

“We Strive to 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.

**T1 - Instructional Programs
(Academic Degree & Certificate Programs)**

Three Year Program Review

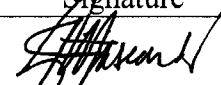
Degree / Certificate Program

Business Administration

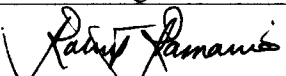
Period of Three Year Review

Fall 2015 – Summer 2018

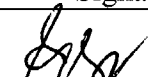
Program Review Completed By:

Name	Title	Signature	Date
Frederick D. Mascardo	Business Administration Chairperson		2/7/19

Program Review Certified By:

Name	Title	Signature	Date
ROBERT RAMARU	DEAN, ACADEMIC AFFAIRS		2/7/19

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya T. Sara	Institutional Researcher		2/7/2019

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

In doing the assessment/evaluation the following were the data sources: latest mapping of CLOs, PLOs and ILOs. Upon review of the data sources there are some missing data, and data that are inconsistent and are not tallying. Thus there is a need to clean and validate the data.

To ensure consistency and validity of the evaluation, it used the BU majors data base and extract information on BU and BA courses from the same database to avoid inconsistency.

I. Academic Degree Program Purpose (Program Description) and Relationship to the College Mission

1. State the purpose of this academic degree program below.

Summary of the academic program purpose

A school and its academic programs' relevance link closely on the needs of the society, and how its citizen could fill in that needs to advance socio-economic development. People drive socio-economic prosperity, thus, it is imperative that its citizens are knowledgeable, and they have the right attitude and skills to fill in the job market requirements.

Palau Community College recognizes the need to prepare its students for a job market in a constant state of change. 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. 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 enable the students to fill in the job market in the business field. Graduates of the program are qualified for entry-level positions, such as accounting clerk, auditor's assistant, sales and office manager, and administrative assistant. The program also leads to a Bachelor of Arts or Bachelor of Science degrees. Cognizant of its important role in the community, the program also provides a platform for a continuing learning among those working in the business industry.

a. Goals

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

1. Effectively communicate business concepts orally and in writing to organizational stakeholders.
2. Understand the ethical perspectives, and an ethical and legal framework for decision-making.
3. Acquire business knowledge and develop skills to analyze and solve complex managerial problems through active learning and experiential education.
4. Use information technologies to access, analyze and report business information.
5. Develop an awareness and understanding of the cultural, legal, economic and geo-political forces that impact business operations in a global economy.
6. Understand, analyze and use the accounting/financial information generated by organizations for their stakeholders, and will understand financial theories, analyses and markets.
7. Understand the economic forces that impact organizations operating in the global business environment, and will use economic analyses to make business decisions.

2. How is the academic degree program supporting the overall mission of the College?

The relationship of program to the college Mission Statement

The Business administration Program has three-fold objectives:

1. Prepares students for responsible entry-level employment in the business arena immediately following graduation;
2. Provides a quality education for students interested in transferring to a four-year institution for Bachelor of Arts or Bachelor of Science degrees; and
3. Provides continuing education opportunities for those already working in business and industry.

The program addresses the technical, academic, cultural, social, and economic needs of the students, and directly and indirectly, the communities. Business Administration as a program promotes learning opportunities and personal excellence. The program ensures that a stable, skilled students and imbued with the right attitude fill in the market towards enhanced productivity in the business field.

Reviewing the Business Administration program at PCC is an indication of its commitment to excellence, learn lessons and best practices from the evaluation to strengthen the program to better meet the needs of the students, faculty, and the community at large.

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.

