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**College of Micronesia – FSM**

Business Administration Division

Program Evaluation

**Third Year Certificate in Accounting (TYC - Accounting)**

*As of October 31, 2011*

1. **Program Goals**

The 3rd Year Certificate of Achievement in Accounting Program shall provide adequate technical skills and values training in the field of accounting that will enable the students achieve their goals, and help the FSM to attain economic development and self-reliance by:

1. Equipping students with the accounting skills and values that will be valuable for real-life work and business environments, particularly on financial reporting, managerial accounting, accounting for government non-profit entities, and taxation;
2. Establishing the required foundation for the students who intend to pursue further studies in other learning institutions; and
3. Sharing and obtaining technical know-how with the community, government, private business sector and other academic institutions.

These program goals came from Mission and Outcomes Development Worksheet for 3rd Year Certificate in Accounting submitted on August 7, 2008.

1. **Program History**

In response to the needs of the business community for local employees with adequate training in the field of accounting, the Business Administration Division proposed the Third Year Certificate in Accounting Program in 2001. The college approved this program for implementation in the same year. The degree was first offered in Fall 2001 (College Catalog, 2007-2009).

1. **Program Description**

**The Business Administration Division manages organization The TYC in Accounting Program, along with the CIS and Business Programs**.

**Description** This program is geared at equipping the students with the knowledge and skills in Cost, Government and Intermediate Accounting courses, Taxation and Applied Statistics with on-the-job training through Accounting Internship in order to meet local employment demand and the admission requirements for further studies abroad in the field of accounting.

1. **Program Admission Requirements**

Applicants for admission into this program must meet these requirements:

* + - 1. Graduate of any AS Degree
      2. Minimum GPA of 2.5
      3. Minimum Grade of C in Business Administration and AS Major Courses, and
      4. Admitted by the COM-FSM Admissions Board

1. **Program Degree Requirements**

In addition to three courses or 9-unit credits in General Education Core Requirements, the following are the Major Core Requirements:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Course No.** | **Course title** | **Unit Credits** |
|  | AC 320 | Intermediate Accounting I | 3 |
|  | AC 321 | Intermediate Accounting II | 3 |
|  | AC 325 | Cost Accounting | 3 |
|  | AC 330 | Taxation | 3 |
|  | AC 335 | Government Accounting | 3 |
|  | AC 370 | Accounting Internship | 3 |
|  | BU/MS 310 | Applied Statistics | 3 |

1. **Program Courses and Enrollment**

| **COURSE** | **COURSE DESCRIPTION\*** | **PREREQUISITES\*** | **ENROLLMENT** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2011** | **2010** | **2009** | **TOTAL** | **AVERAGE** |
| AC 320 | This is a one-semester course that builds on the understanding of accounting principles developed in the 1st and 2nd accounting courses as well as managerial accounting. Topics include exploring the financial reporting environment, the conceptual framework of financial reporting; a detailed theoretical study of the financial statements; cash and receivables; inventories; property, plant and equipment (acquisition and depreciation/depletion) and of intangibles. | AC 220 and AC 250 | 7 | 6 | 5 | 18 | 6.00 |
| AC 321 | This course is a continuation of the first intermediate accounting course. The course is intended to further develop the student's competence in financial reporting. Topics covered will include accounting for: short- and long-term liabilities and contingencies, receivables, investments, and stockholders' equity. Special topics such as income recognition and measurement of net assets; leases; the cash flow statement; accounting changes and errors; and post-employment benefits will also be covered. | AC 320 | 3 | 6 | 7 | 16 | 5.33 |
| AC 325 | This is a one-semester course that covers cost accounting system output relevant to managerial decision-making, planning and control. The course builds on the foundation already established by the managerial accounting course completed by the student. Topics covered include absorption/variable costing and CVP analysis, relevant costing, budgeting, financial management, inventory and production management techniques, emerging management practices, responsibility accounting and transfer pricing, and measurement of short- and long-run organizational performance. | AC 250 |  | 7 | 6 |  |  |
| AC 330 | This is a one-semester first tax course aimed at introducing students to a wide range of tax concepts and types of taxpayers. While the course mainly focuses on the taxation of business entities in both the United States and in the Federated States of Micronesia, it also covers individual taxation in the two countries - individuals as proprietors, shareholders, or partners in business entities, and as employees. | AC 220 and AC 250 | 3 | 10 | 6 | 19 | 6.33 |
| AC 335 | This course is designed to be a survey of accounting for state and local governments, the federal government, colleges and universities, and other nonprofit organizations. It is expected that students will attain a basic understanding of accounting procedures in government and nonprofit organizations and appreciate the differences between private and public sector | AC 250 | 6 | 3 | 6 | 15 | 5.00 |
| AC 370 | This is a one-semester course designed to further build on the understanding of accounting principles and apply the knowledge so obtained to everyday business transactions (accounting practices). This will include accounting for *long-term liabilities and investments*; preparation of the *cash flow statement*; *financial statement (ratio) analysis* and interpretation; accounting for *departments and branches*; and a *120-hour internship* program. | AC 320 | 2 | 6 | 5 | 13 | 4.33 |
| BU/MS 310 | The emphasis of the course is on the understanding of basic business math. This includes 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 100 | 7 | 18 | 13 | 38 | 12.67 |

***\* College Catalog 2009-2011,***

***\*\****[***http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html***](http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CORE COURSES** | **PROGRAM LEARNING OBJECTIVES** | | | | | |
| **1**  **Intermediate Accounting** | **2**  **Cost Accounting** | **3**  **Taxation** | **4**  **Government Accounting** | **5**  **Accounting Internship** | **6**  **Applied Statistics** |
| **AC 320** | I, D |  |  |  |  |  |
| **AC 321** | M |  |  |  |  |  |
| **AC 325** |  | I, D |  |  |  |  |
| **AC 330** |  |  | M |  |  |  |
| **AC 335** |  |  |  | I, D |  |  |
| **AC 370** | M | M | M | M | M | M |
| **BU/MS 310** |  |  |  |  |  | M |

**Legend:**

I - introduced

D - developed and practiced with feedback

M - demonstrated adequate knowledge and skills appropriate for graduation

1. **Program Faculty (for Spring and Fall 2011)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NAME** | **DESIGNATION** | **MASTER’S DEEGREE** | **BACHELOR’S DEGREE** | **PROFESSIONAL LICENSE** |
| mangonon_george  **MANGONON, GEORGE** | Full-time Instructor / Chair, Math and Science Division – Pohnpei Campus | Master in Business Administration, Virgen Milagrosa University | Bachelor of Science in Mathematics, University of the Philippines |  |
| **medalla_marian**  **MEDALLA, MARIAN G.** | Full-time Assistant Professor | Master of Business Administration, Notre Dame of Dadiangas College | Bachelor of Science in Accountancy, Mindanao State University | Certified Public Accountant - Philippines since 2001 |
| pulmano_rafael  **PULMANO, RAFAEL** | Full-time Assistant Professor | Master of Business Administration, National College of Business and Arts | Bachelor of Science in Commerce - Major in Accounting, St. Michael’s College of Laguna | Certified Public Accountant - Philippines since 1982 |

