

# **THIRD-YEAR CERTIFICATE OF ACHIEVEMENT, GENERAL BUSINESS Program Review, October 2011**

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## **A. PROGRAM MISION:**

### **Vision Statement**

The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally-connected, accountable, healthy and able to live in harmony with the environment and the world community.

### **Mission Statement**

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.

### **Our College's Values**

Learner-centeredness  
Professional behavior  
Innovation  
Honesty and Ethical Behavior  
Commitment and Hard Work  
Teamwork  
Accountability

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

1. Promote learning and teaching for student success and satisfaction.
2. Provide institutional support to foster student success and satisfaction
3. Create an adequate, healthy and functional learning and working environment.
4. Foster effective communication.
5. Invest in sufficient, qualified, and effective human resources.
6. Have sufficient and well-managed fiscal resources that allows for financial independence.
7. Build a partnering and service network for student success, and workforce and economic development.
8. Promote the uniqueness of our community, cultivate respect for individual differences, and champion diversity.
9. Provide for continuous improvement of programs, services and college environment.

## **B. PROGRAM DESCRIPTION**

Third-Year Business program is offered to provide students with higher level of skills in addition to their Association Degree in Business. It can also serve as a stepping-stone for those students wanting to pursue a higher degree in the business field.

The program is currently offered only at the main National campus and is also articulated with the University of Guam, allowing for smooth transfers from COM\_FSM and final year at the university.

## **C. PROGRAM GOALS:**

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As stated in the 2007 to 2009 COM-FSM General Catalog, the Program is designed to provide Employers with higher level skills through;

1. Offering of high level courses
2. Meeting other general education requirements needed to better articulate the program with fourth-year programs elsewhere

While employers are satisfied with graduates of the associate degree program in business administration, they also want people with higher level skills. As a result, the Division now offers third-year certificate of achievement programs in accounting and in general business. These programs are not only designed to offer higher level courses, but to also meet other general education requirements needed to better articulate the program with fourth year programs elsewhere. .

The third year program is articulated with the University of Guam, so students can transfer smoothly from COM-FSM into the fourth and final year at that university.

#### **D. PROGRAM HISTORY:**

The Third-Year Certificate program in business administration was approved for implementation in 2001.

#### **E. PROGRAM LEARNING OUTCOMES**

Upon completion of the 3rd Year Certificate Program in General Business, students will be able to:

1. Demonstrate an understanding of basic concepts in organizational behavior, including things such as personality, individual differences, motivation, leadership, conflict, communication, group dynamics, power and politics, change, organizational structure, design and culture and cultural diversity by explaining how these concepts relate to performance and job satisfaction in the organization
2. Demonstrate an understanding of the intricacies of marketing planning and overall marketing strategy; the sequential nature of marketing and the importance of monitoring mechanisms; and the scope of comprehensive marketing in light of current technological developments.
3. Demonstrate an understanding of the concepts underlying corporate financial decision-making – such as capital structure, capital budgeting, short-term asset management, dividend policy, financial analysis, corporate restructuring – and how these decisions affect other areas of the firm.
4. Demonstrate an understanding of the role of entrepreneurship and small business in the (FSM) economy and show competence in basic business planning and in identifying opportunities and challenges that entrepreneurs and small business owners/managers face – both in FSM and in general – in trying to achieve their business objectives.
5. Demonstrate basic knowledge of international business by discussing its importance and explaining its theoretical foundations. The student will also be expected to describe the international economic and financial environment; the role of government, culture, politics and laws in international business; and analyze issues in management, marketing, finance, human resources, accounting and taxation.
6. Demonstrate an understanding of economic development issues faced by least developed countries (LDCs) and options for development. Such issues will include, among others, foreign aid to LDCs, unemployment, urbanization and population growth, all with special emphasis on FSM.
7. Demonstrate an understanding 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

- **Aligning Program Components with Learning Objectives**

Contents of the PLO are divided into 3 categories; **(I)** Introduced, **(D)** Demonstrated and practiced with feedback and **(M)** demonstrated at the mastery level appropriate for graduation.

Courses	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7
BU/MS310							M
ECO 320						M	
FIN 312			M				
MGT 320	M						
MGT 350					M		
MGT 360				M			
MKT 311		M					

This MATRIX is a common tool used to summarize the relationship between program components (curriculum, courses) and program goals and objectives.

