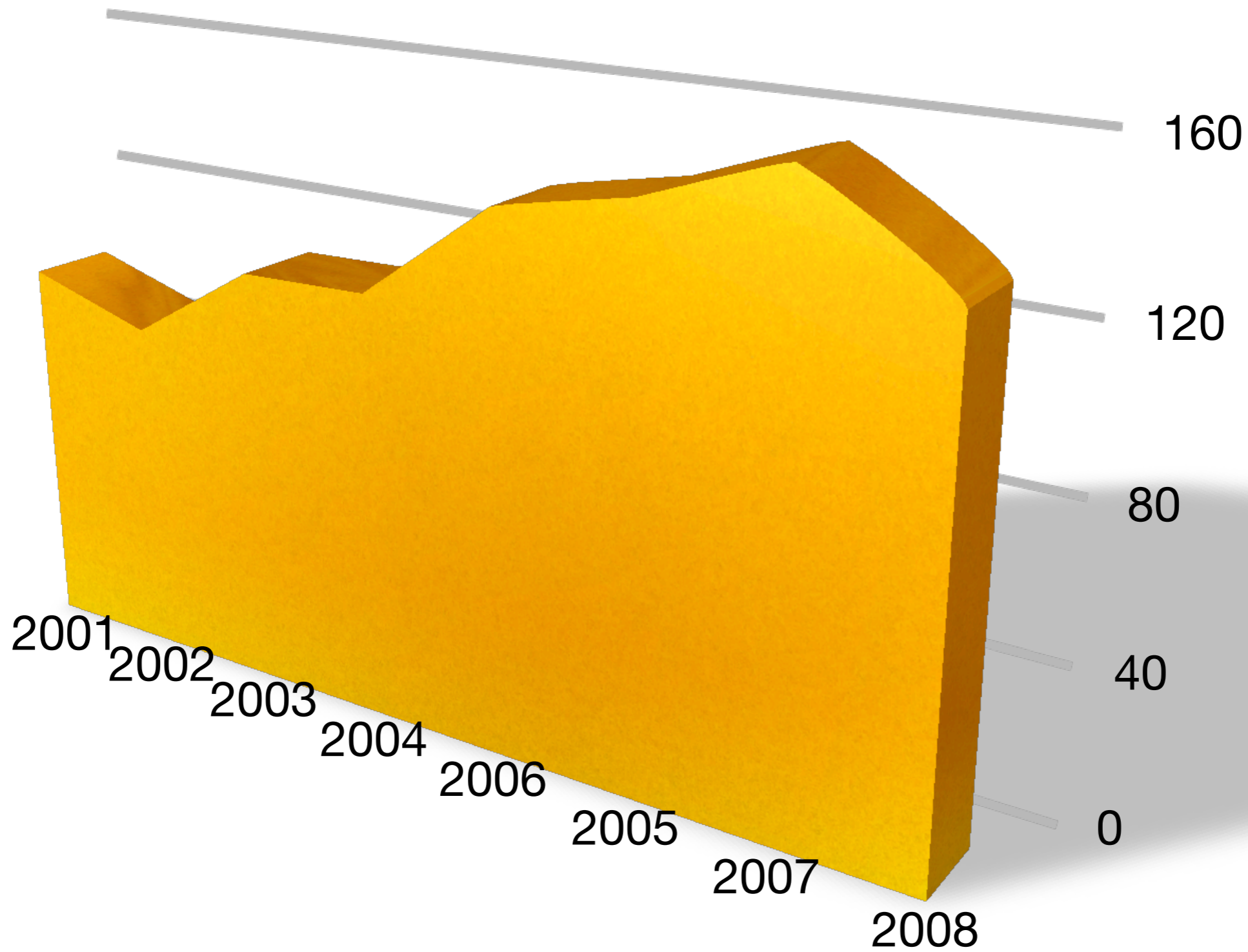
Part-time Instructor - Pohnpei Campus; *Bachelor of Science in Mathematics* (University of the Philippines).

