"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

Academic Program Three Year Review

Instructional Program

Business Administration

Period of Three Year Review

Fall 2009-Summer 2012

Completed By: _____Keiden S. Kintol_____   Date: 3/18/2013
Program Instructor(s)

Program/Department Chair: _____Keiden S. Kintol_____   Date: 3/18/2013

Dean of Academic Affairs: _____Dean Joe Tutii Chilton_____   Date: 3/18/2013

Program Review Narrative Summary

I.   Summary of the academic program purpose

Palau Community College recognizes the need to prepare its students for a job market in a constant state of change. An AS Degree is a significant first step in securing the knowledge and skills necessary for employment or continued education in such a dynamic environment. We endeavor to offer contemporary subject matter, including computer courses, information technology, and to encourage the student to view education as a lifelong process.

The objectives of the business administration program are threefold: *to prepare students for responsible entry-level employment in the business arena immediately following graduation; to provide a quality education for students interested in transferring to a four-year institution for bachelor of arts or bachelor of science degrees; and to provide continuing education opportunities for those already working in business and industry.*

Graduates of the program are qualified for entry-level positions, such as accounting clerk, auditor's assistant, sales and office manager, and administrative assistant.

On April of 2004, a community survey was conducted to determine the need for the Business Administration program. The questionnaire was administered to various public and private sectors; the questions and responses were overwhelmingly in favor of such a program. On September 15, 2005, Business Administration program was officially a program at the college.

The Associate of Science (A.S.) degree program in Business Administration is designed primarily for students who want to learn, update and augment existing knowledge and skills and/ or acquire cutting-edge technical and managerial skills that are essential to the field of management. In addition, the program provides an excellent foundation for those interested in starting and managing a small business.

Business Administration Program implementation was based on comparison between the following colleges' business program. These colleges include Guam Community College, Northern Marianas College, College of Micronesia-FSM, and Nunez Community College. Because of the similarities between business administration and accounting programs, much of the accounting courses are required in the Business Administration program in addition to the specific business administration courses which are; BU 120-Business Management, BU158-Principles of Microeconomics, and BU223-Internship. So far, none have been added into the program, but additional courses relevant to the program are underway.

  a. Goals

Upon graduating with an Associate Science degree in Business—Business Administration, the graduate will be able to:

1. Students will be able to effectively communicate business concepts orally and in writing to organizational stakeholders.
2. Students will have an understanding of ethical perspectives, and an ethical and legal framework for decision-making.

3. Through active learning and experiential education, our students will acquire business knowledge and develop skills to analyze and solve complex managerial problems..
4. Students will be able to use information technologies to access, analyze and report business information..
5. Students will develop an awareness and understanding of the cultural, legal, economic and geo-political forces that impact business operations in a global economy..
6. Students will be able to understand, analyze and use the accounting/financial information generated by organizations for their stakeholders, and will understand financial theories, analyses and markets.
7. Students will understand the economic forces that impact organizations operating in the global business environment, and will use economic analyses to make business decisions.

*Note: After this submission of the FA09-SU12 Program Review, Business Administration Program Learning Outcomes will consist of all except PLO #7, this will integrate with PLO number five (5). Therefore, there will be only six (6) PLO's for the Program.

II.   The relationship of program to the college Mission Statement

The Business administration Program three-fold objectives as mentioned earlier, prepares students for responsible entry-level employment in the business arena immediately following graduation; to provide a quality education for students interested in transferring to a four-year institution for bachelor of arts or bachelor of science degrees; and to provide continuing education opportunities for those already working in business and industry. This meets the technical, academic, cultural, social, and economic needs of the students and thus promotes learning opportunities and personal excellence.

This review of the Business Administration program at PCC will introduce its first sets of mission statements and vision in order to set a more concrete roadmap on not only the academics, but ethical responsibilities, standardization, and overall effectiveness by the program as well as its faculty.

PCC Business Administration Program Integrated Vision and Mission statements:

1. Students
   The Faculty of Business Administration:
   o   Delivers opportunities for qualified graduates from community colleges and other institutions of higher education to further their business education at the university level,
   o   Provides an environment of life-long knowledge for our students and alumni.
2. Faculty
   The Faculty of Business Administration recognizes the importance of:
   o   A setting conducive to teaching and research,
   o   A culture that encourages team work as well as respect for individual contributions,
3. Business Community and Professional Associations
   The Faculty of Business Administration recognizes the needs of the business community and professional associations by:
   o   Delivering relevant programs and developing student's managerial skills,
   o   Incorporating the expertise of the business community and professional associations in research and teaching which enhances our ability to deliver quality programs.

III. (1.0) Summary of Program Data
  a. Figure 1 – Student Status
    a. Looking at the regular semesters from FA09-SP12, there is an average of 73% enrollment to passing ratio, which is the benchmark for course and program assessment. But still, the program needs to attract more students in response to the demand in the economy.
  b. Figure 2 – Number of Graduates
    a. Graduating students for BU has been steady since SP11-SP12, but again as mentioned above, the program needs to attract more students.
  c. Figure 3 – Class Information
    a. In terms of class size to student enrollments, the majority of class size have been under 10 students, which brings us back to the recommended program initiative in terms of maximizing the number of students into the program.
  d. Figure 4 – Course Offering Information
    a. Looking at FA10 and SP12, total program classes thought exceeded the preceding and current semesters, while most of the courses identified as BU have been steady since FA09-SP12. Notice there are no Online courses offered, while most of the lecture and lab courses are shared with BA courses, therefore not shown in this report, but are illustrated in BA Program Review FA09-SU12.
  e. Figure 5 – Faculty Information
    a. There is only one full-time faculty for the program, but the college utilizes adjunct instructors on FA09, FA10, and SP11. There is really no issue in this part, due to the fact that BU program has only three identified BU courses, and the rest are all BA courses. Note that a restructuring of BA and BU program is in planning to possibly merge the two programs into one.
  f. Table 1 – Faculty Student Ration Information
    a. Looking at the faculty-Class size ratio, there is again an issue on class size. But keep in mind that the decision to major in the various fields ultimately depend on students' choice. But again, the program will initiate programs and activities to recruit from the high school level and the community into the program.