1. **Program Outcome Analysis**
   * + 1. Program Enrollment

|  |  |  |
| --- | --- | --- |
| **Fall** | **Enrollment** | **%Change** |
| 2006\* | 6 |  |
| 2007\* | 8 | 33% |
| 2008\* | 10 | 25% |
| 2009^ | 7 | -30% |
| 2010^ | 4 | -43% |
| 2011 ^ | 8 | 100% |

***\****[***http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html***](http://www.comfsm.fm/national/administration/VPA/researchdocs/data.html)

***^Instructors’ Class Lists***

As can be gleaned from the foregoing table and further supported by the trend graph shown above, there is an erratic movement in the number of enrollees in the program. However, there was a dramatic increase in the enrollment in 2011.

By correlating the table above with both the graduation rate in the following page and further into the course completion rate information, the reasons for the changes in enrollment in certain terms may be partly attributed to the following:

| **Year** | **CHANGE** | **Possible Reasons** |
| --- | --- | --- |
| 2007\* | 33% | Also from the Graduation Rate in this page, although no one graduated in Spring 2006, but the graduation rate for Spring 2007 rose to 57%.  In addition, the most recent completion rates were 69% in Fall 2006 and 100% in Spring 2007. This might just provided enrollees an impression that with due diligence, they can graduate from the course right on time. |
| 2008\* | 25% | One reason for the increase can be credited to the average course completion rate of the previous school terms, 84% in Fall 2007 and 95% in Spring 2008. |
| 2009^ | -30% | After 2008, the policy of having a grade of “C” or better in all Business Courses was strictly implemented.  This is coupled by decreasing completion rates in most program core courses. |
| 2010^ | -43% | Although there was an improvement in the core course completion rates in 2009, but still some students refrained from pursuing a degree in this program because they perceived it as difficult  Also, returning and working students had problems balancing work and class demands. |
| 2011^ | 100% | The increase can be attributed to intensive campaigns done by AS Business instructors, convincing students to pursue their TYC degree in the college. |

***\****[***http://www.comfsm.fm/dev/irpo/datainfo.html***](http://www.comfsm.fm/dev/irpo/datainfo.html)

***^Instructors’ Grading Sheets***

* + - 1. Graduation Rate

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **SPRING** | | |
| **Graduates** | **Enrollment** | **Rate** |
| 2008\* | 2 | 10 | 20% |
| 2009^ | 1 | 7 | 14% |
| 2010\* | 4 | 10 | 40% |
| 2011\* | 2 | 3 | 67% |

*\*IRPO Graduates Academic Year 2.xlxs*

*^Instructor’s Invitation for Graduation*

As what can be observed in the table above, there is an erratic trend in the number of graduates in relation to the number of enrollees in the program. This can be attributed to the following factors:

1. Some students, who were enrolled in 2008, were then less prepared for the program. Some of them persisted until they were able to improve their grades until 2010, when the last one finally graduated from the program.
2. In an informal survey made by the preparer of this program evaluation, of the total number of students enrolled every semester, there is an average of 20% full-time workers, 10% working part-time and most of them are either unemployed or in an employer’s full-time staff development program.
   * + 1. Average Class Size

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class Size | | | | | | |
|  | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| AC 320 | 6 | 8 | 10 | 5 | 6 | 35 |
| AC 321 | 6 | 3 | 7 | 7 | 6 | 29 |
| AC 325 | 5 | 8 | 9 | 6 | 7 | 35 |
| AC 330 | 6 | 9 | 4 | 6 | 10 | 35 |
| AC 335 | 5 | 8 | 9 | 6 | 3 | 31 |
| AC 370 | 2 | 3 | 7 | 5 | 6 | 23 |
| BU/MS 310 | 10 | 7 | 16 | 13 | 18 | 64 |
| Total | | | | | | 252 |
| Divided by the Number of Classes Offered During the Period | | | | | | 35 |
| Average Class Size | | | | | | 7.2 |

It should be noted that BU/MS 310 is also a major course requirement for TYC in General Business. Since there is inadequate information available as to the number of TYC in Accounting students actually enrolled in BU/MS 310, then we can just merely use these figures above as the average class size.

Since the ideal class size is 25 students in each class and the average number of students enrolled in each class is 7.2, it is evident that there is more than enough room for each student in class.

In all of five the classes handled by the Program Assessment Coordinator from Fall 2006 to date, all students had many chances to recite, do board work and make presentations. This is one advantage of classes having a small size.

* + - 1. Student Seat Cost

The college has not yet come up with a specific student seat cost.

Because of this, a rough estimate of the Average Seat Cost/Student was computed. This is computed by (1) deriving the ratio of the TYC Accounting Core Courses to the total number of classes offered by Business Division for the Academic Year 2010-2011, (2) apportion the total division budget based on the ratio in (1), and then finally, (3) divide the amount in (2) by the total number of students enrolled in all courses. The computation is shown in the table at the next page.

It must be noted that MS 150, which is offered from Fall to Summer with several sections, was not taken into consideration because it is a major requirement in most programs.

