

Assessment Plan Worksheet # 2

Academic Programs

Associate of Science in
Business Administration

Academic Program

() Formative Assessment

(x) Summative Assessment

Fall 2012 – Spring 2013

Assessment Period Covered

September 23, 2012

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 :

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

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

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

Academic Program Outcomes:

The student 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.

Evaluation question	Data sources	Sampling	Analysis
What level of integration, if any, exists among major program courses to date?	Faculty of Business and other divisions teaching major program courses	20%	Narrative descriptive analysis
What possible synchronized, complementary, collaborative, or joint class projects can faculty teaching major business courses adopt to improve student learning experience in the affected fields of study?	Faculty of Business and other divisions teaching major program courses	20%	Narrative descriptive analysis
How and when will improvement in student learning experience arising from this integration of major program courses be measured?	Feedback from students in the integrated courses, at the end of the synchronized, etc. project	100%	Narrative descriptive analysis

Timeline

Activity	Who is Responsible?	Date
Conduct an informal survey among faculty teaching major business courses	Program Coordinator	Fall 2012
Interview some faculty teaching major business courses Seek faculty’s cooperation in identifying and implementing projects to be jointly undertaken.	Program Coordinator	Fall 2012 - Spring 2013

Conduct an informal survey among students in the integrated courses	Program Coordinator	Spring 2013
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Comments:

For this assessment plan, the focus is on closer integration of selected major (and even non-major but related) program courses to improve student learning experience, and therefore, better achievement of learning outcomes. Examples of projects that two classes, ideally having the same sets of students, will engage in: Students of Marketing (BU 270) will conduct business activities (such as Bake Sale), and they will at the same time or shortly thereafter be required to keep records of transactions and turn in basic financial reports, as a requirement in their Accounting 1 (AC 131) class. Students' project outputs in one course, such as those cited above, can later be used as inputs by students in another course, such as CIS students developing a web site for a new business. Such hands-on activities are already being done every semester; what needs to be done is to maximize their benefits to the students involved by giving them the opportunity (and the challenge) of seeing and making the connections between two different yet related disciplines. This, of course, requires collaboration and joint preparation by both faculty members teaching said courses.

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