## F. PROGRAM STRUCTURE

To be admitted into the third-year programs, applicants are usually required to have an associate degree in business administration and a GPA of at least 2.5. Applicants who are admitted with an associate degree in a different major must complete business requirements for the associate degree program during their third-year certificate course of study. In most of the cases, such students might have to first complete those 100- and 200-level business courses as most of them are prerequisites for the 300-level third-year courses

- I. General Education Core Requirements - 9 credits
- II. Major Business Requirements - 21 credits

Hence, Graduation Requirements – 30 credits

Three (3) General Education courses chosen from the following areas:

Students may choose one course from each area or two courses from one area and one course from another area

- Quantitative and Logical Reasoning (3)
- World Cultures and History (3);
- Humanities (3)

### a. Major Business Requirements - 21 Credits

- BU/MS 310 Applied Statistics (3)
- ECO 320 Economic Development (3)
- FIN 312 Corporate Finance (3)
- MGT 320 Organizational Behavior (3)
- MGT 350 International Business (3)
- MGT 360 Entrepreneurship and Small Business Management (3)
- MKT 311 Marketing Strategy (3)

**b. Suggested Schedule**

First Semester (FALL)

Course	No. of Credits
MGT 320 Organizational Behavior	3
MGT 350 International Business	3
ECO 320 Economic Development	3
Q & L R/WC & H/Humanities course	3
Q & L R/WC & H/Humanities course.....	3
<b>Total Credits</b>	<b>15</b>

Second Semester (SPRING)

Course	No. of Credits
FIN 312 Corporate Finance	3
MKT 311 Marketing Strategy	3
MGT 360 Entrepreneurship/Small Bus	3
BU/MS 310 Applied Statistics.	3
.	
Q & L R/WC & H/Humanities course	3
<b>Total Credits</b>	<b>15</b>

**G. PROGRAM ADMISSION REQUIREMENTS:**

In order to be admitted to the Third-Year General Business program, applicants are required to have achieved the followings:

1. An Associate Degree in Business Administration
2. A GPA of at least 2.5
3. Minimum grade of C in Business Administration A.S major courses

For those applicants with Associate Degree of different majors, they must complete business requirements for the Associate Degree program during their Third-Year Certificate course of study. This would mean completing those 100- and 200- level business courses as they are prerequisites for the 300-level third-year courses.

In addition to the standard General Education Core Requirements, students majoring in general business must take the following required courses.

Course Number	Course Title	Course Description
BU/MS 310	Applied Statistics	Builds on the fundamental concepts developed in the introductory statistics course. Students make point estimates of population parameters, construct confidence intervals for sample statistics, perform hypothesis testing to support decisions, make inferences about populations from sample data, use samples to make inferences about the general population, and use linear regression to recognize trends and make forecasts. Students use a computer software package (e.g. MS Excel) for both data analysis and presentation <b>Prerequisite: MS 150</b>
EC 320	Economic Development	Explores the characteristics of underdeveloped economies, theories of economic growth, and strategies for economic development. Special emphasis is given to the Micronesia and Pacific region. <b>Prerequisite: EC 230 or permission of Business Division</b>
FIN 312	Corporate Finance	Builds on the principles course, further developing tools to help the potential manager analyze and solve financial problems in business organizations. Topics include capital structure, diversification, dividend policy, short-term financial (cash, receivables, inventory) management, corporate restructuring (mergers, acquisitions, takeovers, IPOs) and some aspects of international finance. <b>Prerequisite: BU 250, MS 150</b>
MGT 320	Organizational Behavior	Covers the human relations movement; basic concepts in behavior pertaining to organizations including personality, motivation, leadership, communication, change, conflict, and group dynamics. Course includes the relationship of these concepts to performance, job satisfaction and organizational commitment. <b>Prerequisite: BU 260</b>
MGT 350	International Business	Examines the theoretical foundations of international trade and investment; the role of government in international business; cultural, political and legal issues; the international economic and financial environment; and issues in management, marketing, finance, and human resource management, with a brief overview of international accounting and taxation. U.S. and FSM business perspectives are given special emphasis.