|  |  |  |  |
| --- | --- | --- | --- |
| **AVERAGE STUDENT SEAT COST Fall 2010-Summer 2011** | | | |
| **Business Division Courses** | **Total Classes for the Year^, with 4-credit Courses as 2 Sections** | **Ratio to Total Classes for the Academic Year** | **Proportion to Total Business Division Budget ($238,312.00)\*** |
| AC 131 | 10 | 13.51% |  |
| AC 220 | 6 | 8.11% |  |
| AC 250 | 2 | 2.70% |  |
| AC 320 | 1 | 1.35% | $3,220.43 |
| AC 321 | 1 | 1.35% | $3,220.43 |
| AC 325 | 1 | 1.35% | $3,220.43 |
| AC 330 | 1 | 1.35% | $3,220.43 |
| AC 335 | 1 | 1.35% | $3,220.43 |
| AC 370 | 1 | 1.35% | $3,220.43 |
| BU 101 | 5 | 6.76% |  |
| BU 250 | 2 | 2.70% |  |
| BU 260 | 4 | 5.41% |  |
| BU 270 | 3 | 4.05% |  |
| BU 271 | 2 | 2.70% |  |
| BU/MS 110 | 2 | 2.70% |  |
| BU/MS 310 | 1 | 1.35% | $3,220.43 |
| CA 105 | 2 | 2.70% |  |
| EC 220 | 3 | 4.05% |  |
| EC 230 | 3 | 4.05% |  |
| EC 320 | 1 | 1.35% |  |
| FIN 312 | 1 | 1.35% |  |
| IS 201 | 4 | 5.41% |  |
| IS 220 | 2 | 2.70% |  |
| IS 230 | 3 | 4.05% |  |
| IS 240 | 3 | 4.05% |  |
| IS 260 | 2 | 2.70% |  |
| IS 270 | 1 | 1.35% |  |
| IS 280 | 6 | 8.11% |  |
| Total Classes | 74 |  |  |
| **Total Estimated Budget for the Program** | | | **$22,543.03** |
| Divided by Program's Student Population in All TYC Accounting Classes | | |  |
|  | AC 320 | 6 |
| AC 321 | 3 |
| AC 325 | 7 |
| AC 330 | 3 |
| AC 335 | 3 |
| AC 370 | 2 |
| BU/MS 310 | 7 |
| Total Program's Student Population | | 31 |
| **AVERAGE SEAT COST** | | | **$727.19** |

*\*COM-FSM Catalog, IRPO Enrollment Data and FY2011 Performance Budget*

*^http://www.comfsm.fm/myShark/*

* + - 1. Course Completion Rate

**AC 320 (Intermediate Accounting I)**

* + - * 1. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| AC 320 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006\* | 60.00% | 60.00% |
| 2007\* | 57.14% | 100.00% |
| 2008\* | 10.00% | 40.00% |
| 2009^ | 80.00% | 80.00% |
| 2010^ | 33.33% | 100.00% |

*\* IRPO*

*^ Instructor’s grading sheet*

It can be observed from the graph above that there was a significant drop of successful students in 2008, and that the difference between the % of students earning C and higher, and the % of students earning D and higher is 30%.

However, the success rates picked up in 2009 and 2010, although in 2010, most 2/3 of the students enrolled earned D.

* + - * 1. Quality of Completion Rates

To have a better understanding of the characteristics of the success/failure rates of the students, let us concentrate on the breakdown of final grades for each semester and their respective percentages:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 320 | Number | | | | | | Percentage | | | | | |
| Fall Term | | | | | | Fall Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% | 0% | 0% |
| B | 1 | 0 | 0 | 2 | 0 | 3 | 20% | 0% | 0% | 40% | 0% | 9% |
| C | 2 | 4 | 1 | 2 | 2 | 11 | 40% | 57% | 10% | 40% | 33% | 33% |
| D | 0 | 3 | 3 | 0 | 4 | 10 | 0% | 43% | 30% | 0% | 67% | 30% |
| F | 2 | 0 | 6 | 1 | 0 | 9 | 40% | 0% | 60% | 20% | 0% | 27% |
| Total | 5 | 7 | 10 | 5 | 6 | 33 | 100% | 100% | 100% | 100% | 100% | 100% |

From the table above, we can have the trend graph in the next page:

As can be readily seen from the graph, still, nobody got a grade of A for five consecutive years.

It can be noted that in 2006, most students got C and F. Then, in 2007, most students earned C and D. In 2008, however, D’s and F’s both have the largest percentages. In 2009 and 2010, higher grades lorded all other failing grades.

The overall success rate was greatly affected by the 60% failure rate in 2008. As what can be seen in later years, the failure rate significantly decreased in 2009 and then, zeroed in 2010.

One thing that can be observed is that in the five-year study done, students’ average grade in this course ranges between C and D.

**AC 325**

1. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| AC 325 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006 | 75.00% | 100.00% |
| 2007 | 77.78% | 88.89% |
| 2008 | 11.11% | 55.56% |
| 2009 | 100.00% | 100.00% |
| 2010 | 57.14% | 71.43% |

As what can be observed, just like in the previous program review, the significant drop in the success rate happened in 2008. In 2009, there was even a 100% success rate and then, in 2010 was reduced by less than 30%.

The success rate increased in 2010 because students in this class were determined to earn better grades. In 2009, the rate decreased because two students had a hard time balancing class and work pressures.

1. Quality of Completion Rates

Looking further into the success rates of students in AC 325, let us focus on the percentages of students by their final grades:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 325 | Number | | | | | | Percentage | | | | | |
| Fall Term | | | | | | Fall Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 0 | 1 | 0 | 1 | 0 | 2 | 0% | 11% | 0% | 17% | 0% | 6% |
| B | 2 | 4 | 0 | 0 | 2 | 8 | 50% | 44% | 0% | 0% | 29% | 23% |
| C | 1 | 2 | 1 | 5 | 2 | 11 | 25% | 22% | 11% | 83% | 29% | 31% |
| D | 1 | 1 | 4 | 0 | 1 | 7 | 25% | 11% | 44% | 0% | 14% | 20% |
| F | 0 | 1 | 4 | 0 | 2 | 7 | 0% | 11% | 44% | 0% | 29% | 20% |
| Total | 4 | 9 | 9 | 6 | 7 | 35 | 100% | 100% | 100% | 100% | 100% | 100% |

From the previous table, we can come up with a trend graph shown below:

In the trend graph, it can be observed that most 83% of the students got C or higher in 2009. This is one of the contributing factors for the 100% success rate in this year.

In 2006, there is a remarkable percentage of students earning B (50%). This is one of the contributing factors to the 100% success rate for that year.

Although there is also a significant percentage of students getting B in 2007 (44%), but the success rate is only 89%. A considerable percentage of students got C (22%) and D (11%). The rest got F (11%).

As what can also be noted in the graph, a huge percentage of students got F (44%) and D (44%) in 2008. Then, followed by C (11%)

It is also noteworthy to note that a dramatic increase in success rate took place in 2009, but declined again in 2010, when two out of seven students got a failing grade. Of these two students, one had difficulty balancing work and academic demands, and while the other one faced a health and family challenge.

**AC 335**

A. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| AC 335 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006 | 60.00% | 80.00% |
| 2007 | 100.00% | 100.00% |
| 2008 | 62.50% | 75.00% |
| 2009 | 100.00% | 100.00% |
| 2010 | 66.67% | 66.67% |

As what can be seen in the preceding table and chart, the trend in the success ratio followed a roller-coaster pattern. It can be noted, however that the rate was significantly lower in 2010. This is because, during this time, there were only three enrollees in this class, and one of them was not able to withstand the rigors of training, due to health-family issues.