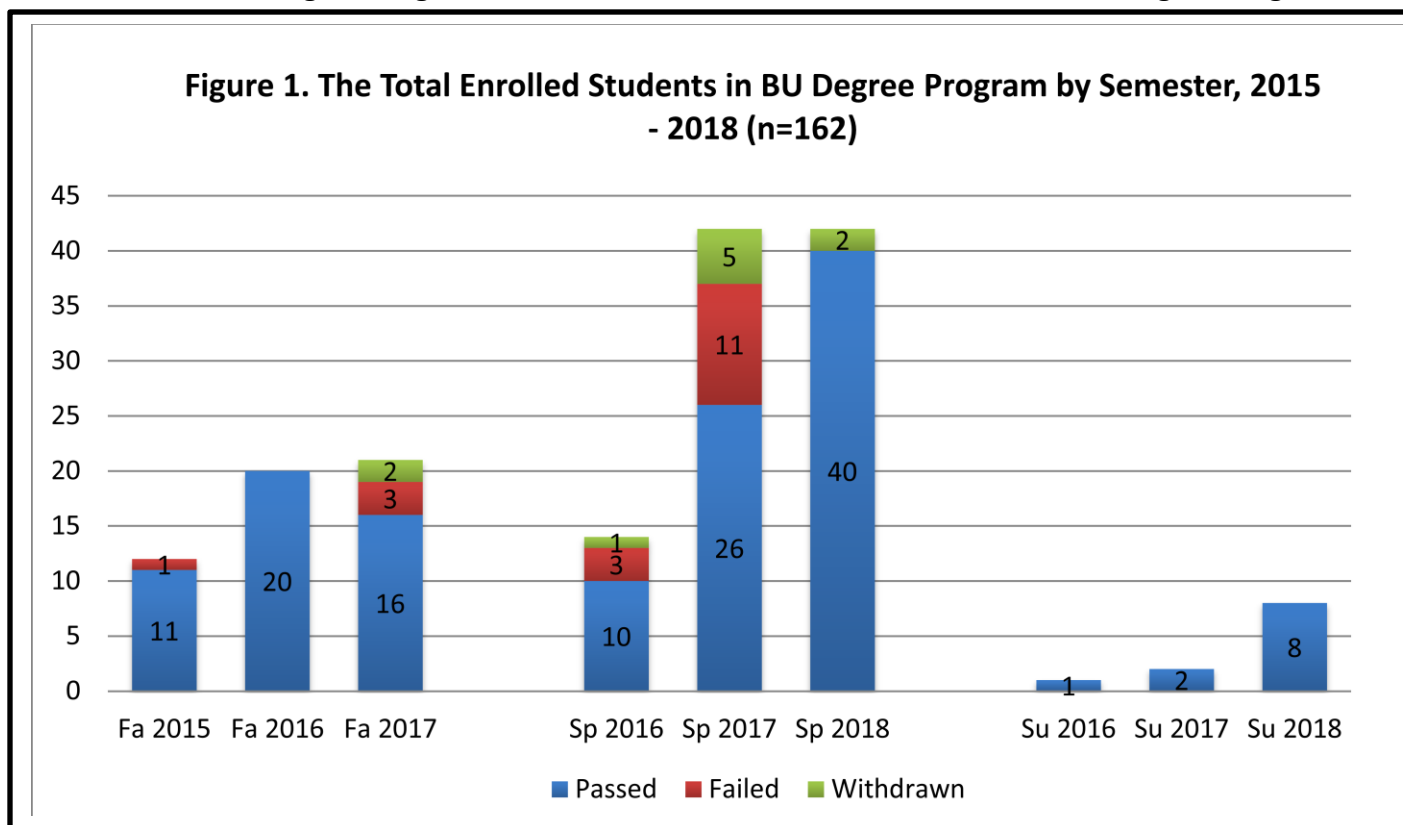
3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.

The following are some chronological events with regard the history of the academic degree:

Since the last review in the summer of 2015, it has maintained the course learning outcome and the program learning outcome within and above the proficiency level of 70%.. Also, there are no major changes. However, the program updated the course outline of Microeconomics and Business Management in May, 2016;

II. Program Data

Degree Program Students – Number of Students Enrolled in this Degree Program



Provide summary of Figure 1 including its trends analysis.

From 2015 to 2018, there were a total of 162 students enrolled in any of the courses offered under the BU degree.

There is an increasing trend of enrolled students through time in each semester. Comparing the 2015 and 2018 data, there is a 75%, 200% and 700% increase in enrollees for Fall, Spring and Summer, respectively. This trend represents a general acceptability and the clamor of the students to the courses under the BU degree. Overall, the increase in 2017 (n=42) compared to 2016 (n=35) is 86%. Comparison of increase change in years 2015 and 2018 could not be done given the missing data.

Considering all the students in the BU program (n=162), there is an excellent passing average of 82.7% (n=134); failing average of 11.1% (n=18) and students withdrawing from the courses at 6.2% (n=10).

Gleaned from the graph that there were more students who failed and withdrew in 2017 at 22% and 11%, respectively. But one thing that also stood out is that in the same year it reversed the trend, and achieved 100% passing in 2018.

From 2015 to 2018, there were 18 students who failed of which 83% (n=15) failed from BA courses as compared to 16.7% failure from BU courses. This data shows more difficulty in passing BA than BU courses. Withdrawing from the course is a rare event at 6.2% (n=10).