IV. (2.0) Summary of Student Learning and Curriculum

- Data's presented under this category are based on all courses identified as BU. However, since most BU courses are BA courses as well, data's for the extension courses are identified in the *BA Program Review FA09-SU12.

- For courses identified as BU, 100% of the Course Learning Outcomes have been updated along with updated course textbooks. 100% of the course outlines have been aligned to the Program Learning Outcomes and to Institutional Learning outcomes. This shows that the BU Program courses are all updated and ready for the next cycle of report.

V. (3.0 & 4.0) Summary of Course Assessment Data
  a. Looking at the data's from FA09 to SU12, the program averaged 84.6% on its assessment results; this is 14.6 points more than the program benchmark of 70%. This is an indication that expected outcomes of the courses are being understood and identified in the signature assignments

b. The course-level assessments have allowed a more organized learning in terms of expectations for the course(s) and its alignment to the program outcomes. They solidify what are expected in both the course-level and program-level outcomes.

c. By looking at the Program Learning Outcomes Assessment (4.0) FA09 to SU12, the program-level average results based on the seven PLO's averaged 76.5%, this exceeds the PLO benchmark of 70%.

d. However, program instructors plans to increase the Program-Level assessment benchmark to 78%, this will allow more determination and the awareness that after completing BU program here at PCC, you will successfully transfer to a four-year institution or directly into the labor force.

VI. (5.0) Summary of Evaluation of Previous Goals/Activities from Previous Cycle

a. More than 90% of the Previous Goals/Activities were not implemented or initiated during the last cycle review. But program instructors are now aware of the impression of assessment and the quality of data gathering and reporting. Hopefully the review that will come after this should have a more solid base and statistics to validate the quality and the effectiveness of the program.

b. So far up to now, there have not been any significant change to the program based on the goals and activities, but the program does show effective alignment of program-level, course-level, and the institution-level outcomes with satisfying result.

VII. Summary of Program Major Strengths

- Although times have changed along with the business world, but the program still maintain its major strengths as indicated in the previous assessments. They are as followed;

  a. Currently, graduates from the program possess knowledge and skills to further their education in a four year university or directly into the labor force.

  b. Learning is more than just reading a text and writing tests. Our program stresses practical hand-on projects designed to give students real-life experience.

  c. The program's faculty-to-student ratio permits greater interaction and personalized instruction.

  d. Program faculty holds degrees in accredited institutions.

VIII. Recommendations for Improvements

a. There has to be a distinction between Business Administration Program and Business Accounting Programs. The program chair have discussed with the Dean and Associate Dean of academic affairs on maybe having different tracks for Business Administration Programs such as, Accounting, Business Administration, Finance, Economics, Tourism, and Office Administration. This way, the program expectations are more structured and focused on a specific area or field.

b. Consistency and standardization is imperative in the sustainability of our program's success. It is important to have our adjunct and full-time faculty to be on the same pace in the preparation and assessments of CLO, PLO, and its alignment to the ILO. Furthermore, program instructors should continue to monitor and modify the CLO's to have the best and most effective representation of student achievement and success.

c. Hiring of additional Business instructors is a critical part of an effective and an efficient overall program performance. This would allow more time and efficiency in terms of teaching, research, and other program needs and expectations.

d. Business has and will continue to be one of Palau's biggest assets, therefore program instructors need to market the program more effectively by increasing its enrollments. Program instructors can first create a club "Business Administration and Accounting Club" to get students and the public to recognize the effectiveness of its purpose and goals. Furthermore, program instructors can visit high schools with the financial aid office in terms of recruitment and orientations to what the Business Administration Program has to offer at PCC.

e. To be efficient and effective in terms of data gathering and reporting, program instructors stress the need for a storage device used to store data for the program. This device will be used to save and gather all data's pertaining to the program and its assessments, this would also serve as the primary location in case something happens to the current laptops being used right now, such as viruses or other technical malfunctions.

IX. (5.0 & 6.0) Summary of Action Plans.

a. As mentioned earlier, BU program action plans rate at about 10% in terms of what was proposed in the last review. This was mainly due to limited number of faculties to engage in other projects other than teaching, researching, and preparations. Again, with the initiation of this new system and process of assessment, program action plans should show changes in the next cycle of program review report.

X. (7.0) Summary of Resource Request

a. Facilities: In this section of the requests, a computer lab and classroom was recommended as major needs in facilities. A computer lab is a long term goal of the program, especially when the program initiates its recommendation for improvements on having different tracks for business administration program, then having a computer lab for business administration would be much more structured, effective and efficient for our students learning and improvements. This is also on PLO #4 of the Business Administration Program Learning Outcomes. But at this time, program and required courses can utilize LRC and other assistance that the college has until program students are maximized. In terms of the classroom, Room 48 has traditionally been a classroom for most business administration and accounting courses, the classroom has four-sections of louver windows that has spaces on top and bottom that could allow cold air to escape therefore using more electricity for the air condition. Another thing is disturbances, when classes are thought in the room; we can hear people outside or the offices on the bottom making noises which distracts both teachers and students the same.

b. Supplies: An external drive has been recommended on top as essential equipment needed by the program; its importance has been cited and referenced on Part VIII (Recommendations for improvements) on top.

c. Software: Business plan software is imperative to the business administration program, and so far the program is utilizing a software program from Palau Small Business Development Center (PSBDC), which is not bad but we need something that is focused on students rather than small business owners. This will be used for the illustration and demonstration of business creation, management, and control. This addresses PLO #4.