## PROGRAM OUTCOME ANALYSIS

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

ANALYSIS OF  
PROGRAM HEALTH  
INDICATORS DATA  
PROGRAM ENROLLMENT  
GRADUATION RATE  
AVERAGE CLASS SIZE  
STUDENTS' SEAT COST  
COURSE COMPLETION RATE  
STUDENTS'  
SATISFACTION RATE  
EMPLOYMENT DATA  
TRANSFER RATE  
PROGRAM'S STUDENT  
LEARNING OUTCOMES  
STUDENTS' LEARNING  
OUTCOMES FOR PROGRAM  
COURSES

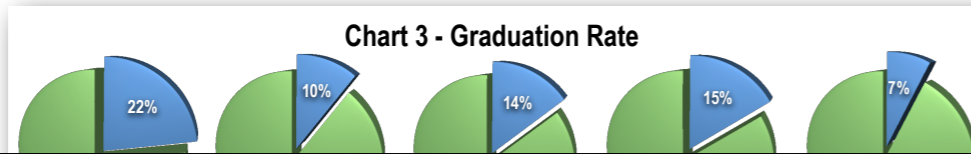
# Chart 2 - Program Enrollment



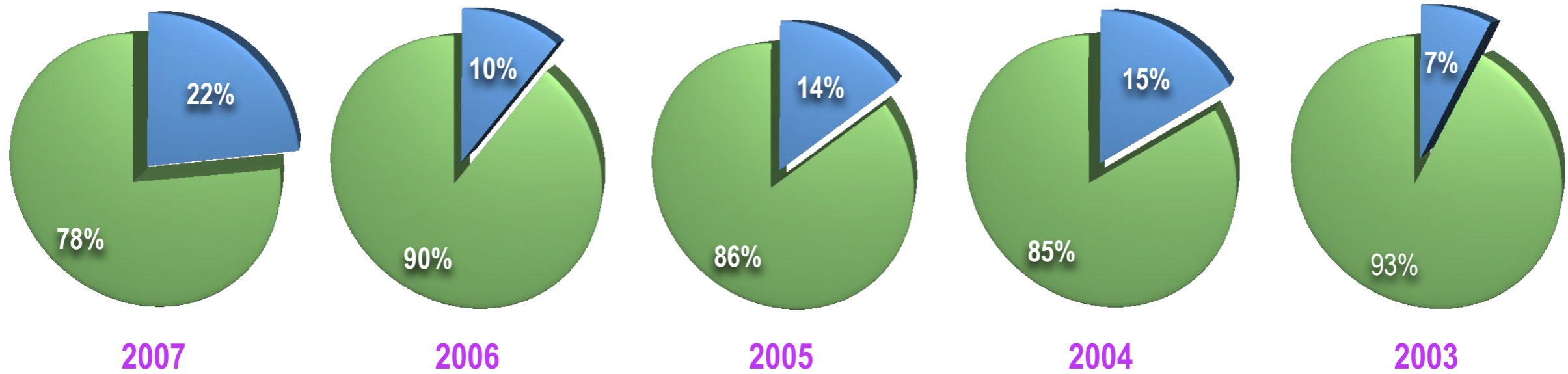


# GRADUATION RATE

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%.