Program Courses Data
(Course Completion Data of Program Students in each Program Course)

Table 1a. Course Completion of Program Courses (Fall)

FA 2015					FA 2016					FA 2017				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
BA 214	6	1	0	7	BA 214	10	0	0	10	BA 214	12	2	2	16
BU 158	5	0	0	5	BU 158	10	0	0	10	BU 158	12	2	2	16
										BU 223	1	0	0	1

Table 1b. Course Completion of Program Courses (Spring)

SP 2016					SP 2017					SP 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
BA 159	6	3	1	10	BA 159	7	6	2	15	BA 159	13	0	0	13
-	-	-	-	-	BA 213	3	4	0	7	BA 213	12	0	0	12
BU 120	4	0	0	4	BU 120	15	1	3	19	BU 120	13	0	2	15
-	-	-	-	-	BU 223	1	0	0	1	BU 223	2	0	0	2

Table 1c. Course Completion of Program Courses (Summer)

SU 2016					SU 2017					SU 2018)				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
BU 223	1	0	0	1	BU 223	2	0	0	2	BU 223	8	0	0	8

Provide summary of Tables 1a, 1b & 1c including its trends analysis.

Program students course completion Fall (2015, 2016 and 2017):

Enrollees for BU 158 have increased by 100% between 2015 and 2016, and 60% from 2016 and 2017. It gained more at 220% in 2017 (n=16) as compared to 2015 (n=5). The increase in the number of students enrolled in BU 158 seems to point out that this program is becoming popular to the community.

The course had a perfect passing average from years 2015 & 2016; however in 2017 the passing average had gone down to 87%. Two (13%) withdrew from the course in 2017. With the increased in the number of enrollees in 2017 it had more passers compared to any other years.

Uneven results are seen for the BA 214 whose enrollees increased by 43% for the year 2016 (n=10) as compared to 2015 (n=7). However, it had a net negative increase at -90% for the year 2017 (n=1) as compared with 2016 (n=10). It had one student who failed it in 2015, but had a perfect passing in 2016 and 2017.

BU 223, the new course offered for FA 2017, had 1 student enrolled and passed the course.

Inclusion of a BA course in the BU program like BA 214 has impacted positively in the increased number of enrollees in the BU program. Overall, more students enrolled in FA semesters as compared with the other semesters.

Program students course completion Spring (2016, 2017 and 2018):

BU120 had 38 students from years 2016 to 2018. It saw a 375% increase in 2017 (n=19) as compared to 2016 (n=4) but saw a slight declined in 2018 at -21% (n=15). Observed in the data a higher withdrawal of students: 3 in 2017 and 2 in 2018, which is the highest combined number of withdrawals as compared to other courses.

BA 159 exhibited the same trend as BU 120 with a moderate increase of 50% 2017 (n=15) as compared to 2016 (n=10), but declined to negative 13% in 2018 (n=13). It had a weak passing rate at 60% (2016), 46.6% (2017), but successfully reversed the trend achieving 100% passing average in 2018.

BA 213 and BU 223, which were offered from SP 2017 to SP 2018, have increased enrollees in 2018 by 71% and 100%, respectively. Specifically, BA 213 there were 12 students in 2018 as compared to 7 in 2017; and BU 223 had 1 and 2 students enrolled in 2017 and 2018, respectively. BA 213 offered in SP 2017 holds the distinction as the only course with more failure at 57% (n=4) as compared to pass at 43% (n=3); however it gained 100% passing in 2018 despite the fact that in the same year there were more enrollees. This means that lessons learned were adapted in 2018 to ensure a 100% passing rate.