1. Quality of Completion Rates

Looking further into the success rates of students in AC 325, let us take consider the percentages of students by their final grades by evaluating the table below, along with the trend line graph immediately after it.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 335 | Number | | | | | | Percentage | | | | | |
| Fall Term | | | | | | Fall Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 0 | 0 | 1 | 3 | 0 | 4 | 0% | 0% | 13% | 50% | 0% | 14% |
| B | 1 | 3 | 1 | 3 | 0 | 8 | 20% | 43% | 13% | 50% | 0% | 28% |
| C | 2 | 4 | 3 | 0 | 2 | 11 | 40% | 57% | 38% | 0% | 67% | 38% |
| D | 1 | 0 | 1 | 0 | 0 | 2 | 20% | 0% | 13% | 0% | 0% | 7% |
| F | 1 | 0 | 2 | 0 | 1 | 4 | 20% | 0% | 25% | 0% | 33% | 14% |
| Total | 5 | 7 | 8 | 6 | 3 | 29 | 100% | 100% | 100% | 100% | 100% | 100% |

From the foregoing table and trend graph, it can be observed that most students get C, except in 2009 when most students got B.

What is worrisome on the graph above is that the percentage of students with failing grades follows closely, especially in 2006, 2008, and in 2009.

Most students, who get F, were not intellectually challenged, but were just facing work-family-health issues, which distracted them from earning good grades at the time they took this course.

The ones who were successful in this course were those who were able to turn away from distractions, and found the course very interesting, especially the part when they analyzed government financial statements.

**CONCLUSIONS ON OVERALL COMPLETION RATES OF COURSES OFFERED IN FALL:**

By getting the average percentages of students earning final grades of A, B, C, D, F and Withdrawn by each semester, and by computing their respective percentages to the total, the table below can be constructed.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fall Average Completion Rate | Percentage | | | | | |
| Fall Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 0% | 4% | 4% | 22% | 0% | 6% |
| B | 30% | 29% | 4% | 30% | 10% | 21% |
| C | 35% | 46% | 20% | 41% | 43% | 37% |
| D | 15% | 18% | 29% | 0% | 27% | 18% |
| F | 20% | 4% | 43% | 7% | 21% | 19% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

By looking at the table and the graph above, we can conclude that most students in Fall courses got an average of C in 2006-2010, except in 2008 where most of them earned F and then, D.

It is important to note that the success of the students lie on three important factors: (1) good attitude, (2) mathematical, language and analytical skills and (3) determination to succeed. In 2009 and 2010, there were still some students who were less intellectually prepared to earn a degree in TYC Accounting but they succeeded by compensating it with persistence and determination; this enabled them to earn credits and eventually graduate on time. More support from family, work and the community at large would be of great help for the students’ academic success.

**AC 321**

A. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| AC 321 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006 | 66.67% | 66.67% |
| 2007 | 66.67% | 100.00% |
| 2008 | 100.00% | 100.00% |
| 2009 | 28.57% | 57.14% |
| 2010 | 83.33% | 100.00% |

The graph indicated a steady increase in success rates until 2009, and increased again in 2010. Please note that in 2009, the students who were very much challenged in AC 320 of the preceding term were the same ones enrolled in this course for this term.

1. Quality of Completion Rates

Now, let us examine the details of the success rates of students in AC 321 by relating the table below and the graph immediately after it.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 321 | Number | | | | | | Percentage | | | | | |
| Spring Term | | | | | | Spring Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% | 0% | 0% |
| B | 3 | 1 | 1 | 1 | 1 | 7 | 50% | 33% | 14% | 14% | 17% | 24% |
| C | 1 | 1 | 6 | 1 | 4 | 13 | 17% | 33% | 86% | 14% | 67% | 45% |
| D | 0 | 1 | 0 | 2 | 1 | 4 | 0% | 33% | 0% | 29% | 17% | 14% |
| F | 2 | 0 | 0 | 3 | 0 | 5 | 33% | 0% | 0% | 43% | 0% | 17% |
| Total | 6 | 3 | 7 | 7 | 6 | 29 | 100% | 100% | 100% | 100% | 100% | 100% |

As what can be seen on the table, the grade with the highest percentage is C (86%). Then, the same thing happened in 2010 (67%).

Then, it is followed by B (24%). In the year 2006, most students got B (50%). Then the following year, 33% of the students got B.

F placed 3rd highest percentage (17%). This is primarily because of the 43% failing rate in 2009, and 33% in 2006.

It is important to note that the average failing rate (17%) for this five-year is even greater than that of those getting D. This is even greater than the one in the previous program review (14%).

**AC 330**

A. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| AC 330 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006 | 80.00% | 100.00% |
| 2007 | 88.89% | 100.00% |
| 2008 | 100.00% | 100.00% |
| 2009 | 33.33% | 50.00% |
| 2010 | 100.00% | 100.00% |

As what can be observed from the graph above, there was a very good success rate during this five-year period.

Except in 2009, there was a 100% success rate. More importantly, there was a 100% of students earning C and higher in 2008 and 2010.

The only snag in this otherwise remarkable success story is that in 2009, only half of the class passed the course. This is the batch of students who had so much difficulty overcoming a great obstacle – inadequate skills and competency in basic accounting courses.

B. Quality of Completion Rate

Now, let us take a peek at the quality of completion rates to have a more solid conclusion on the completion rates of this course.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 330 | Number | | | | | | Percentage | | | | | |
| Spring Term | | | | | | Spring Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 1 | 0 | 0 | 0 | 0 | 1 | 20% | 0% | 0% | 0% | 0% | 3% |
| B | 1 | 3 | 3 | 0 | 7 | 14 | 20% | 33% | 75% | 0% | 70% | 41% |
| C | 2 | 5 | 1 | 2 | 3 | 13 | 40% | 56% | 25% | 33% | 30% | 38% |
| D | 1 | 1 | 0 | 1 | 0 | 3 | 20% | 11% | 0% | 17% | 0% | 9% |
| F | 0 | 0 | 0 | 3 | 0 | 3 | 0% | 0% | 0% | 50% | 0% | 9% |
| Total | 5 | 9 | 4 | 6 | 10 | 34 | 100% | 100% | 100% | 100% | 100% | 100% |

As what can be noticed from the table above, most students got a grade of B in 2008 and 2010, with C close behind. In 2006 and 2007, most students got C, with B immediately trailing by.

It was just in 2009 when the failure rate equaled the success rate, with 50% of students earning F, 33% got C and 17% had D.

**AC 370**

A. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| AC 370 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006 | 100.00% | 100.00% |
| 2007 | 100.00% | 100.00% |
| 2008 | 85.71% | 85.71% |
| 2009 | 100.00% | 100.00% |
| 2010 | 100.00% | 100.00% |

This course usually have a 100% success rate, except in 2008, because one student was not able to complete the internship period and he happened to form part 14% of the class.