<b>MGT 360</b>	Entrepreneurship & Small Business	<p><b>Prerequisite: BU 260 and EC 220 or EC 230</b></p> <p>Enables students to develop an understanding of entrepreneurship and small business management by studying entrepreneurial strategies, how to identify and pursue new venture opportunities, and how to develop business plans. Students also study the FSM environment and how it directly or indirectly influences entrepreneurship and the establishment and growth of small businesses.</p> <p><b>Prerequisite: BU250, BU 260 &amp; BU270 OR permission of Business Division</b></p>
<b>MKT 311</b>	Marketing Strategy	<p>Builds on the marketing concepts covered in the principles course. The course focuses on procedures for planning and developing the analysis and solutions to common marketing strategy problems involving the marketing mix – pricing, distribution, product development and promotion.</p> <p><b>Prerequisite: BU 270</b></p>

**H. PROGRAM FACULTY:**

a. **Full-time Instructors as of Fall 2011:**



**Marian Medalla**, 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).



**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).



**ALEILI DUMO**, Full-time Instructor, Bachelor in Business Administration major in Accounting (Philippine Christian University, Philippines); Master in Business Administration (Philippine Christian University, Philippines).

b. **Part-time Instructors as of Fall 2011:**



**George Mangonon**, Full-time Assistant Professor / 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)

**I. PROGRAM OUTCOME ANALYSIS**

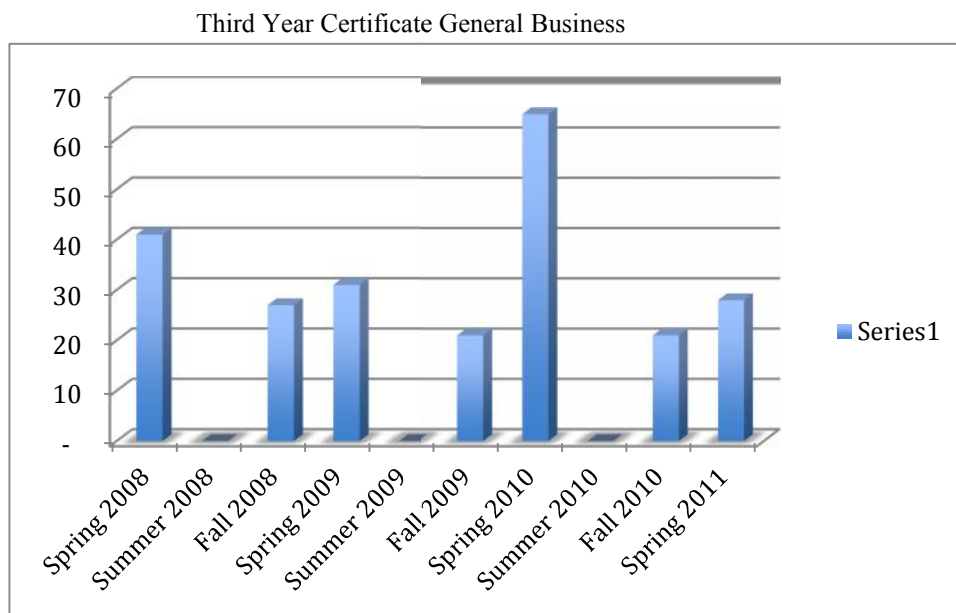
This section discusses enrollment data and observed trends on the class average, graduation rates, completion rates, transfer and employment rates. The last analysis was carried out in 2009, however, this discussion is based on the last four years, from 2008-2011.

a. **Program Enrollment**

Table 1: Total number of students enrolled at COM-FSM, National campus for Third-Year Business Program (Spring 2008 – Spring 2011)

Program	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
<b>Third Year Certificate in General Business</b>	41	-	27	31	-	21	65	-	21	28

\* source: based on Instructor’s grading sheet



Based on the data in Table 1 as well as the bar graph above, the Third Year Certificate in Business experienced a fluctuating trend in its enrollment during the last four years.

Over the four years, enrollment in this program peaked in the Spring of 2010 with a total of 65 students, due mainly to the increase in enrollment on Applied Statistics (BU/MS310). This particular course is a core course for both Third Year Business and Accounting. Over the remainder of the four years, the number seemed to fluctuate, still

with the highest noted during Spring semesters. The lowest number was in Fall 2009 and 2010, when enrollment bottomed out at 21 students.