1.0 Program Data

Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw
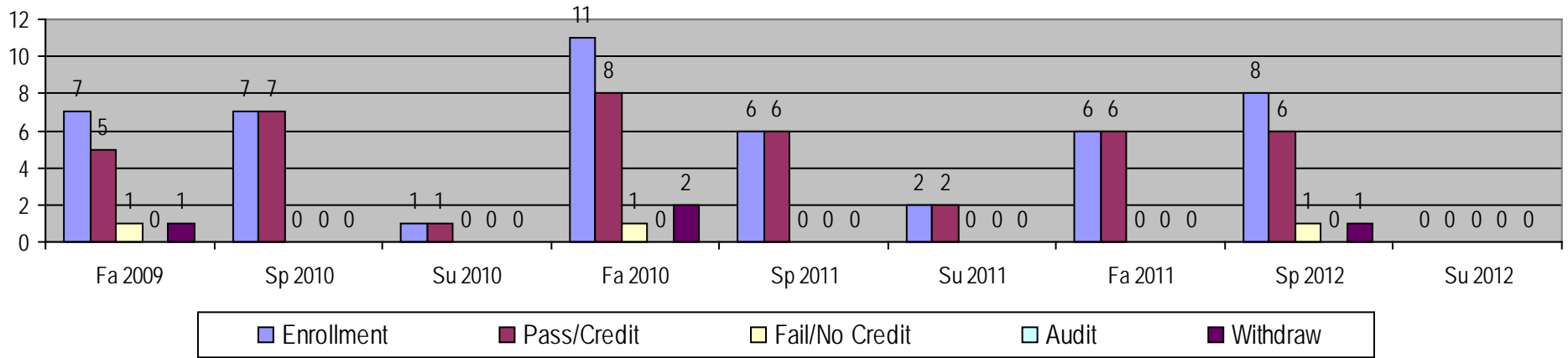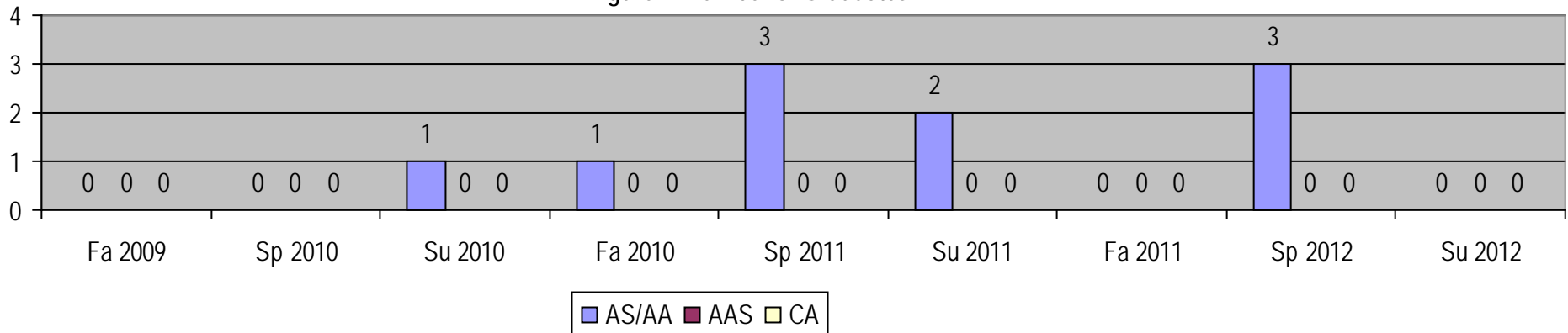

Figure 2. Number of Graduates

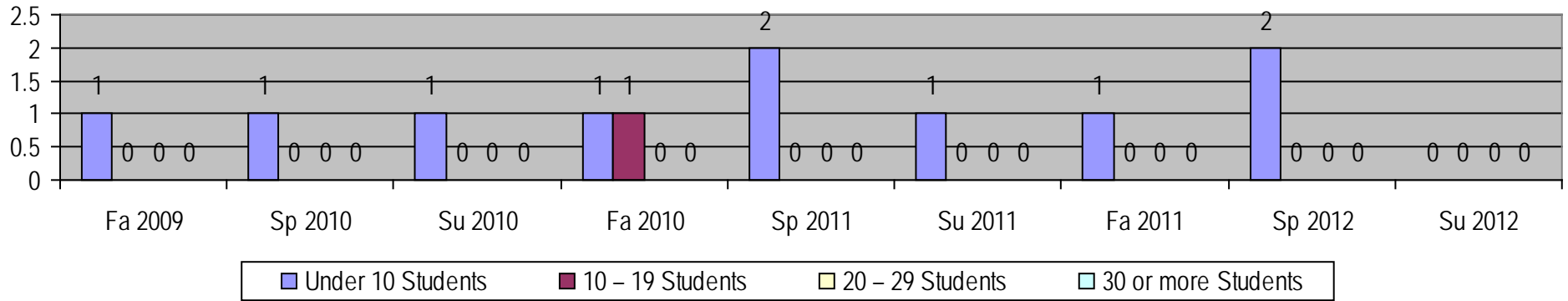## Figure 3. Number of Classes Based on Student Enrollment