B. Quality of Completion Rate

The success rate is better understood by looking at the breakdown of grades and their respective percentages.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 370 | Number | | | | | | Percentage | | | | | |
| Spring Term | | | | | | Spring Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 2 | 1 | 2 | 5 | 0 | 10 | 100% | 14% | 29% | 83% | 0% | 37% |
| B | 0 | 2 | 2 | 1 | 5 | 10 | 0% | 29% | 29% | 17% | 100% | 37% |
| C | 0 | 4 | 2 | 0 | 0 | 6 | 0% | 57% | 29% | 0% | 0% | 22% |
| D | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% | 0% | 0% |
| F | 0 | 0 | 1 | 0 | 0 | 1 | 0% | 0% | 14% | 0% | 0% | 4% |
| Total | 2 | 7 | 7 | 6 | 5 | 27 | 100% | 100% | 100% | 100% | 100% | 100% |

From the table in the preceding page and the trend graph shown above, there is a high tendency toward the grades A and B.

Some students who enrolled in this course got C (22%). The year 2007 (57%) provided the most number of students with this grade and then, 2008 follows closely behind with a 29% percentage.

It is also worth noting that there was only one student who failed this class.

**BU/MS 310**

A. Success Rate Trend

|  |  |  |
| --- | --- | --- |
| BU/MS 310 |  |  |
| Year | % of Students Earning C and Higher | % of Students Earning D and Higher |
| 2006 | 100.00% | 100.00% |
| 2007 | 100.00% | 100.00% |
| 2008 | 100.00% | 100.00% |
| 2009 | 84.62% | 84.62% |
| 2010 | 100.00% | 100.00% |

Again, there could have been a 100% success rate, with most students earning C or higher. Only that in 2009, the success rate fell down to 84.62%.

B. Quality of Completion Rate

Let us then look closer at the composition of completion rates by analyzing the number and percentages of students’ grade from year to year.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BU/MS 310 | Number | | | | | | Percentage | | | | | |
| Spring Term | | | | | | Spring Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total | 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 6 | 2 | 4 | 4 | 4 | 20 | 67% | 29% | 29% | 31% | 22% | 33% |
| B | 2 | 4 | 7 | 6 | 14 | 33 | 22% | 57% | 50% | 46% | 78% | 54% |
| C | 1 | 1 | 3 | 1 | 0 | 6 | 11% | 14% | 21% | 8% | 0% | 10% |
| D | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% | 0% | 0% |
| F | 0 | 0 | 0 | 2 | 0 | 2 | 0% | 0% | 0% | 15% | 0% | 3% |
| Total | 9 | 7 | 14 | 13 | 18 | 61 | 100% | 100% | 100% | 100% | 100% | 100% |

As what can be perceived from the table and graph above, the reason the trend was discontinued because two of the students in 2009 failed the class and they happen to be 15% of the class. Of the students who failed, one had a difficulty balancing her work-family-academic life, and the other was a returning student, who needed a lot of catching up for basic concepts she had already forgotten.

**CONCLUSIONS ON OVERALL COMPLETION RATES OF COURSES OFFERED IN SPRING:**

To further analyze the performance levels of the classes by semester, let us first get the total students from each course with final grades of A, B, C, D, F and Withdrawn, and solve for their respective percentages to the total.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Spring Average Completion Rate | Percentage | | | | | |
| Fall Term | | | | | |
| 2006 | 2007 | 2008 | 2009 | 2010 | Total |
| A | 47% | 11% | 14% | 29% | 6% | 21% |
| B | 23% | 38% | 42% | 19% | 66% | 38% |
| C | 17% | 40% | 40% | 14% | 24% | 27% |
| D | 5% | 11% | 0% | 11% | 4% | 6% |
| F | 8% | 0% | 4% | 27% | 0% | 8% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

From the table above, it is obvious that most enrollees across the semesters earned a grade of B (38%). This is primarily because of the much highest percentages of the students this grade in 2007 and 2008.

Then, C closely follows with 27%. It cannot be more than the percentage of students getting B, because for most part of the five-year period, its percentage for the year is less than that of B’s percentages

The overall failure rate was only 8%, despite the 27% failing rate in 2009. This is because there were only 8% and 4% failing rate in 2006 and 2008, and 0% in 2007 and 2010.

* + - 1. Student Satisfaction Rate

Data is not available.

* + - 1. Employment and Transfer Data

There is no available information.

* + - 1. Program’s Student Learning Outcomes

Graduates of the TYC Accounting should be able to:

1. Demonstrate knowledge of Intermediate Accounting by describing the environment and the conceptual framework of financial reporting; analyzing financial statements and accounting for cash and receivables; inventories; property, plant and equipment; intangibles; liabilities; stockholders’ equity; and other special topics on financial reporting,
2. Show an understanding of Cost Accounting concepts relevant to managerial decision-making, planning and control by solving problems involving various costing and budgeting methods; by applying financial, inventory and production management techniques in cost accounting, and by accurately measuring short and long-run organization performance,
3. Demonstrate familiarity of a wide range of tax concepts with special focus on the taxation of business entities in the United States and the Federated States of Micronesia and a minor emphasis on individual taxation in the two countries,
4. Exhibit competence in analyzing and recording transactions for state, local and the federal government; colleges and universities and other nonprofit organizations; in preparing and interpreting financial statements; and in explaining differences in private and public sector accounting,
5. Apply knowledge and skills acquired from accounting and other courses by solving real world accounting and general workplace problems in a participating organization in the COM-FSM Internship Program, and
6. Express an appreciation of statistical methods of sampling and estimating population statistics and competence in using computer software to calculate point estimates and confidence intervals and use statistical methods to test hypotheses, recognize trends and make forecasts to support decisions in the business/economics environment.
   * + 1. Student Learning Outcomes