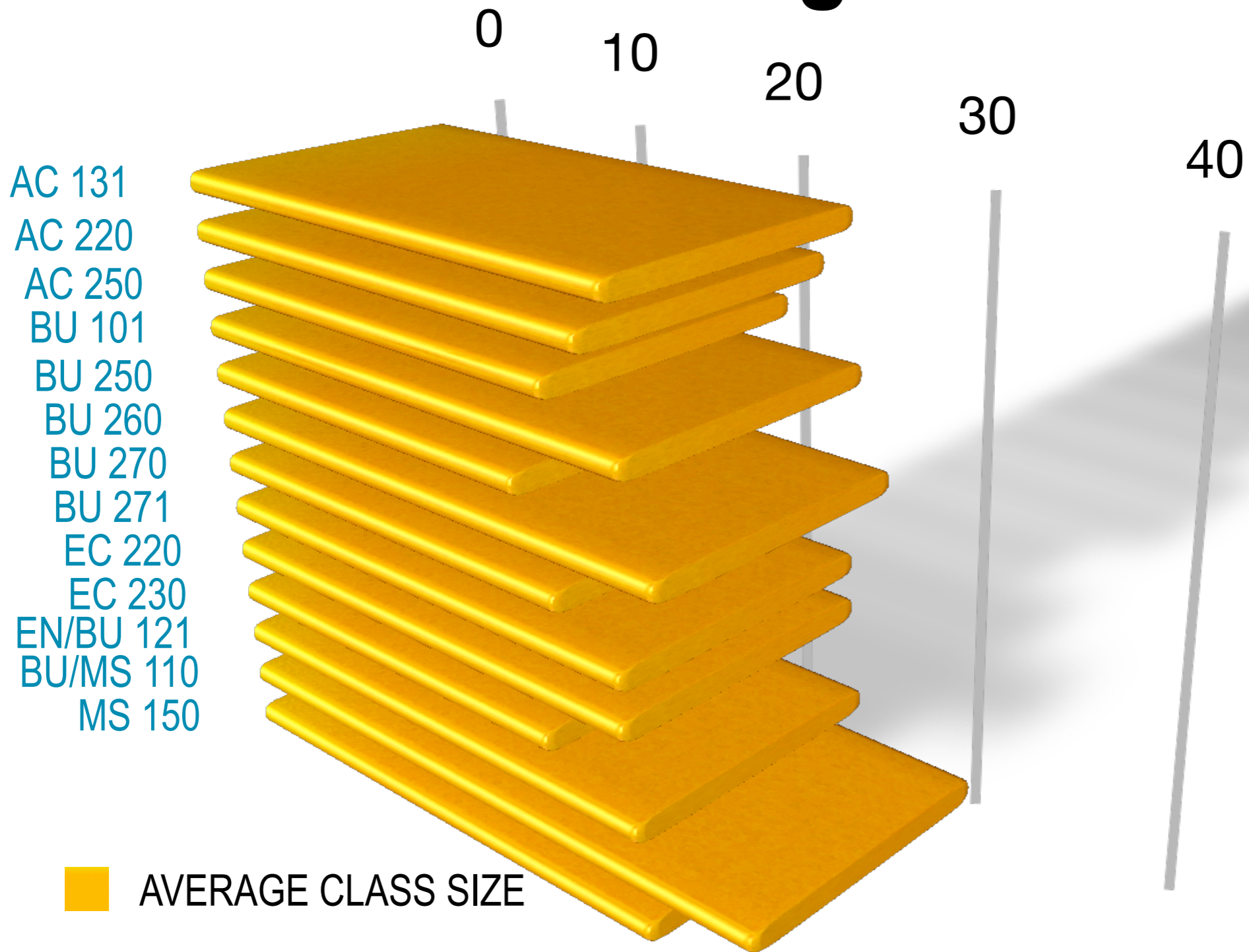
## Chart 3 - Graduation Rate



2004	8	8	1	17	110	15%
2003	2	5	1	8	109	7%
<b>TOTALS</b>	<b>47</b>	<b>41</b>	<b>5</b>	<b>93</b>	<b>653</b>	<b>14%</b>