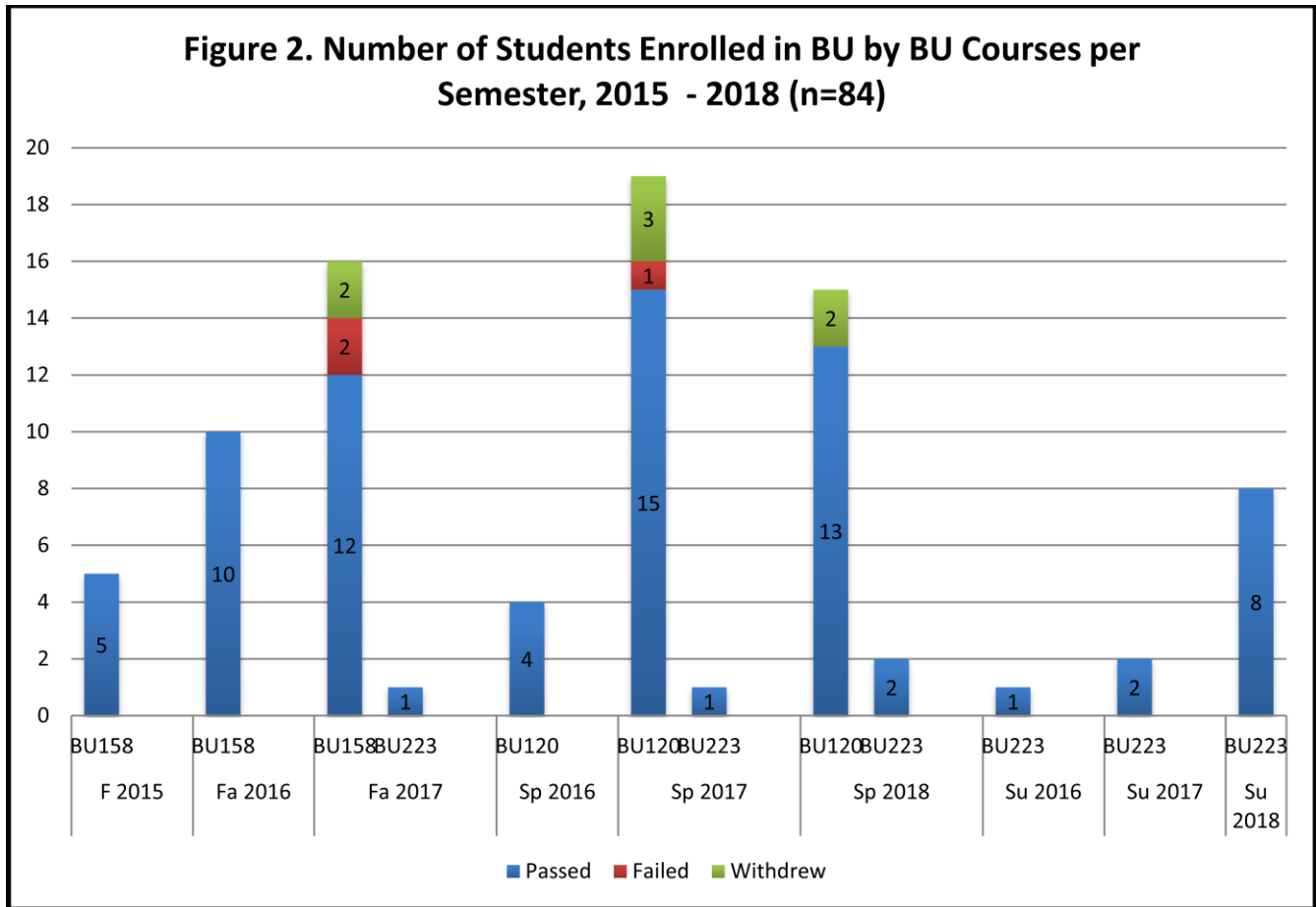
In 2017 – 2018 the data show that some of the students who withdrew or failed re-enrolled. This implies that the school's support in terms of encouraging the students to re-enroll and guide them to pass was proven effective.

Program students course completion Summer (2016, 2017 and 2018):

Almost always there is a low enrollment in Summer for a total of eleven (n=11) from 2016 – 2018. It also has 100% passing average and no withdrawal.

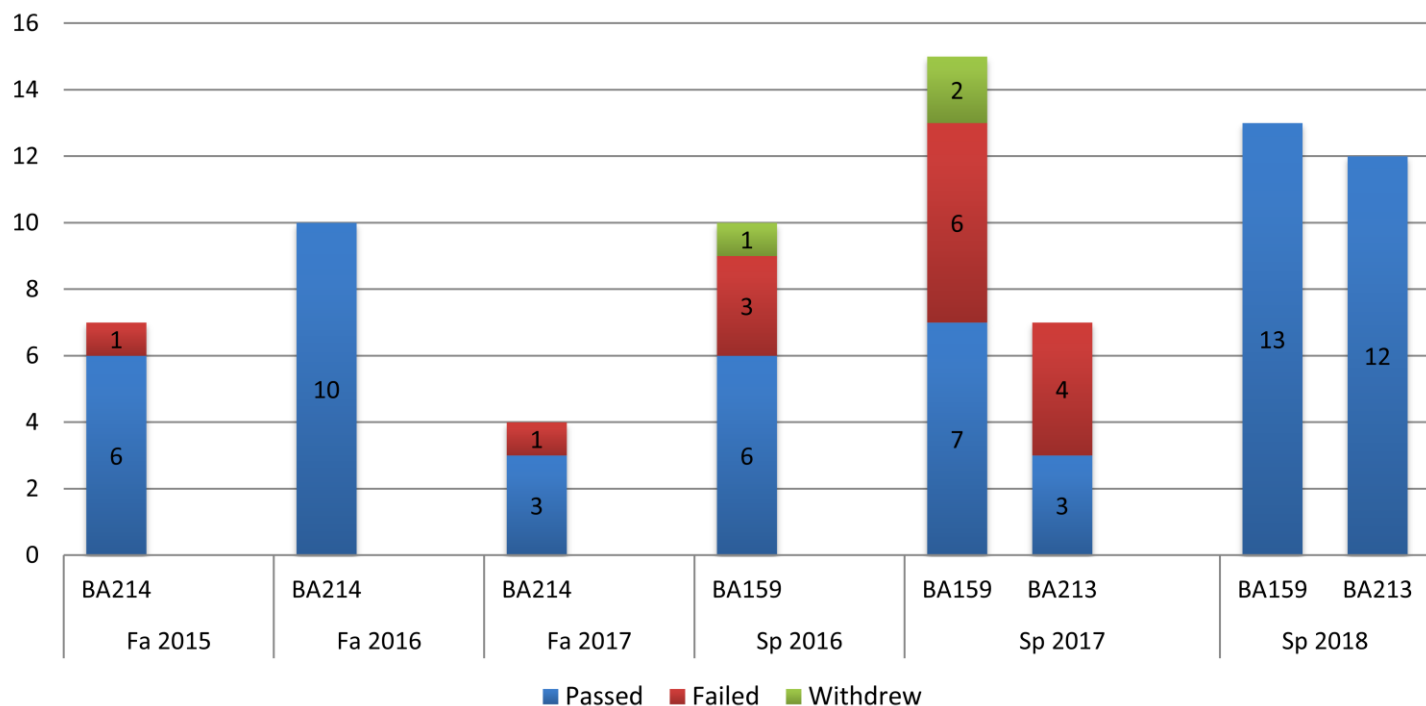
Overall, from 2015 to 2018, there were a total of 162 students who enrolled in the different courses within the program of which 82.7% (n=134); 11.1% (n=18); and 6.2% (n=10) who passed, failed and withdrew from the courses, respectively. This is an excellent passing rate, and more could be done to enable the students to pass the courses, and assist them to address the reasons of withdrawing from a course.