The highlights of the Course Level Assessments are as follows:

|  |  |  |
| --- | --- | --- |
| Course | Year | Instructor’s Findings, Recommendations and Comments |
| AC 320 | 2009  and  2010 | Increase the units of credit to 4 to give students more time to master the concepts through problem solving and to cover ALL the course content topics. |
| AC 321 | 2009-11 | Increase the units of credit to 4 to give students more time to master the concepts through problem solving and to cover ALL the course content topics. |
| AC 325 | 2009 | To increase class size/program enrollment, also target nontraditional students by offering modular accounting courses in Pohnpei Campus. After completing all modular accounting courses and required humanities courses, the student can graduate from the TYC Accounting degree. |
| AC 330 | 2011 | Either reduce the covered topics or increase credits |
| AC 335 | 2009 | The improvement in the overall class performance of the students were attributable to these factors: (1) providing them chart of accounts, (2) the increase in the standard for admission in the TYC Accounting Program, and (3) the attitudes of the students in helping each other out so they can all pass the course. |
| AC 370 | 2009 | To reduce absences in the workplace, consider offering this course in summer. |
| BU/MS 310 | 2011 | Review and reduce Student Learning Outcomes because not all of the 22 SLO's cannot all be measured; they cannot be finished within the term.  The use of a computer laboratory for topics requiring the use of computers is necessary so that the instructor can facilitate and keep the ideal pace.  Make CA 105 a course pre-requisite. |

1. **Findings and Recommendations**
2. Program Admission Requirements

| **Existing** | **Recommendations** | **Justification** |
| --- | --- | --- |
| 1. Graduate of any AS Degree | None Recommended |  |
| 1. Minimum GPA of 2.50 | None Recommended |  |
| 1. Minimum Grade of C in Business Administration and AS Core Courses, | Repeated any or all of these accounting courses only twice with a minimum grade of B on the last try.  To better apply this policy,  1. Advisors shall look in both the DEGREE COMPLETION AND ONLINE TRANSCRIPT of their advisees.  2. The programmer shall install in the SIS this system requirement and a user warning to warn OARR personnel and advisors of any student who cannot qualify in the program, and  3. In special cases, only the administrator password can override this system requirement. | This revision is primarily because of the tragedy that happened in Fall 2008, where a sizable percentage of students enrolled in the program for this term needed more skills in and mastery of 100 and 200 level accounting courses to prepare them for 300 level accounting courses.  Some of these students managed to get admitted into the program even when they repeatedly took accounting courses and earn a grade of C and D, after failing the course on the first try and the nth attempt.  The system requirement is for strict compliance with this policy, so that no student can take advantage of the SIS system’s weaknesses and limitations |
| 1. Admitted by the COM-FSM Admissions Board | None Recommended |  |

1. Program Degree Requirements

| **EXISTING** | | | | **RECOMMENDATIONS** | | | | | **JUSTIFICATIONS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course No.** | **Course Title** | **Unit Credits** | **Prerequisites** | **Course No.** | **Course Title.** | **Unit Credits** | **Prerequisites** | **Remarks** |
| AC 320 | Intermediate Accounting I | 3 | Accounting II and Managerial Accounting | AC 320 | Intermediate Accounting I | 4 | Managerial Accounting |  | Accounting II is one of the pre-requisite courses of Cost Accounting.  To better train students, they need to have more time to solve and be exposed to as much types of problems, as much as possible.  Although most students earned B and C, but then, they might still need a lot of catching up to do in higher level accounting courses, let alone obtain a professional license in foreign countries. |
| AC 321 | Intermediate Accounting II | 3 | Intermediate Accounting I | AC 321 | Intermediate Accounting II | 4 | Intermediate Accounting I |  | For the same reason cited in the case of Intermediate Accounting I, it is important to build on the basic knowledge that students acquired in much more basic accounting courses and the more complex details of accounting for intangible assets, investments, liabilities, owner's equity and other special topics.  This course shall have four units of credit so that the students will have enough time to sharpen their problem-solving skills (laboratory), with the guidance of their instructor. |
| AC 325 | Cost Accounting | 3 |  | AC 322 | Managerial Accounting | 4 |  |  | There is a need to rename the Course Title because Managerial Accounting involves quantitative aspects of discharging managerial functions, which are discussed in this course.  This change in the number of units is important because there is a need for the students to gain mastery in the course and enough time to sharpen their skills in problem solving through laboratory sessions. |
| AC 330 | Taxation | 3 |  |  |  |  |  | None recommended. |  |
| AC 335 | Government Accounting | 3 |  |  |  |  |  | None recommended. |  |
| AC 370 | Accounting Internship | 3 |  |  |  |  |  | None recommended. |  |
| BU/MS 310 | Applied Statistics | 3 |  |  |  |  |  | Make CA 105 a prerequisite course. | Students have difficulties applying spreadsheet application. |
|  | Any Q & LR/WC & Humanities Course | 3 |  | AC 340 | Constructive Accounting | 3 | AC 250 |  | Constructive Accounting or otherwise known as forensic accounting will enable Third Year Students sharpen their knowledge in the nature and behavior of various accounts and hone their skills in reconstructing accounts.  This course will prepare them in correction of errors and auditing, when a bachelor's degree in accounting will be offered sometime in the future. |
|  | Any Q & LR/WC & Humanities Course | 3 |  | CA 105 | Data Analysis Using Spreadsheets | 3 |  |  | This course will come in handy for FIN 312, and BU/MS 310 topics |
|  | Any Q & LR/WC & Humanities Course | 3 |  | FIN 312 | Corporate Finance |  |  |  | This course is as useful to General Business Majors as to Accounting Majors because a lot of important quantitative corporate decision-making tools, which are important to future audit/management consultants, are taken here. |

1. Program Outcomes

| **Findings** | **Recommendations** | **Justification** |
| --- | --- | --- |
| * + - 1. The Average Class Size is 7.20. This is less than the required minimum of 10 students per class.       2. The Average Seat Cost is $727.12 | Since there is a unconfirmed proposal to totally scrap the program, and that students openly voice out their concerns on the difficulty of successfully graduating from the program,   1. If this purported proposal is not yet decided upon, an intense advertisement, to the college and the community at large, can be made to diminish the adverse effect of this bad publicity. 2. Conduct official surveys to potential program enrollees. 3. Offer modular trainings in TYC Accounting courses, and once a student completed everything, he/she will be able to earn the degree.      1. Be open to offer a Bachelor’s Degree in Accounting, even without having a tie-up with a neighboring university for as long as the required courses for graduation are the same. | 1. Bad publicity will always have an adverse effect on any business organization, especially for an educational institution. The college administration has to address this matter soon. 2. The purpose of this is to gain an awareness of the potential students’ preferences on how to finish the program. 3. This will enable full-time students, part-time student-workers, and people working eight hours/day to attend classes. Since students have to focus on one course at a time, they would have better chances of completing the course.      1. This could be a factor why smart students, who have interest in accounting, have reservations on pursuing TYC Accounting in the college, because they cannot earn their bachelors’ degree here. |
| 1. Relatively low success rates in:   AC 320  AC 321  AC 325 | 1. Increase the units of credit from 3 to 4. 2. To also address this problem, do recommendations 2 and 3 on the previous page. | This is to further enable students to sharpen their problem-solving skills,  These recommendations are for the same reasons stated in the previous page. |
| 1. Low graduation rates | 1. Perform recommendations 2, 3 and 4. | For the same reason stated in the previous page, and to enable students to earn their degree whenever work-family life would permit. |
| 1. No Institutionalized Seat Cost Computation | 1. The college should come up with an official computation of the seat cost. | This is to have a uniform seat cost computation. |