Legend: Under 10 Students | 10 – 19 Students | 20 – 29 Students | 30 or more Students

Figure 4. Class Offering

Legend: Total Prog/Dept Classes Taught | Total Lecture ONLY Classes | Total Lab ONLY Classes | Total Lecture and Lab Classes | Total Online Classes
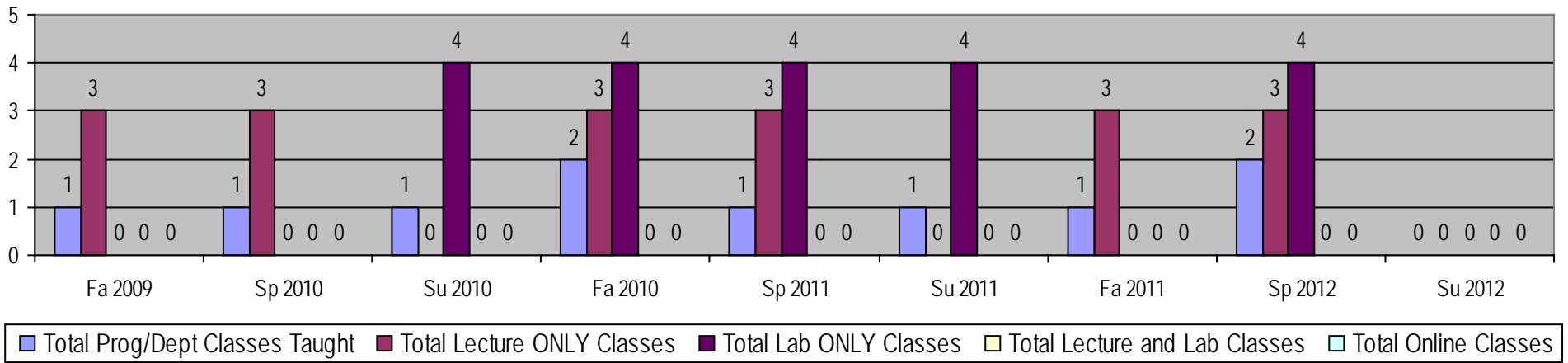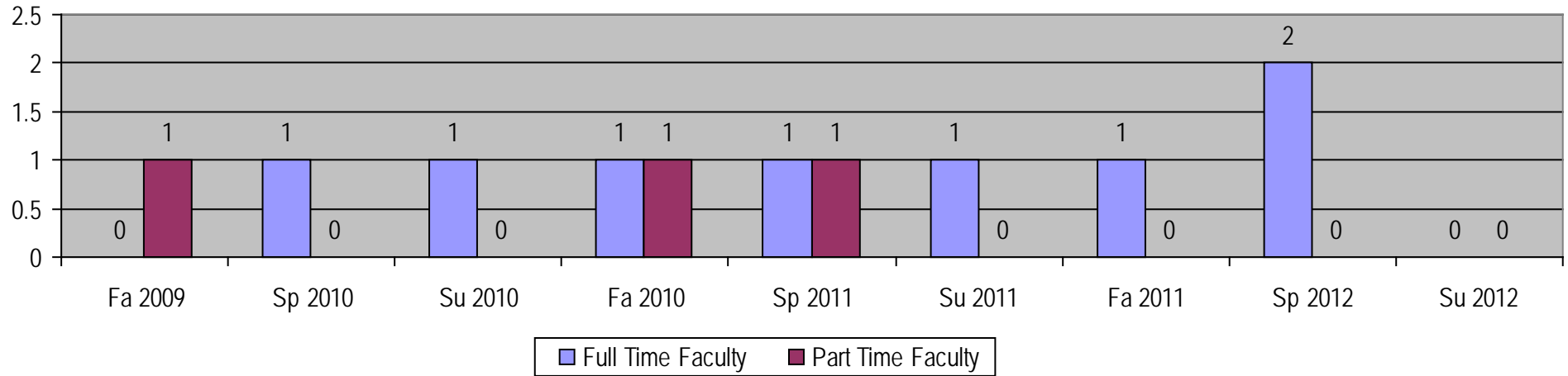
Figure 5. Faculty Head Count

Table 1. Faculty-Class size Ratio (program headcount).

Ratio	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	Su 2011	Fa 2011	Sp 2012	Su 2012
Full Time Faculty (F : S)	__:__	1:7	1:1	2:11	2:6	1:2	1:6	2:8	__:__
Part Time Faculty (F : S)	1:7	__:__	__:__	1:10	__:__	__:__	__:__	__:__	__:__

2.0 Student Learning and Curriculum

How many program courses are there? (refer to catalog)	%of courses with Identified CLOs	% of course outlines updated	% of courses whose Textbooks are updated (outline reflects change)	% of PLOs aligned with ILOs
16	100	100%	100%	100%

3.0 Course Assessment Data
Year 1: SP 2010-FA2010

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
SP 2010			***Assessment instruments were started in FA 2010. There are no assessments in these semesters using the agreed signature assignments and assessment format.*
SU 2010			
FA 2010	BA110	CLO1-PLO2,3,4,6 CLO2-PLO2,3,4 CLO3-PLO1,2,3,4 CLO4-PLO2,4,6 CLO5-PLO2,4,6	• 80% of the students met the expectation for the course, but program instructors (Full time and Part time) need to meet in order to discuss on Ratio analysis and the business plans, which are the major components to the course.