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

# Chart 4 - Average Class Size

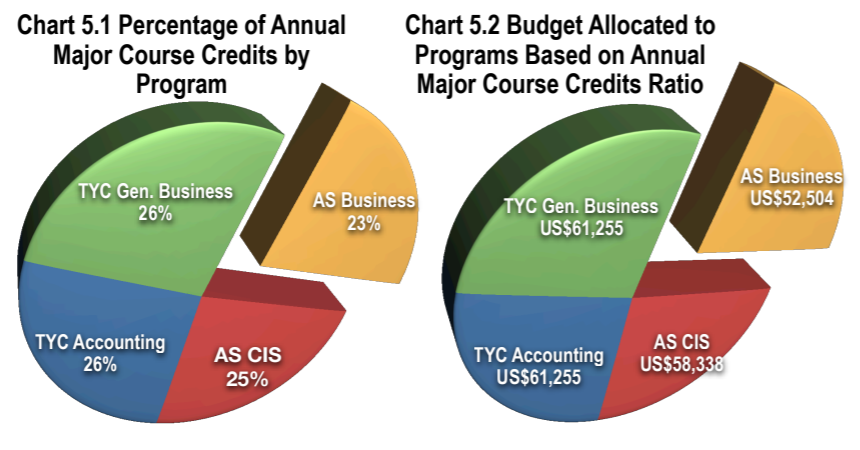


# STUDENTS' SEAT COST

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
<b>C) Seat cost per student (A ÷ B)</b>	<b>US\$181.00</b>