1. Student Satisfaction Rate

|  |  |  |
| --- | --- | --- |
| **Findings** | **Recommendations** | **Justification** |
| There are no data on student satisfaction rate that are readily available | The VPIA shall designate people who shall determine measures of and gather information on student satisfaction.  a. This study shall be conducted by personnel who have a background as an educator in the field of business and accounting, and  b. This study shall be carried out by personnel, whose objectivity to the case may not be questioned. He/she shall be anyone who does not form part of business division faculty nor of the curriculum committee, which is tasked at approving the courses of each program.    Then, the IRPO shall request reports on student satisfaction from the Office of the VPIA and upload the same on the net so that this data may be used for planning and decision-making at the end of every term. | It is very important that the objectivity of the person conducting the survey on student satisfaction so that there will be less questions as to the reliability and validity of the results. |

1. Employment Data

|  |  |  |
| --- | --- | --- |
| **Findings** | **Recommendations** | **Justification** |
| There is no data available on employment of graduates. | The Alumni Office shall be strengthened so that it can keep track of alumni updates from them on a yearly basis. This office shall also analyze the data and provide this information to the IRPO every year.  The IRPO shall ensure that this data shall be available to interested users at any time through the net. | This data is very important so that the college will be able to monitor the employability of its graduates, it can provide employment support and facilitate better networking among CCM/COM graduates. |

1. Employer Satisfaction Rate

|  |  |  |
| --- | --- | --- |
| **Findings** | **Recommendations** | **Justification** |
| Data on employer satisfaction rate is not available. | The college shall also yearly check with the government and the private sector the latter’s current employment needs in their respective accounting divisions so that there shall be other means of reassessing this program.    The Office of the VPIA, in close collaboration with the Business Division Chair, shall designate personnel to handle this task.  This person shall periodically report the same to the VPIA, who shall furnish the same to Business Division Chair for appropriate action.  This same report shall also be furnished to the IRPO so that it may be available to certain internet users. | There is a need for the college to annually gather information on employer satisfaction of fresh graduates of this program so that it will have a more solid basis on assessing the quality of graduates and their ability to meet the skills and knowledge requirements of the employers on the job. |

1. Transfer Rate

|  |  |  |
| --- | --- | --- |
| **Findings** | **Recommendations** | **Justification** |
| Transfer rate data is also not available to date. | The Alumni Office, along with the Office of the Admissions and Records, shall be given a boost in order that data on student transfer shall be provided to the IRPO every semester.  Data required shall include reasons for transfer and other information related to transfer from the college.  The IRPO shall take charge of distributing this data to interested users at any time. | This information is very much needed because dissatisfaction as to the quality of education provided by the college may not be available from student satisfaction survey.  This is also needed to keep track of students who transfer to other institutions of higher learning abroad and those who transfer to universities in other nations while without finishing their degree in COM. |

1. Program Review

|  |  |  |
| --- | --- | --- |
| **Findings** | **Recommendations** | **Justification** |
| It is just recently that this Program is evaluated to comply with the requirements of the WASC Accreditation Committee. | The Program shall be reviewed once every two years | A periodic review is necessary to make sure that this Program can meet the current job market demand and satisfy transfer requirements for institutions to which graduates regularly transfer.  This is also necessary so that it can be updated with the new trends in business and accounting.  In addition, a periodic review is necessary because it will enable the working committee on any proposed changes in the curriculum make appropriate suggestions to accommodate offering a bachelor’s degree program in accounting. |

## Assessment Plan Worksheet # 3

**Academic Program**

Assessment Report

|  |  |  |
| --- | --- | --- |
| 3rd Year in Accounting |  | Fall 2009- Spring 20011 |
| **Academic Program** |  | **Assessment Period Covered** |
| **( ) Formative Assessment** |  | May 31, 2011 |
| **( x ) Summative Assessment** |  | **Date Submitted** |

|  |
| --- |
| **Academic Evaluation Question (Use a different form for each evaluation question):** |
| Has there been 90% student completion/success rate in FY 2011? |

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

|  |
| --- |
| *1a. Means of Unit Assessment & Criteria for Success*:  **Fall 2009 - Spring 2011 student completion/success rate** |
| *1a. Summary of Assessment Data Collected:*  **Based on the summary of grades turned in by professors/ requested from the OARR in TYC Accounting courses, the results were:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Course** | **Fall 2009- Spring 2010** | | | **Fall 2010- Spring 2011** | | | | **Total Students Enrolled** | **No. of Students with a Final Grade of**  **A-C** | **Class Success Rate** | **Total Students Enrolled** | **No. of Students with a Final Grade of**  **A-C** | **Class Success Rate** | | **AC 320** | **5** | **4** | **80.00%** | **7** | **2** | **28.57%** | | **AC 321** | **6** | **5** | **83.33%** | **4** | **1** | **25.00%** | | **AC 325** | **6** | **6** | **100.00%** | **7** | **4** | **57.14%** | | **AC 330** | **10** | **10** | **100.00%** | **3** | **3** | **100.00%** | | **AC 335** | **6** | **6** | **100.00%** | **4** | **2** | **50.00%** | | **AC 370** | **6** | **6** | **100.00%** | **2** | **2** | **100.00%** |   **As what can be observed in the table above, there was a downward trend in the percentage of students earning “C” or better.**  **According to instructors, students who usually can earn at least a “C” in these accounting courses are those who show diligence in complying with all the academic requirements and dedication in their studies. Those who can earn an “A” must not just possess these traits but also have sharp analytical skills.**  **As pointed out in the Fall 2010 and Spring 2011 assessment reports, especially in AC 320 and AC 321, it can be observed that the percentage of students earning a grade of “C” or better in the AFTER-DISCUSSION-TEST are generally higher than that in EXAM-EMBEDDED TEST. Also, in the AC 321 assessment, a need to give time to students to assimilate and apply accounting concepts was raised.**  **In the assessment report for an AC 131 class, the instructor pointed out that students who tried but fell short were the ones who did not comply with academic requirements. In the case of AC 320, 321, 325 and 335, those who did not get “C” or better also did the same thing, as claimed by instructors.**  **As also indicated in the same AC 131 class, the instructor disclosed that there were students who repeated this course to improve their grades and expressed his apprehension on the probability of students taking advantage of this opportunity too many times so that they can be admitted in the TYC Accounting Program. This may have already happened as some students enrolled this Fall had a hard time connecting basic accounting concepts with the new ones; it is just that the AC 320 and 321 instructor and program assessment writer cannot establish this speculation due to system information controls.**  **Most important of all, in several course level assessments during the covered period, the instructor revealed that the students could analyze the problems well if they do it with her aid. That is, discuss the given items and grammatical implications, make use of previously discussed illustrations, connect the dots together, apply and then check.**  **One glaring results of the TYC Accounting course level assessments during this period is that the topics that are supposed to be taken up were not all covered; there some important topics that were not discussed anymore. The instructors believe that this is because the students needed more time to “assimilate” the concepts so that they can apply them very well. Also, the topics taken up in AC 320 and AC 321, which were also required in AC 370, also contributed to the repetition and less efficient use of time.** |
| *1a: Use of Results to Improve Unit Services:*   * **There is a need to adopt another policy, wherein which only students with a grade of C or better in all 100 and 200 level courses and have taken these courses only twice or less, shall be admitted in the TYC Accounting Program. To further support the implementation of this policy, the SIS also needs to have a foolproof built-in controls regarding this matter.** * **The college also needs to strengthen the analytical capabilities, and mathematical and comprehension skills of students before they can get admitted to programs, which require a lot of analysis, such as TYC Accounting.** * **Since this program leads to a bachelor’s degree, and the graduate of such a degree may need to take licensure examinations abroad to further his career, a need for better quality of students is IMPERATIVE. It is also important to note that FSM imports accountants, who have bachelor’s degree in accounting. In the future, if COM-FSM intends to convince local businesses to replace their ex-pat accountants and comptrollers with COM-FSM graduates (of the same degree. Yes, we are working on this), our graduates must be able to deliver the same quality of expertise in this field.** * **Lastly, a need to reorganize the topics in AC 320, AC 321 and AC 370, should be addressed ASAP.** |