Program Courses Data
Course Completion Data of ALL Students in each Program Course
(Does not apply for LA and SD Programs)



A total of 84 students were enrolled in BU courses under the BU Program; 74 passed, 3 failed and 7 withdrew representing a percentage of 88%, 3.6% and 8.3%, respectively. Withdrawal from the course poses more problem than failing, which requires an in-depth analysis of the reasons why students withdraw so to be able to advance interventions to help the students.

Figure 3. Number of Students Enrolled in BA Courses under the BU Program per Course, Semester, Years 2015 - 2018



A total of 78 students were enrolled in BA courses under the BU Program; 60 passed, 15 failed and 3 withdrew representing a percentage of 76.9%, 19.2% and 3.8%, respectively. Failing from the course poses a major problem, which requires an in-depth analysis of the reasons why students fail so to be able to advance interventions to help the students. It also requires a review of the course outline. BA 159 in Sp 2016 and 2017 had high failure and withdrawal. An excellent set of interventions may have reverse the trend in Sp 2018 with a perfect passing rate.

Table 2a. Course Completion of Program Courses (Fall)

FA 2015					FA 2016					FA 2017				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
BU 158	5	0	0	5	BU 158	10	0	0	10	BU 158	12	2	2	16
										BU 223	1	0	0	1

Table 2b. Course Completion of Program Courses (Spring)

SP 2016					SP 2017					SP 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
BU 120	4	0	0	4	BU 120	15	1	3	19	BU 120	13	0	2	15
-	-	-	-	-	BU 223	1	0	0	1	BU 223	2	0	0	2

Table 2c. Course Completion of Program Courses (Summer)

SU 2016					SU 2017					SU 2018)				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
BU 223	1	0	0	1	BU 223	2	0	0	2	BU 223	8	0	0	8

Provide summary of Tables 2a, 2b & 2c including its trends analysis.

All students course completion of program course Fall (2015, 2016, 2017):

Numbers of enrolled students are increasing in BU 158 course; from 6 students in 2015 it went up to 10 enrollees in 2017 and then to 17 for the year 2017. The data shows high passing rate in 2015 and 2016. However, in 2017 the passing rate has gone down to 75% with 12.5% fail and 12.5% withdrew.

All students course completion of program course Spring (2016, 2017, 2018):