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

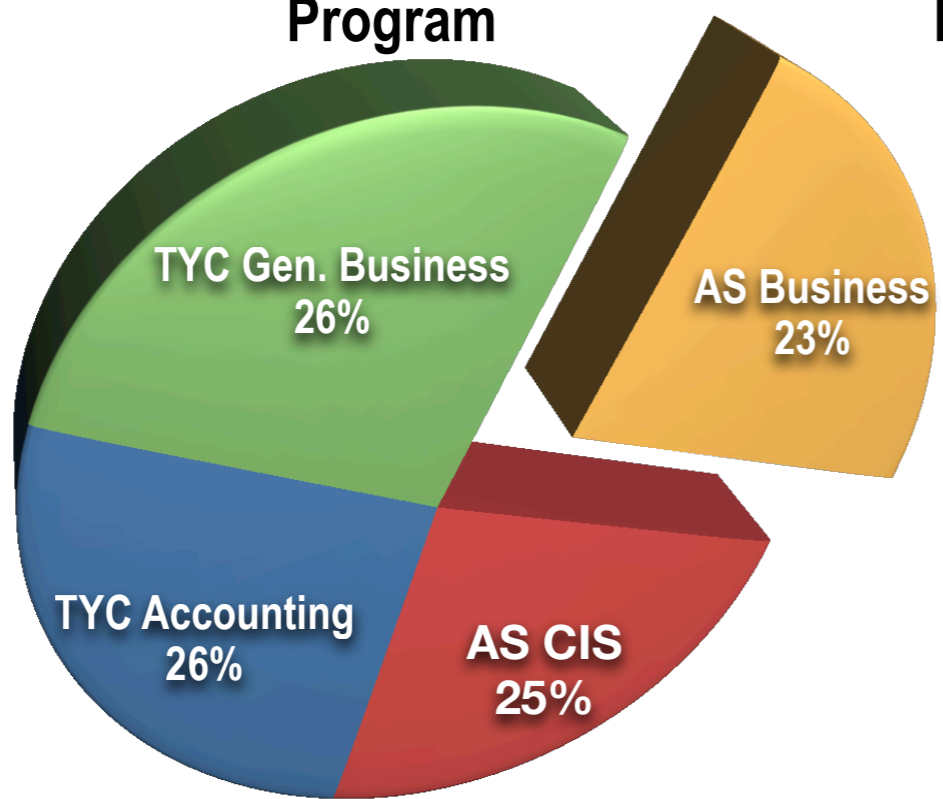
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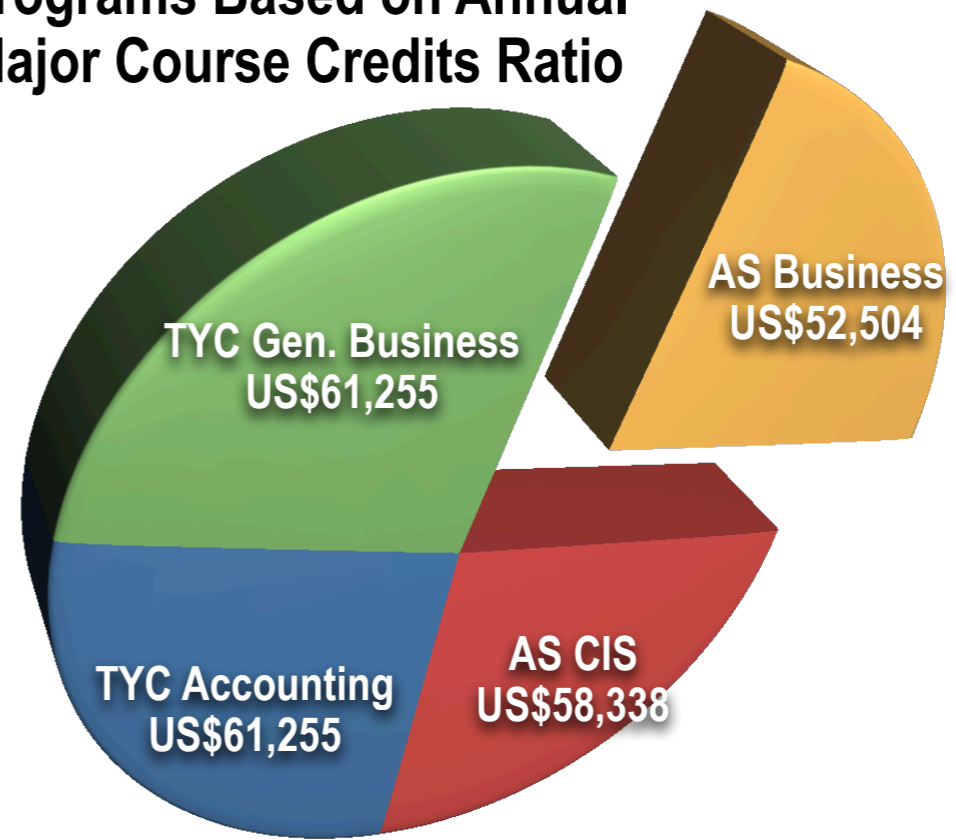
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# STUDENTS' SEAT COST