Year 2: SP2011-FA2011

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
FA 2011	BA 212	CLO1-PLO1,2,6 CLO 2-PLO2,6 CLO3-PLO3	• Of the 10 students who took the assessment instrument, 100% of the students passed on the overall assessment items. No action needed at this time. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.
	BA 110	CLO1-PLO2,3,4,6 CLO2-PLO2,3,4 CLO3-PLO1,2,3,4 CLO4-PLO2,4,6 CLO5-PLO2,4,6	• Of the 44 students who took the assessment instrument, 86% of the students passed on the overall assessment items. No action needed at this time. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.
	BA 123	CLO1-PLO3,4	• Of the 45 students who took the assessment instrument, 88% of the students passed on the overall assessment items. Instructors will continue to monitor and assess their

		CLO - PLO Alignment	Results of Assessments
		CLO2-PLO1,3,4 CLO3-PLO1,3,4 CLO4-PLO1,3,4 CLO5-PLO1,3,4 CLO6-PLO6 CLO7-PLO6	students using this instrument for further data and analysis.
	BA 130	CLO1-PLO3,6 CLO2-PLO3,6 CLO3-PLO3,6 CLO4-PLO3,6	• Of the 36 students who took the assessment instrument, 82% of the students passed on the overall assessment items. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.
	BA 214	CLO1-PLO2,4,5,6 CLO2-PLO1,3,4,5 CLO3-PLO4,5 CLO4-PLO4,5	• Of the 5 students who took the assessment instruments, 81% of the students passed on the overall assessment items. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.
	BU 158	CLO1-PLO4,5 CLO2-PLO3,4,5 CLO3-PLO3,4 CLO4-PLO1,4 CLO5-PLO4 CLO6-PLO4 CLO7-PLO4,6	• Of the 5 students who took the assessment instruments, 75% of the students passed on the overall assessment items. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.

Year 3: SP2012-SU2012

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
SP 2012	BA110	CLO1-PLO2,3,4,6 CLO2-PLO2,3,4 CLO3-PLO1,2,3,4	• Of the twelve students who took the assessment instrument, 82% of the students passed on the overall assessment items. • Although there were eighteen students registered for the course, six of the student stopped coming to class and were never officially withdrawn from the course. • There were two sections of the course that was offered, but adjunct instructors did not utilize the given signature assignments making it invalid or null in this analysis.

		CLO4-PLO2,4,6 CLO5-	• Will monitor all instructors including adjuncts and part-time to utilize the signature assignments for stability and standardized reporting.
	BU120	CLO1-PLO 2,3,4; CLO2-PLO2,3,4; CLO3-PLO1,2,4,5; CLO4-PLO2,4; CLO5-PLO2,4,6	• Of the 1 student who took the assessment instrument, 100% of the student passed on the overall assessment items. • Although there were four students registered for the course, only one took the final exam. This is due to the fact that the other three stopped coming to class toward the end of the semester.
	BA213	CLO1-PLO2,6; CLO2-PLO2,3,6; CLO3-PLO2,3,6 CLO4-PLO2,3,6 CLO5-PLO2,6	• Of the 7 students who took the assessment instrument, 100% of the students passed on the overall assessment items. No action needed at this time. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.
	BA123	CLO1-PLO3,4; CLO2-PLO1,3,4 CLO3-PLO1,3,4; CLO4-PLO1,3,4 CLO5-PLO1,3,4; CLO6-PLO6; CLO7-PLO6	• Of the 15 students who took the assessment instrument, 80% of the students passed on the overall assessment items. No action needed at this time. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.
SU 2012	BA110	CLO1-PLO2,3,4,6 CLO2-PLO2,3,4 CLO3-PLO1,2,3,4 CLO4-PLO2,4,6 CLO5-PLO2,4,6	• Of the Six students who took the assessment instrument, 91% of the students passed on the overall assessment items. Instructors will continue to monitor and assess their students using this instrument for further data and analysis.

4.0 Program Learning Outcomes (PLOs) Assessment

List PLOs	Proficiency Level	Results of Assessments
BU PLO #1	BA 110-CLO#3-70%	• 78% of the students reached the meet expectation level for BU PLO #1.
	BA 123-CLO#2,3,4-70%	
	BA 159-CLO#2-70%	
	BA 212-CLO#1-70%	
	BA 214-CLO#2-70%	
	BU 120-CLO#3-70%	
	BU 158-CLO#4-70%	
	BU223-CLO#1-70%	
BU PLO # 2	BA110-CLO#1,2,3,4,5-70%	• 80% of the students reached the meet expectation level for BU PLO #2. No action is needed.
	BA 212-CLO#1,2,3,4,5-70%	
	BA 213-CLO#1,2,3,4,5-70%	
	BA 214-CLO#1,4-70%	
	BU120-CLO#1,2,3,4,5-70%	
	BU222-CLO#2-70%	
BU PLO #3	BA 110-CLO1,2,3-70%	• 79% of the students reached the meet expectation level for BU PLO #3. No action is needed.
	BA123-CLO#1,2,3,4,5-70%	
	BA 130-CLO#1,2,3,4-70%	
	BA 131-CLO#1,2,3,4,5-70%	
	BA 159-CLO#3-70%	
	BA 212-CLO#3-70%	
	BA 213-CLO#2,3,4-70%	
	BA 214-CLO#2-70%	
	BU 120-CLO#1,2-70%	
	BU 158-CLO#2,3-70%	
	BU 223-CLO#3-70%	
BU PLO#4	BA 110-CLO#1,2,3,4,5	• 76% of the students reached the meet expectation level for BU PLO #4. No action is needed.
	BA 123-CLO#1,2,3,4,5-70%	•
	BA159-CLO#1,2,3,4,5-70%	
	BA 214-CLO#1,2,3,4-70%	
	BU 120-CLO#1,2,3,4,5-70%	
	BU 158-CLO#1,2,3,4,5,6,7-70%	
	BU 223-CLO4-70%	
BU PLO#5	BA 159-CLO#4-70%	• 70% of the students reached the meet expectation level for BU PLO #5. No action is needed.
	BA 214-CLO#1,2,3,4-70%	•
	BU 120-CLO#3-70%	
	BU 158-CLO#1,2-70%	
	BU 223-CLO#5-70%	
BU PLO #6	BA110-CLO#1,4,5-70%	• 78% of the students reached the meet expectation level for BU PLO #6. No action is needed.
	BA123-CLO#6,7-70%	•
	BA 130-CLO#1,2,3,4-70%	