Table 2.1 – Total number of students enrolled at COM-FSM, National campus for Third-Year courses (Spring 2008 - Spring 2011)

<b>PROGRAM COURSES AND ENROLLMENT</b>										
<b>Spring (2008-2011)</b>										
<b>Course</b>	Spring 2008	Spring 2009	Change	Percent	Spring 2010	Change	Percent	Spring 2011	Change	Percent
<b>BU/MS 310</b>	16	14	(2)	-13%	22	8	57%	8	(14)	-64%
<b>FIN 312</b>	8	6	(2)	-25%	15	9	150%	6	(9)	-60%
<b>MGT360</b>	8	6	(2)	-25%	14	8	133%	7	(7)	-50%
<b>MKT311</b>	9	5	(4)	-44%	14	9	180%	7	(7)	-50%

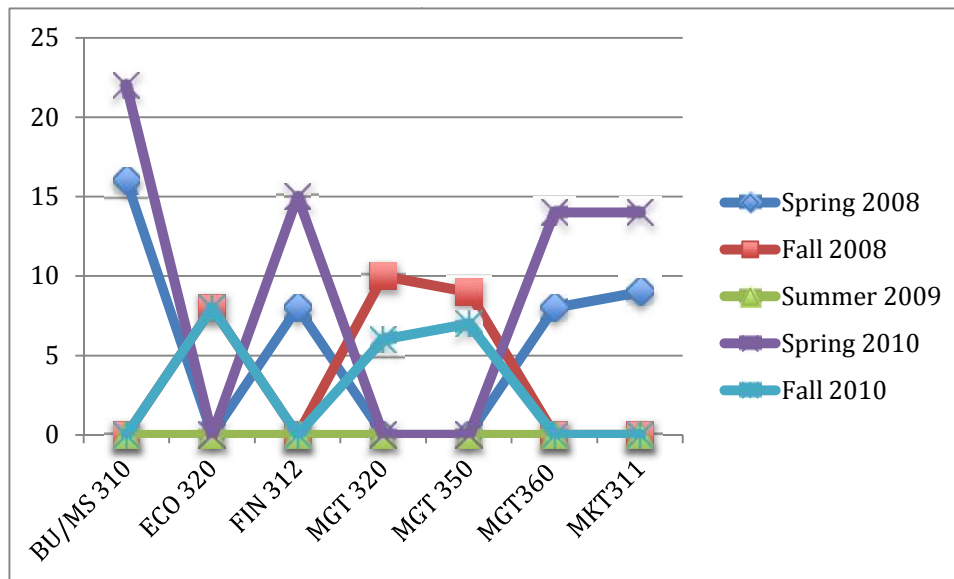
Table 2.2

<b>PROGRAM COURSES AND ENROLLMENT</b>							
<b>Fall (2008-2010)</b>							
<b>Course</b>	Fall 2008	Fall 2009	Change	Percent	Fall 2010	Change	Percent
<b>ECO 320</b>	8	7	(1)	-13%	8	1	14%
<b>MGT 320</b>	10	8	(2)	-20%	6	(2)	-25%
<b>MGT 350</b>	9	6	(3)	-33%	7	1	17%

\* source: based on Instructor's grading sheet

It should be noted that third year courses are not offered during the summer semesters, hence, enrollment is recorded as zero in this semester every year. As indicated in tables 2.1 and 2.2 above, the number of enrollees for all third year business courses during the Spring ranged from 6 to 22 students, while Fall enrollment reflected smaller number between 6 to 10 student. However, the average still stands between 8 and 9 students (refer to Table 4).

Comparatively between year to year, the percentage changes reflected a declining trend in enrolments for the Third Year Business core courses, with the exception to Economic Development and International Business, where a rise in enrollment during the Fall of 2010 was observed.