**Chart 5.1 Percentage of Annual Major Course Credits by Program**



**Chart 5.2 Budget Allocated to Programs Based on Annual Major Course Credits Ratio**

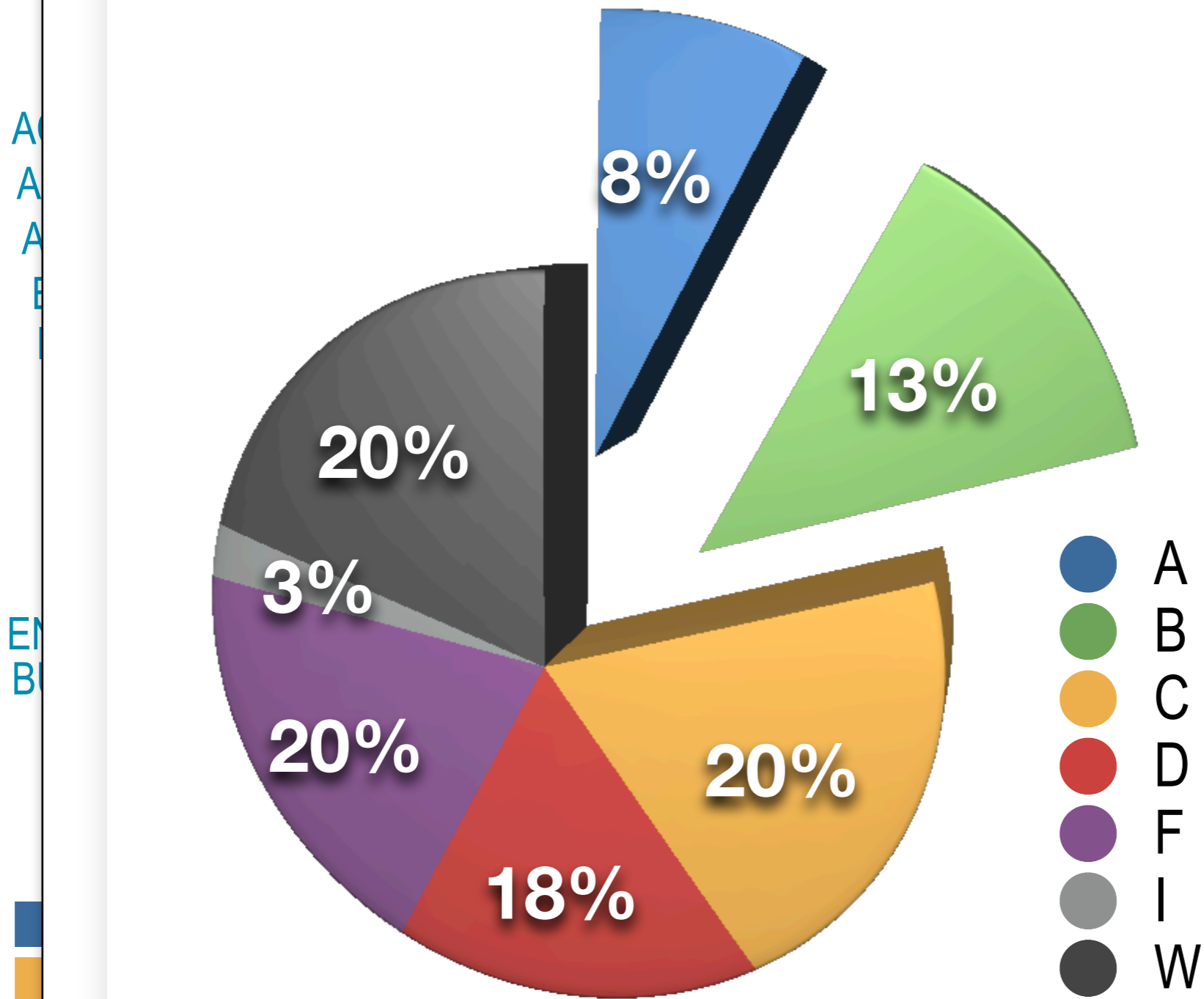


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<i>* Source: IRPO data for Fall '08, Spring '09 (240 actual) plus Summer '09 (50 projected)</i>	

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



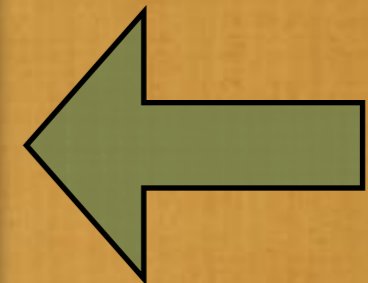
# COURSE COMPLETION RATE

Table 6.1 - Course Completion Rate  
Y 2008-2009

COURSE	F	FALL 2007		SPRING 2007		FALL 2006		SPRING 2006	
		Count	Rate	Count	Rate	Count	Rate	Count	Rate
AC 131*	2	23	58%	30	58%	39	76%	43	81%
AC 220	5	5	28%	20	80%	12	86%	24	83%
AC 250	1	13	52%	19	79%	7	47%	9	64%
BU 101*	3	38	76%	57	73%	50	88%	47	85%
BU 250	2	22	79%	22	76%	22	85%	10	83%
BU 260	1	15	79%	24	83%	20	74%	18	72%
BU 270	1	14	93%	27	100%	18	95%	23	92%
BU 271	2	21	75%	22	76%	23	85%	18	75%
EC 220	9	9	47%	13	54%	29	100%	21	75%
EC 230	2	22	85%	20	87%	14	78%	14	93%
EN/BU 121	2	24	92%	28	78%	21	68%	39	85%
BU/MS 110	2	25	81%	27	79%	30	100%	24	77%
MS 150*	4	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>

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





## COURSE COMPLETION RATE

**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>

The suggested systems are not meant to be exhaustive of all possibilities.