	BA 131-CLO#1,2,3,4,5-70%	
	BA159-CLO#1-70%	
	BA212-CLO#1,2-70%	
	BA213-CLO#1,2,3,4,5-70%	
	BA 214-CLO#1-70%	
	BU120-CLO#5-70%	
	BU158-CLO#7-70%	
	BU223-CLO#6,7-70%	
BU PLO #7	BA110-CLO#1,2,4-70%	• 75% of the students reached the meet expectation level for BU PLO #7. No action is needed.
	BA159-CLO#1,3,4-70%	
	BA213-CLO#1,2,4-70%	
	BA 214-CLO#1,3,4-70%	
	BU120-CLO#1-3-70%	
	BU158-CLO#1-7-70%	
	BU223-CLO#5,7-70%	

5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Remarks
Put into action Hiring of CPA instructor (s) Develop list of local business speakers who can add practical knowledge and experience to students learning environment	Ongoing	• Currently, the program has already a list of local business owners and organizations that comes in as guest speakers for various courses. But the program will continue to expand that list in order to bring reality into the classrooms. • Hiring of a CPA instructor is really a recommendation for BA program, but since BA courses are also foundation courses for BU courses, a need to include in this action plan was a must. Further recommendations and remarks can be found in BA FA09-SU12 Academic Program Three-Year Review.
To Offer more Business Administration Courses	Ongoing	Will be scheduling a meeting with TH instructors on realigning some TH courses with BU and BA courses.
Create possible local business sponsorship	Ongoing	(is this action plan in the strategic plan 15-year IMP)

of scholarships for business administration students		
Instructors to Attend more On and Off Island Training in the Field	Incomplete	• BA and BU Program is one of the busiest programs on a regular semester. Therefore, this has posed problems on scheduling for outside training or seminars • But rest assured that this action plan has been integrated in this current report and that the program chair will look into possible times and activities for such action plan to be implemented.

6.0 Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
Merge BA Course Identification to include BU code. This also addresses the #2 of the previous action plan.	This will allow assessment at the course and program level a more accurate picture of the effectiveness of the program and its assessment instruments, therefore meeting institutional goals.	NONE	FA 2014
Put into action Hiring of CPA instructor (s) Develop list of local business speakers who can add practical knowledge and experience to students learning environment	Hiring a CPA can really improve both BA and BU programs due to the similarities in required courses. Currently there is no person who processes CPA or similar credentials that could really take the program to another level. Having the business community integrated into the academic program would address PLO#3, ILO #1 and most of the Program courses.	Networking.	SP 2015
Instructors to Attend more On and Off Island Training in the	Because the business world is changing every day, how you do business, find entertainment, and	Funding	SU15

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Field	research all depend on how well informed are you to your economy, and the business sector. This is one action plan that will address PLO#1-7, ILO#1-5, and all the program courses.		

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	N/A		
Facilities	• Computer Lab • Classroom	• $12,000 • $1000	Computer Lab: Since most Business administration required courses need to constantly research on contemporary issues relevant to a changing business environment, a computer lab will utilize that need. This is also on PLO #4 of the Business Administration Program Learning Outcomes. But at this time, program and required courses can utilize LRC and other assistance that the college has until program students are maximized. Classroom: Room 48 has traditionally been set up to teach most business administration and accounting core courses. Currently the classroom has four louver windows that has spaces on top and bottom that could allow cold air to escape therefore using more electricity for the air condition. Another thing is disturbances, when classes are thought in the room, we can hear people outside or the offices on the bottom making noises which distracts both teachers and students the same.
Equipment	NONE		
Supplies	External Drive	$300	This will be used to back-up all program data's and reports in order to maintain validity and reliability. This addresses the "Culture of Evidence" of the PCC strategic directions from (2009-2024)
Software	• Business Plan Software	$500	This will be used for the illustration and demonstration of business creation, management, and control. This addresses PLO #4
Training	NONE		
Other			
Total			

Appendix B: Program Learning Outcomes (PLOs)

Business Administration
Rubric Assessment
Task Listing Sheet

Student's Name: _____   **Semester/Year:** _____

Instructor's Name (Print):_____

Descriptions: At the end of the class session, please rate the students on the following five competencies (circle one number for each competency). The numerical ratings of 5, 4, 3, 2, and 1 are not intended to represent the grading system of A, B, C, D, and F. Rather, they only indicate the degree of competency for a student that he/she should master from the course. The descriptions associated with each of the numbers focus on the level of student performance for each of the competencies listed below.