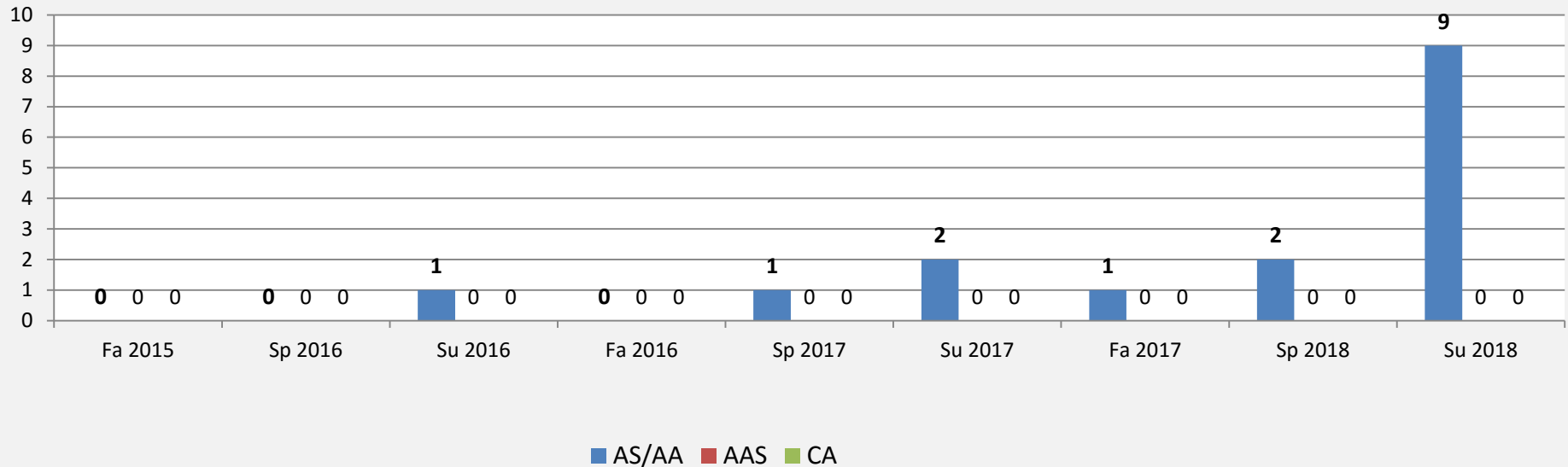
BU120 had been previously analyzed; please refer to “*Program students course completion Spring (2016, 2017 and 2018),*” 1st paragraph page 7. Enrollment had seen increased in 2017 as compared to 2016 but suffered a moderate decline in 2018. Also gleaned from the table the higher withdrawal of students from the course at: 3 in 2017 and 2 in 2018. On the other hand, BU 223 had one (1) enrollee and passed the course.

Spring 2016 enrolled students seem minimal, however it went up in 2017 with 19 students enrolled and somehow in 2018 it decreased to 17, but still this number is significant.

All students course completion of program course Summer (2016, 2017, 2018):

Students enrolled in this summer course are all graduating students. The data show an increased from one student in 2016 to two in 2017, and nine enrolled in 2019. The number of graduates in 2018 is very significant.

Figure 4. Number of Business Administration Graduates by Semester from 2016 to 2018

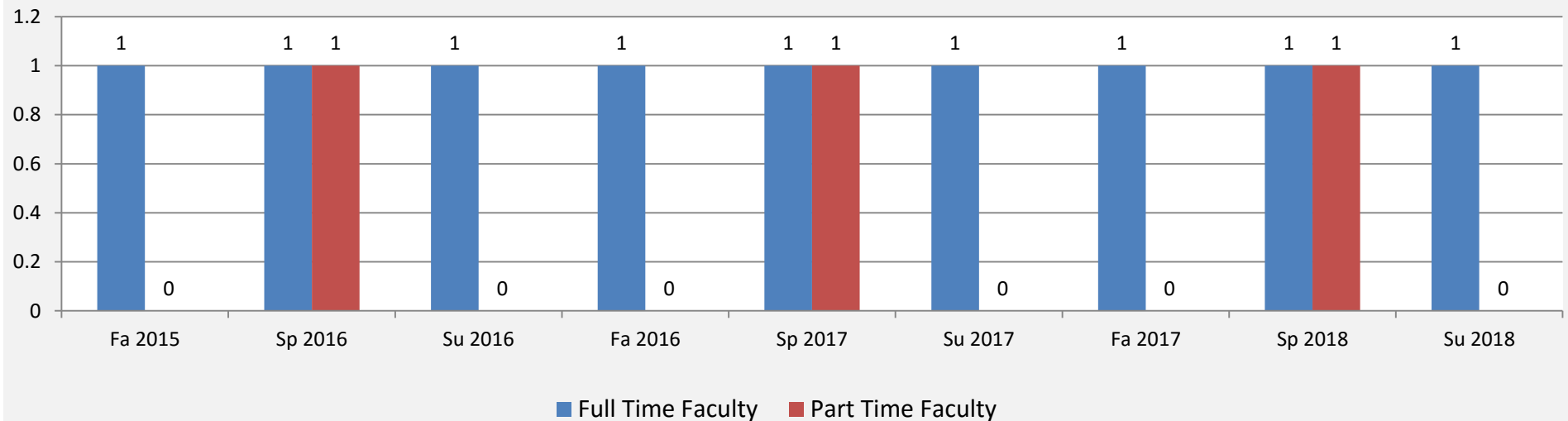


Provide summary of Figure 3 including its trends analysis.