Vision



Mission



Values

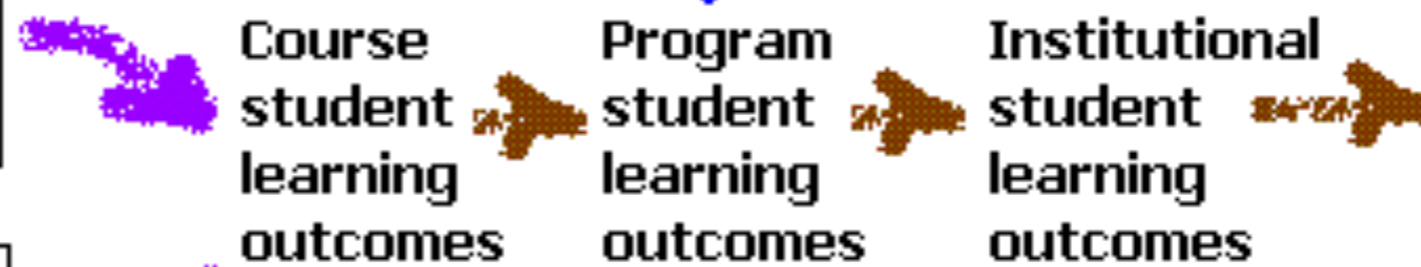


Goals

Direct student-by-student, outcome-by-outcome grids/matrices.

Focal discussion group evaluation of course level outcomes within a program.

Item analysis of selected instruments



Sampling methods such as evaluation of essay skills in a cohort across time.

Advisory councils for particular programs

instruments

assessment questions

particular programs  
advisory councils for particular

## 6. Student Satisfaction Rate

**NO DATA AVAILABLE** from the IRPO web site regarding student satisfaction rate for this program.

## 7. Employment Data

**NO DATA AVAILABLE** from the IRPO web site regarding employment for those who have completed this program.

## 8. Transfer Rate

**NO DATA 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 an understanding of the interrelationship in an organization's attempt to achieve its purpose and goals.
2. Demonstrate an understanding of basic accounting principles by performing all the activities of the accounting cycle: analyzing documents; journalizing and posting of transaction, adjusting reversing entries; and preparation of trial balances and financial statements.
3. Evaluate the financial performance of a non-complex business by performing an accurate analysis and interpretation of the firm's financial statements.
4. Demonstrate competency in business mathematics by performing common business computations, including such computations as for interest, depreciation, discounting, present and future values, risk and return and stock trading 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 law and 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 factors that influence business decisions.
7. Apply various computer applications, including word processing, spreadsheet, database, presentation and other specialized software 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 propose 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.

# 9 PROGRAM LEARNING OUTCOMES

*As the outcomes had been developed, but not yet presented in the report, the proposed list of measuring student learning outcomes from the program 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.

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# **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.

## **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.

# 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 :



## 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.

## 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

# Assessment Report Worksheet #3

## Academic Programs

Associate of Science Degree in  
Business Administration

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### Academic Program

Formative Assessment

Summative Assessment

Fall 2008 – Spring 2009

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### Assessment Period Covered

February 27, 2009

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### 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):