Rating Scale: 5 - Excellent

4 - Above average

3 - Average

2 - Below average

1 - Unacceptable

_____

Competency #1: Students will be able to effectively communicate business concepts orally and in writing to organizational stakeholders. (In line with task list Task #1 and #4)

Numerical Value	Performance Criteria
5	**Students will be able to analyze their audience and produce written and oral communication suited to that audience at about 90 – 100%.**
4	**Students will be able to analyze their audience and produce written and limited oral communication for the audience at about 80 – 89%.**
3	**Student is able to analyze their audience and produce written communication for their audience at about 70 – 79%.**
2	**Student is able to analyze only on their audience with limited communication writing skills. 65 – 69%.**
1	**Student is not able to analyze their audience at 64% or below.**

Competency #2: Students will have an understanding of ethical perspectives, and an ethical and legal framework for decision-making. (In line with task list Task #2)

Numerical Value	Performance Criteria

Numerical Value	Performance Criteria
5	Students will understand and gain ability for the legal environment of business, the varied and often conflicting roles of managers, articulate value of systems and accept responsibility for their ethical choices at about 90 – 100%.
4	Students will understand their ethical responsibilities, needs of stakeholders, and developed moral code of responsibility at about 80 – 89%.
3	Student understands basic legal issues, managerial roles, distinguish right from wrong and accept responsibility at about 70 – 79%.
2	Student can articulate the roles of managers, but no understanding of the legal/moral issues and perspectives at about 65 – 69%.
1	Students cannot articulate their moral beliefs; does not accept responsibilities for their actions and no understanding of the roles of managers at below 65%.

Competency #3: Through active learning and experiential education, our students will acquire business knowledge and develop skills to analyze and solve complex managerial problems. (In line with task list Task # 1 through #7)

Numerical Value	Performance Criteria
5	Student has ability to reflect on, interpret and appraise their educational experiences; demonstrate business knowledge's and organizational skills through experiential education; apply decision-making process to collect and analyze pertinent data, accurately identify problems and evaluate information to arrive at appropriate solutions at 90 – 100%.
4	Students has ability to reflect on, interpret and appraise their educational experiences; Demonstrate business knowledge and organizational skills through experiential education; apply decision making process to collect and analyze pertinent data at 80 – 89%.
3	Student has ability to reflect on, interpret and appraise their educational experiences; demonstrate business knowledge's and organizational skills through experiential education at 70 – 79%.
2	Student has ability to reflect on, interpret and appraise their educational experiences at 65 – 69%.
1	Student has limited ability to reflect and interpret educational experience at below 65%.

Competency #4: Students will be able to use information technologies to access, analyze and report business information. (In line with task list Task #3 and #6)

Numerical Value	Performance Criteria
5	**Students will be able to: Use information systems to select, manipulate, and process raw data into meaningful information or knowledge; Identify different types of information systems and how these unique systems can help collect and process business information; Use software tools for analysis and reporting; Analyze strategic advantage or disadvantage of different business operations and processes based on the IT tools they employ at about 90 – 100%.**
4	**Students will be able to: Use information systems to select, manipulate, and process raw data into meaningful information or knowledge; Identify different types of information systems and how these unique systems can help collect and process business information; Use software tools for analysis and reporting at 80 – 89%.**
3	**Students will be able to: Use information systems to select, manipulate, and process raw data into meaningful information or knowledge; Identify different types of information systems and how these unique systems can help collect and process business information at 70 – 79%.**
2	**Students will be able to: Use information systems to select, manipulate, and process raw data into meaningful information or knowledge at 65 – 69%.**
1	**Students have limited or no ability to use information systems to select, manipulate, and process raw data into meaningful information or knowledge at 65%.**

Competency #5:   Students will develop an awareness and understanding of the cultural, legal, economic and geo-political forces that impact business operations in a global economy. (In line with task list Task #2 and #4)

Numerical Value	Performance Criteria
5	**Students will: Have an awareness of contemporary international events, an understanding of the historical forces that led to their emergence, and will be able to explain how these events are influencing global business; Know and understand the major cultural, legal, economic and geo-political trends that are influencing the conduct of global business; Know and understand basic domestic, international, and host country laws and regulations regarding human rights and other labor related issues at about 90 – 100%.**
4	**Students will: Have an awareness of contemporary international events, an understanding of the historical forces that led to their emergence, and will be able to explain how these events are influencing global business; Know and understand the major cultural, legal, economic and geo-political trends that are influencing the conduct of global business at about 80 – 89%.**

3	**Students will: Have an awareness of contemporary international events, an understanding of the historical forces that led to their emergence, and will be able to explain how these events are influencing global business at about 70 – 79%.**
2	**Student have limited awareness of contemporary international events, an understanding of the historical forces that led to their emergence, and will be able to explain how these events are influencing global business 65 – 69%.**
1	**Students does not know/understand the contemporary international events of historical forces.**

Competency #6: Students will be able to understand, analyze and use the accounting/financial information generated by organizations for their stakeholders, and will understand financial theories, analyses and markets. (In line with task list Task #6)