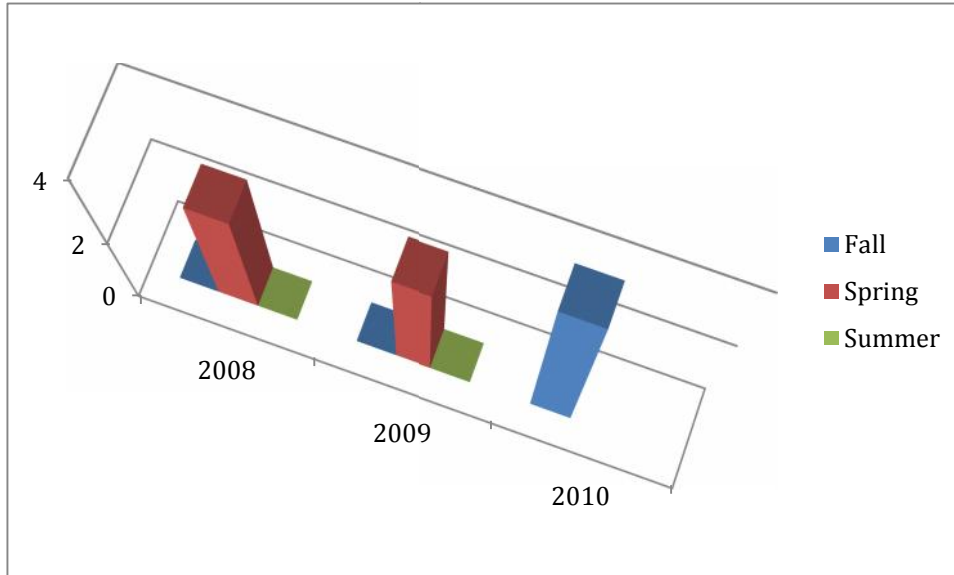
The above graph depicts the highest number of enrollees during the 2010 Spring semester. Data showed a total of 22 students enrolled in Applied Statistics, 15 in Corporate Finance and 14 each for Entrepreneurship and Marketing Strategy.



**b. Graduation Rate**

*Table 3 – Graduation Rate (2008-2011)*

Period	Fall	Spring	Summer	Total
2008	0	3	0	3
2009	0	3	0	3
2010	4	no data	no data	no data



Due to incomplete data, it was quite difficult to analyze and predict the graduation trend for the Third Year Business program in the last 4 years. However, a total of 3 students graduated in 2008 and 2009 respectively, with a slight improvement in 2010 by one more student, pushing up the total of graduates to 4.

**c. Average Class Rate**

*Table 4 – Average class size for Third-Year Business courses (Spring 2008 – Spring 2011)*

Course	Title	Average Class Size (Spring)	Average Class Size (Fall)
<b>BU/MS 310</b>	Business Statistic	15	-
<b>ECO 320</b>	Economic Development	-	8
<b>FIN 312</b>	Corporate Finance	9	-
<b>MGT 320</b>	Organizational Behavior	-	8
<b>MGT 350</b>	International Business	-	7
<b>MGT360</b>	Entrepre/Small Business	9	-
<b>MKT311</b>	Marketing Strategy	9	-

*\* source: based on Instructor's grading sheet*

Table 4 represents the average class size for each Third Year courses and figures were calculated using the enrollment data from Table 1, based on the Spring and Fall semesters in the last 4 years. The maximum intake, however, remains at 25 students for every semesters.

**d. Seat Costs**

*Table 5 – Seat Costs*

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), Based on Ratio to Total Classes Offered for the Period
AC 131	10	13%	
AC 220	6	8%	
AC 250	2	3%	
AC 320	1	1%	
AC 321	1	1%	
AC 325	1	1%	
AC 330	1	1%	
AC 335	1	1%	
AC 370	1	1%	
BU 101	5	6%	
BU 250	2	3%	
BU 260	4	5%	
BU 270	3	4%	
BU 271	2	3%	
BU/MS 110	2	3%	
BU/MS 310	1	1%	\$3,094.96
CA 105	2	3%	
EC 220	3	4%	
EC 230	3	4%	
EC 320	1	1%	3,094.96
FIN 312	1	1%	3,094.96
IS 201	4	5%	
IS 220	2	3%	
IS 230	3	4%	
IS 240	3	4%	
IS 260	2	3%	
IS 270	1	1%	
IS 280	6	8%	
MGT 320	1	1%	3,094.96
MGT 350	1	1%	3,094.96
MKT 311	1	1%	3,094.96
Total Number of Classes	77	100%	