*1a. Means of Unit Assessment & Criteria for Success:*

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

*1c: 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

## **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.

## **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

**Assessing Student Learning: Course, Program and Institutional Levels**

1. Preparation: Determine purpose(s) and definition of assessment; examine mission and Values

2. Design assessment: Articulate goals; develop clear outcomes, evidence, criteria, and standards.

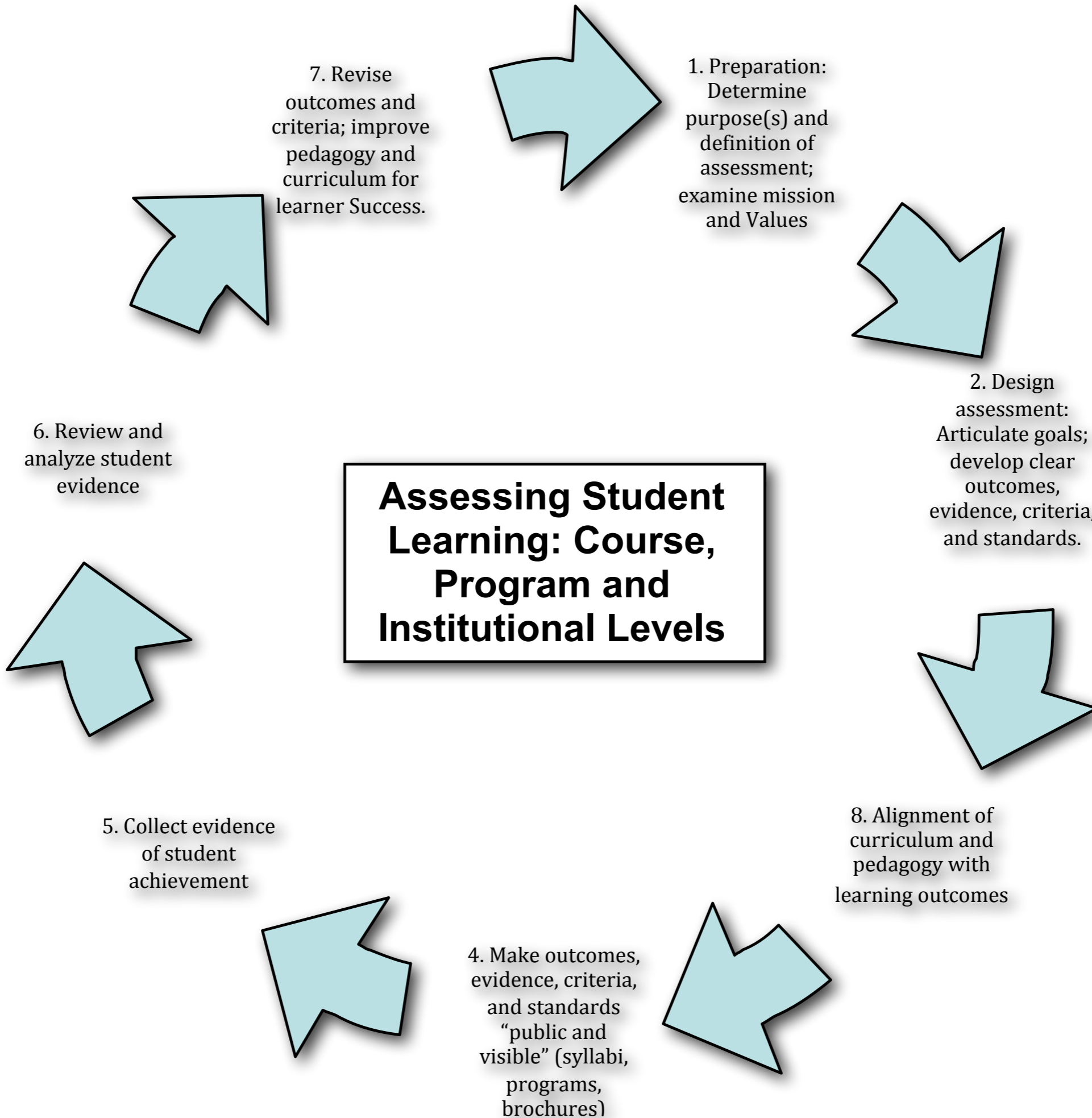
8. Alignment of curriculum and pedagogy with learning outcomes

4. Make outcomes, evidence, criteria, and standards "public and visible" (syllabi, programs, brochures)

5. Collect evidence of student achievement

6. Review and analyze student evidence

7. Revise outcomes and criteria; improve pedagogy and curriculum for learner Success.



**ASSESSING STUDENT LEARNING  
AT THE INSTITUTIONAL LEVEL**

**REQUIRES INVOLVEMENT OF EVERYONE.**

**AT WHAT LEVEL OF IMPLEMENTATION ARE WE NOW?**

**AWARENESS?**

**DEVELOPMENT?**

**PROFICIENCY?**

**SUSTAINABLE CONTINUOUS  
QUALITY IMPROVEMENT?**



THANK YOU.