Numerical Value	Performance Criteria
5	**Students will be able to: Access financial data and use the data to evaluate the three major financial statements; Understand, develop and analyze the budget of a company; Describe the features of major financial assets and markets; Summarize the nature and importance of time value of money concepts and be able to perform basic time value of money (TVM) calculations; Explain why and how a firm crates value for its shareholders; Explain the tradeoff between risk and return at about 90 – 100%.**
4	**Students will be able to: Access financial data and use the data to evaluate the three major financial statements; Understand, develop and analyze the budget of a company; Describe the features of major financial assets and markets; Summarize the nature and importance of time value of money concepts and be able to perform basic time value of money (TVM) calculations; Explain why and how a firm crates value for its shareholders at about 80 – 89%.**
3	**Students will be able to: Access financial data and use the data to evaluate the three major financial statements; Understand, develop and analyze the budget of a company; Describe the features of major financial assets and markets; Summarize the nature and importance of time value of money concepts and be able to perform basic time value of money (TVM) calculations at about 70 – 79%.**
2	**Students will be able to: Access financial data and use the data to evaluate the three major financial statements; Understand, develop and analyze the budget of a company; Describe the features of major financial assets and markets at about 65 – 69%.**
1	**Students will be able to only access financial data and use the data to evaluate the three major financial statements below 65%.**

Competency #7: Students will understand the economic forces that impact organizations operating in the global business environment, and will use economic analyses to make business decisions. (In line with task list Task #6 and #7)

Numerical Value	Performance Criteria
5	**Students will: Understand how monetary and fiscal policy is implemented and the effects of policy changes on the business environment; Understand operation of national and international financial markets and how they affect global resource allocation; Analyze the economic environment of an organization and use the analysis to make business decisions; Able to make an economic case for free trade and for international alliances among nations at about 90 – 100%.**
4	**Students will: Understand how monetary and fiscal policy is implemented and the effects of policy changes on the business environment; Understand operation of national and international financial markets and how they affect global resource allocation; Analyze the economic environment of an organization and use the analysis to make business decisions at about 80 – 89%.**
3	**Students will: Understand how monetary and fiscal policy is implemented and the effects of policy changes on the business environment; Understand operation of national and international financial markets and how they affect global resource allocation at about 70 – 79%.**
2	**Students will: Understand how monetary and fiscal policy is implemented and the effects of policy changes on the business environment at about 65 – 69%.**
1	**Student has limited understanding on how monetary and fiscal policy is implemented at below 65%.**

Appendix C: Provide program mapping

BUSINESS ADMINISTRATION PROGRAM MAP (BU)

COURSE	PLO 1 Business Communication: Students will be able to effectively communicate business concepts orally and in writing to organizational stakeholders .	PLO 2 Business Ethics: Students will have an understanding of ethical perspectives, and an ethical and legal framework for decision-making	PLO 3 Problem Solving: Through active learning and experiential education, our students will acquire business knowledge and develop skills to analyze and solve complex managerial problems	PLO 4 Information Technology: Students will be able to use information technologies to access, analyze and report business information	PLO 5 Awareness in cultural, legal, economic, and political forces: Students will develop an awareness and understanding of the cultural, legal, economic and geo-political forces that impact business operations in a global economy	PLO 6 Critical Thinking: Students will be able to understand, analyze and use the accounting/financial information generated by organizations for their stakeholders, and will understand financial theories, analyses and markets	PLO 7 Global Business Environment and Economic analysis: Students will understand the economic forces that impact organizations operating in the global business environment, and will use economic analyses to make business decisions	Institutional Learning Outcomes (ILOs)
BA110	CLO 3	CLO 1-5	CLO 1-3	CLO 1-5		CLO 1, 4-5	CLO 1,2,4	ILO 1,2,4,5
BA123	CLO 2-5		CLO 1-5	CLO 1-5		CLO6-7		ILO 1-3, 5
BA 130			CLO 1-4			CLO 1-4		ILO 1,3,5
BA 131			CLO 1-5			CLO 1-5		ILO 1,3,5
BA159	CLO 2		CLO 3	CLO 1-5	CLO 4	CLO 1	CLO 1,3,4	ILO 1-5
BA212	CLO 1	CLO 1-5	CLO 3			CLO 1-2		ILO 1-3, 5
BA213		CLO 1-5	CLO 2-4			CLO 1-5	CLO 1,2,4	ILO 1-3,5
BA 214	CLO 2	CLO 1, 4	CLO 2	CLO 1-4	CLO 1-4	CLO 1	CLO 1,3,4	ILO 1-4

BU120	CLO 3	CLO 1-5	CLO 1-2	CLO 1-5	CLO 3	CLO 5	CLO 1,2,3	ILO 1-3, 5
BU158	CLO 4		CLO 2-3	CLO 1-7	CLO 1-2	CLO 7	CLO 1-7	ILO 1-3, 5
BU223	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6-7	CLO 5-7	ILO 1-5

Appendix D: Signature Assignments

BUSINESS ADMINISTRATION PROGRAM (BU)

Course Number:		Course Title:	Semester Credit:	Signature Assignments:
BA	110	Introduction to Business	3	• Mid-Term • Final Exam • Business Plan
BA	123	Applied Business Mathematics	3	• Final Exam
BA	130	Accounting Principles I	3	• Mid-Term • Final Exam • Re-Inforcement Activities
BA	131	Accounting Principles II	3	• Mid-Term • Final Exam
BA	159	Principles of Macroeconomics	3	• Mid-Term • Final Exam • Portfolio Folder
BA	212	Intermediate Accounting I	3	• Mid-Term • Final Exam
BA	213	Basic Business Finance	3	• Mid-Term • Final Exam
BA	214	Business Law	3	• Mid-Term • Final Exam • Case Brief Analysis
BU	120	Business Management	3	• Mid-Term • Final Exam
BU	158	Principles of Microeconomics	3	• Mid-Term • Final Exam • Portfolio Folder
BU	223	Internship **OR**	3	• Internship Training Form
BU	224	Service Learning	4	