<b>Total Budget for the Program</b>				\$18,569.77
Divided by Program's Student Population in All TYC General Business Classes				
	BU/MS 310		8	
	ECO 320		8	
	FIN 312		6	
	MGT 320		6	
	MGT 350		7	
	MGT 360		7	
	MKT 311		7	
Total Program's Student			49	
<b>SEAT COST</b>				\$378.97

\* figure derived from the COM website

\*\* This include Fall 2010, Spring and Summer 2011

The average student seat cost was calculated based on the 2011 budget allocation and using the total enrollment for the Fall semester Of 2010 , including Spring and Summer of 2011.

e. **Completion/Success Rate (Pass/Fail)**

Table 6 – Pass and Failure rates (Spring 2008 – Spring 2011)

Program	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
<b>BU/MS 310</b>	Pass			Pass			Pass			Pass
	100%			85%			100%			100%
	Failure			Failure			Failure			Failure
<b>ECO 320</b>	0			15%			0			0
			Pass			Pass			Pass	
			88%			100%			75%	
<b>FIN 312</b>			Failure			Failure			Failure	
			12%			0			25%	
	Pass			Pass			Pass			Pass
<b>MGT 320</b>	100%			75%			91%			100%
	Failure			Failure			Failure			Failure
	0			25%			9%			0
<b>MGT 350</b>			Pass			Pass			Pass	
			80%			100%			83%	
			Failure			Failure			Failure	
<b>MGT 360</b>			20%			0			17%	
			Pass			Pass			Pass	
			78%			100%			86%	
<b>MKT311</b>			Failure			Failure			Failure	
			22%			0			14%	
	Pass			Pass			Pass			Pass
<b>MGT360</b>	71%			100%			85%			100%
	Failure			Failure			Failure			Failure
	29%			0			15%			0
<b>MKT311</b>	Pass			Pass			Pass			Pass
	100%			100%			100%			100%
	Failure			Failure			Failure			Failure
	0			0			0			0

The above table tries to reflect the success rates of students who complete the Third Year Business courses in the last four years. Notably, the passing rates looked very encouraging with the achievement of 100 percent in nearly all

courses, at most semesters. Failure rates, however were very low, representing only one to two students per semester that didn't make it.

COURSE COMPLETION RATE								
Spring (2008 - 2011)								
Course		Spring 2008	Spring 2009	Change	Spring 2010	Change	Spring 2011	Change
BU/MS 310	Pass	100%	85%	-15%	100%	15%	100%	0%
	Failure	0%	15%	15%	0%	-15%	0%	0%
FIN 312	Pass	100%	75%	-25%	91%	16%	100%	9%
	Failure	0%	25%	25%	9%	-16%	0%	-9%
MGT360	Pass	71%	100%	29%	85%	-15%	100%	15%
	Failure	29%	0%	-29%	15%	15%	0%	-15%
MKT311	Pass	100%	100%	0%	100%	0%	100%	0%
	Failure	0%	0%	0%	0%	0%	0%	0%

COURSE COMPLETION RATE						
Fall (2008 - 2010)						
Course		Fall 2008	Fall 2009	Change	Fall 2010	Change
ECO 320	Pass	88%	100%	12%	75%	12%
	Failure	12%	0%	-12%	25%	25%
MGT 320	Pass	80%	100%	20%	83%	-17%
	Failure	20%	0%	-20%	17%	17%
MGT 350	Pass	78%	100%	22%	86%	-14%
	Failure	22%	0%	-22%	14%	14%

According to the above tables, average course success rates differed significantly.

A rational justification can be that students without clearly defined goals, or who had goals that indicated they were not academically ready for college level work, had lower course success rates as compared with other students. Students who had a goal of transferring to higher academic institutions like University of Guam and University of Hawaii generally try their best to gain higher grades, thus might be included with those with the highest course success rates.