## Assessment Plan Worksheet # 2

**Academic Program**

Assessment Report

|  |  |  |
| --- | --- | --- |
| TYC Accounting |  | Fall 2011 - Spring 2012 |
| **Academic Program** |  | **Assessment Period Covered** |
| **( ) Formative Assessment** |  | May 31, 2011 |
| **(x) Summative Assessment** |  | **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 Goals (*which strategic goal(s) most support the services being provided*)**:  1. Promote learning and teaching for knowledge, skills creativity, intellect and the abilities to seek and analyze information and to communicate effectively.  7. Build a partnering and service network for community, workforce and economic development.  9. Provide for continuous improvement of programs, services and college environment. |

|  |
| --- |
| **Academic Program Mission Statement:**  The 3rd Year Certificate of Achievement in Accounting Program shall provide adequate technical and values training in accounting that will enable the students achieve their goals, and help the FSM to attain economic development and self-reliance. |

|  |
| --- |
| **Academic Program Goals (*General Statements about knowledge, skills, attitudes, and values expected in graduates*).**   1. To equip students with the accounting skills and values that will be valuable for real-life work and business environments, 2. To establish the required foundation for the students who intend to pursue further studies in other learning institutions, and 3. To share and obtain technical know-how with the community, government, private business sector and other academic institutions. |

|  |
| --- |
| **Academic Program Outcomes:** |
| Upon completion of the degree program, the student will be able to:   1. Demonstrate an understanding of *intermediate accounting* principles by describing the financial reporting environment and the conceptual framework of financial accounting, analyzing financial statements in detail, and accounting for cash and receivables, inventories, property, plant and equipment, intangibles, liabilities, stockholders’ equity, and other special areas**.** 2. Demonstrate an understanding of *cost accounting* systems relevant to managerial-decision making, planning and control by solving problems involving various costing and budgeting methods; by applying financial, inventory and production management techniques in cost accounting; and by accurately measuring short- and long-term organizational performance. 3. Demonstrate competence in analyzing and recording various transactions for state and local *governments*, the federal government, colleges and universities, and other *nonprofit organizations*; in preparing and interpreting financial statements; and in explaining differences between public and private sector accounting. 4. Demonstrate an understanding of wide range of tax concepts with special focus on the *taxation* of business entities in the United States and the Federated States of Micronesia and a minor emphasis on the individual taxation in the two countries. 5. Demonstrate an understanding of the *statistical methods* of sampling and estimating population statistics and competence in using computer software to calculate point estimates and confidence intervals and use statistical methods to test hypotheses, recognize trends and make forecasts to support decisions in the business/economics environment. 6. Apply knowledge acquired from accounting and other courses by solving real world accounting and general workplace problems in a particular organization in the COM-FSM *Internship Program.* |

| **Evaluation questions** | **Data sources** | **Analysis** |
| --- | --- | --- |
| Were there at least 90% of students who earned at least 70% grade in Accounting and Taxation courses? | Fall 2011 – Spring 2013 student grade summary from instructors/ OARR/ IRPO  Comprehensive Project | Tables with comparative data (absolute figures and percentages)  Absolute results per subject area |
| Were feedbacks obtained through student satisfaction surveys and faculty evaluation in FY 2011? | Fall 2011 survey data from the IRPO | Tables with comparative data (absolute figures and percentages) |
| Were there at least 10 students enrolled in the program in FY 2012? | Fall 2012 enrollment data from the IRPO/IRPO | Tables with comparative data (absolute figures and percentages) |
| Were there program and course modification requests proposed in FY 2011? | Approved program modification and course outline modification requests | Continuing assessment of program effectiveness |

**Timeline**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Who is Responsible?** | **Date** |
| Equip all graduates with at least 70% of the expected technical knowledge and skills in accounting and taxation by increasing the unit credits of Intermediate Accounting courses to four (4) and providing a practice set for Intermediate Accounting and FSM Taxation | Intermediate Accounting and Taxation Instructor(s) | FY 2012 |
| Conduct student satisfaction surveys and instructor evaluation | Designated Program Coordinator with the help of the IRPO and the Academic Program Director | Starting Fall 2012 |
| Increase the enrollment in the TYC Accounting Program to at least 10 students by scheduling some TYC Accounting courses at night, offering TYC Accounting courses to non-traditional students and establishing ties with local establishments to accept COM graduates from TYC Accounting Program | Business Division Chair / Designated Program coordinator, in collaboration with TYC Accounting faculty | Starting FY 2012 – Spring, Summer & Fall |
| Prepare and submit program modification and course modification requests | Business Division Chair, with faculty support | Should be finished by the end of Fall 2011 |

Prepared by:

**Marian Gratia G. Medalla,** Associate Professor

Noted by:

**Joseph Felix, Jr.,** Division Chair