A total of 19 students graduated with BU degree from 2016 – 2018. Comparing the lone graduate in Su 2016 and Su 2018 (n=9), this represents an 800% increase. The semesters between these time periods had only 1 or 2 graduates.

Students from 2015 to Summer 2018 have a high graduation rate. This may prove the quality of student selection, teaching curriculum and retention strategies including an interesting course program, a supportive peer environment and a course curriculum that is responsive to the students' needs have been inspired by the program course initiatives. These interventions have greatly helped the students' transition leading to a bachelor's degree and finding a job.

Figure 4. Faculty Head Count



Provide summary of Figure 3 including its trends analysis.

Figure 4 shows a constant number of the faculty teaching the course. Most of the time, the greatest challenge facing the teacher's lies in the teaching method adjustment to help the students' understanding, acquiring the right attitude and applying the correct skills. The assigned teacher of the program course also developed better way of applying the course program outline. Since the trend is constant this also indicates that the conduct of lecture styles in the course program is somehow consistent.

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
Fall 2015 to Summer 2018	16	100%	None	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

There is a compelling need to re- visit/review the program course outline to make the program current and responsive and tailored to the needs of the students and the community at large. Some important questions to ask are the following:

1. **What do I want my students to learn**, and how can I express my goals to them and make these goals clear to my colleagues and myself? (Problem goals and structure)
2. **How should I arrange teaching and learning** so that students have the greatest chance of learning what I want them to learn? (Teaching strategies)
3. **How can I find out whether they have learned** what I hoped they would learn? (Assessment)
4. **How can I estimate the effectiveness of my teaching**, and use the information I gather to improve it? (Evaluation)
5. **How should the answers to 1-4 be applied** to measuring and improving the quality of higher education? (Accountability and Educational Development)

IV. Course Assessment Data

Year 1: School Year Fall 2015 – Summer 2016

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Spring 2016	BU 120	CLO 3 – PLO 1 – ILOs 1,2,3,5	CLO 1: 100% of the students assessed performed at the proficiency level.
		CLO 1-5 – PLO 2 – ILOs 1,2,3,4,5	CLO 2: 75% of the students assessed performed at the proficiency level.
		CLO 1,2 – PLO 3 – ILOs 1,2,3,4,5	CLO 3: 100% of the students assessed performed at the proficiency level.
		CLO 1-5 – PLO 4 – ILOs 1,2,3,4,5	CLO4: 100% of the students assessed performed at the proficiency level.
		CLO 3 – PLO 5 – ILOs 1,2,3,4,5	CLO5: 100% of the students assessed performed at the proficiency level.
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	- None

	BA 159	CLO 2 – PLO 1 – ILOs 1,2,3,4,5	CLO 3: 60% of the students assessed performed at the proficiency level.
		CLO 3 – PLO 3 – ILOs 1,2,3,4,5	CLO 4: 60% of the students assessed performed at the proficiency level
		CLO 1-5 – PLO 4 – ILOs 1,3,4,5	- None
		CLO 4 – PLO 5 – ILOs 3-5	- None
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	- None
	BA 213	CLO 1-5 – PLO 2 – ILOs 1,2,3,5	- None
		CLO 2,3,4 – PLO 3 – ILOs 1,2,3	- None
		CLO 1-5 – PLO 4 – ILOs 2	- None
		CLO 1-3,5 – PLO 6 – ILOs 1,2,3,5	- None
Summer 2016	BU 223	CLO 1 – PLO 1- ILOs 1-5	CLO 1: 100% of the students assessed performed at the proficiency level.
		CLO 2 – PLOs 2 – ILOs 1-5	CLO 2: 100% of the students assessed performed at the proficiency level.
		CLO 2 - PLO 3 - ILOs 1-5	
		CLO 2 - PLO 4 - ILOs 1-5	
		CLO 2 - PLO 5 - ILOs 1-5	
		CLO 2 - PLO 6 - ILOs 1-5	