Table 7 – Completion Rate

	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
BU/MS 310	A = 4			A = 4			A = 4			A = 2
	B = 7			B = 6			B = 14			B = 4
	C = 3			C = 1			W = 4			C = 1
	W = 2			F = 2						W = 1
ECO 320			A = 1			A = 2			B = 5	
			B = 5			B = 4			C = 1	
			C = 1			C = 1			F = 2	
			F = 1							
FIN 312	A = 5			B = 1			B = 4			B = 5
	B = 2			C = 2			C = 6			C = 1
	W = 1			D = 1			D = 1			
				W = 2			W = 4			

MGT 320	A =2		A = 1	A = 3
	B = 4		B = 7	B = 2
	C =2			F = 1
	D = 1			
	F = 1			
MGT 350	A =2		A = 1	A = 1
	B = 3		B = 5	B = 5
	C = 2			
	D = 1			
	F = 1			
MGT360	A =1	A = 1	A = 2	B = 5
	B = 1	B = 3	B = 7	C = 2
	C = 3	C = 1	C = 2	
	D = 2	W = 1	F = 2	
	W = 1		W = 1	
MKT311	A = 4	A = 1	A = 4	B = 5
	B = 4	B = 3	B = 6	C = 2
	W = 1	W = 1	C = 3	
			W = 1	

Tabulated above are the various grades that were used to designate different levels of students' achievement and performances. Marks were derived from quizzes, assignments, group projects and presentations, case analysis, mid-term and final exams. These are then converted into the above grades, providing a summary of the students' accomplishments for each semester.

Results indicated a concentration of students achieving B grade in all the courses, followed by A grade and only few students fall under the C grade category. An average of only 1 student achieved a D grade in every semester.

#### f. Employment Rate

Analysis cannot be undertaken due to unavailability of data

#### g. Transfer Data

Analysis cannot be undertaken due to unavailability of data

### J. FINDINGS AND RECOMMENDATIONS:

#### (1) ENROLLMENT

##### Finding

As demonstrated in the Program Outcome analysis, the enrollment trend for the Third Year Business program kept fluctuating through out the last four years. This is an improvement when compared to the results of the previous program review where a decreasing trend was observed. The fluctuation in the enrollment numbers As highlighted in the previous review, low enrollment automatically has negative impacts on the viability and continuity of any academic program. This is evidenced with the current shelving of the Third Year Business and Accounting programs.

##### Recommendation:

Increase Enrollment through Marketing- existing Third Year Business program and its curriculum should be marketed widely to graduating students, working personnel as well as business owners. Business division should develop an aggressively recruiting program by:

- a) Assigning each member of the division to specific areas of recruitment such as; local states, organizations, and targeted students

- b) Business division to host awareness meetings on campus, organize seminar, symposium to recruit potential students and at the same time, developing some sense of community among the business majors
- c) Often students do not get necessary information in time due to lack of academic and supporting staff and their necessary services. Furthermore, many students enter the College with no idea of what they want to study, indicating the lack of direction by the College community. Conducting information sessions at the beginning of every semester can be the best way of keeping students and prospect ones informed. Business Division can produce or arrange for leaflets with the up to date content of the various program offerings and faculty members to be more active in promoting these programs. COM should emphasize the importance of not only improved counseling, but also the role of faculty to recruit students into their programs.
- d) Advertise the Third Year Business program in the working population specifically government sector. Conduct a survey in the government offices to determine number of students that are interested in enrolling the Third Year Business, and the specific courses they need in order to graduate. Based on the result of the survey and if the number of students is significant enough, COM can either: offer those courses after office hours, regardless of the venue, or hold classes at the national government office in Palikir at a time convenient to the prospect students.

## **(II) UNAVAILABLE AND INCOMPLETE DATA**

### **Findings**

Data on graduation, employment and transfer rates were either incomplete or not available for the last four years. This can further lead to making decisions based on guesswork, not facts. Many opportunities can also be missed without proper data and analysis.

Similar problem was encountered in 2009 during the previous review where the overall exercise was curtailed by either lack of data or inaccuracy resulting in subjective analysis and findings.

### **Recommendation:**

- a) Quality and accurate analysis can only be achieved if the required data are readily available. The needed data for program review should be posted in the IRPO web site in timely manner. Data presentation should be uniform and consistent to avoid confusion.
- b) The decision by the College to shelve the third Year Business and Accounting should be put on hold until a substantial survey and analysis is carried out. Institutional review of academic programs should involve analysis of both quantitative and qualitative data, and COM must demonstrate that they make judgments about the future of academic programs within a culture of evidence.

### **Prepared by:**

**Aleili L Dumo & Ruci C Yauvoli**

**Business Instructors  
Business Division**