Year 2: School Year Fall 2016 – Summer 2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2016	BU 158	CLO 4 – PLO 1 – ILOs 1,2,3,5	CLO 1: 44% of the students assessed performed at the proficiency level
		CLO 2,3 – PLO 3 – ILOs 1,2,2,5	CLO 2: 86% of the students assessed performed at the proficiency level.
		CLO 1-7 – PLO 4 – ILOs 1,3,4,5	CLO 3: 100% of the students assessed performed at the proficiency level.
		CLO 1,2 - PLO 5 – ILOs 1-3, 5	CLO 4: 89% of the students assessed performed at the proficiency level.
		CLO 1,2,3,5 – PLO 6 – ILOs 1,2,3,4	CLO 5: 44% of the students assessed performed at the proficiency level.
	BA 214	CLO 2 – PLO 1 – ILOs 1,2,3,4	CLO 1: 86% of the students assessed performed at the proficiency level
		CLO 1,4 – PLO 2 – ILOs 1,2,3,4,5	CLO 2: 76% of the students assessed performed at the proficiency level.
		CLO 2 – PLO 3 – ILOs 1,2,3,4,5	CLO 3: 76% of the students assessed performed at the proficiency level.
		CLO 1-5 – PLO 4 – ILOs 1,2,3,4,5	CLO 4: 87% of the students assessed performed at the proficiency level.
		CLO 1-4 – PLO 5 – ILOs 1,2,3,4,5	- None
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	- None

Spring 2017	BU 120	CLO 3 – PLO 1 – ILOs 1,2,3,5	CLO 1: 87.5% from 100% , decrease of 12.5%
		CLO 1-5 – PLO 2 – ILOs 1,2,3,4,5	CLO 2: 100% from 75%, increase of 25%
		CLO 1,2 – PLO 3 – ILOs 1,2,3,4,5	CLO 3: 84% from 100%, decrease of 16%
		CLO 1-5 – PLO 4 – ILOs 1,2,3,4,5	CLO 4: 91.6% from 100%, decrease of 8.4%
		CLO 3 – PLO 5 – ILOs 1,2,3,4,5	CLO 5: 100% from 100% remain the same
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	
	BA 159	CLO 2 – PLO 1 – ILOs 1,2,3,4,5	We're not able to assess
		CLO 3 – PLO 3 – ILOs 1,2,3,4,5	We're not able to assess
		CLO 1-5 – PLO 4 – ILOs 1,3,4,5	We're not able to assess
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	We're not able to assess
	BA 213	CLO 1-5 – PLO 2 – ILOs 1,2,3,5	We're not able to assess
		CLO 2 - 4 – PLO 3 – ILOs 1,2,3	We're not able to assess
		CLO 1-3,5 – PLO 6 - ILOs 1,2,3,5	We're not able to assess
Summer 2017	BU 223	CLO 1 – PLO 1- ILOs 1,2,3,4,5	CLO 1: 100% remain the same, no changes needed at this time
		CLO 2 – PLO 2 – ILOs 1-5	CLO 2: 100% remain the same, no changes needed at this time
		CLO 2 - PLO 3 - ILOs 1-5	
		CLO 2 - PLO 4 - ILOs 1-5	
		CLO 2 - PLO 5 - ILOs 1-5	
		CLO 2 - PLO 6 - ILOs 1-5	

Year 3: School Year Fall 2017 – Summer 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2017	BU 158	CLO 4 – PLO 1 – ILOs 1,2,3,5	CLO 1: 72.73% reached proficiency level, maintained enthusiastic and attentive to the needs of students.
		CLO 2,3 – PLO 3 – ILOs 1,2,2,5	CLO 2a: 84.62% reached proficiency level, maintained enthusiastic, find ways to challenge students and be attentive to the needs of students. CLO 2b: 88.89% = 86.75%
		CLO 1-7 – PLO 4 – ILOs 1,3,4,5	CLO 3: 100%. Although we reached the proficiency level, we need to continue to improve the topic.
		CLO 1,2 - PLO 5 – ILOs 1-3,5	CLO 4a: 100%. Although we reached the proficiency level, we need to continue to improve the topic. CLO 4b: 83.33% = 91.66%
		CLO 1,2,3,5 – PLO 6 – ILOs 1,2,3,4	CLO 5a: 76.92%. Although we reached the proficiency level, we need to continue to improve the topic. CLO 5b: 77.78% = 77.35%

Spring 2018	BA 214	CLO 2 – PLO 1 – ILOs 1,2,3,4	CLO 1: 72.73%, Although we reached the proficiency level, we need to continue to improve the topic.
		CLO 1,4 – PLO 2 – ILOs 1-5	CLO 2: 100%, Although we reached the proficiency level, we need to continue to improve the topic.
		CLO 2 – PLO 3 – ILOs 1-5	CLO 3: 100%, Although we reached the proficiency level, we need to continue to improve the topic.
		CLO 1-5 – PLO 4 – ILOs 1-5	CLO 4: 100%, Although we reached the proficiency level, we need to continue to improve the topic.
		CLO 1-4 – PLO 5 – ILOs 1- 5	CLO 5: 90%, Although we reached the proficiency level, we need to continue to improve the topic.
		CLO 1-5 – PLO 6 – ILOs 1- 5	
	BU 120	CLO 3 – PLO 1 – ILOs 1,2,3,5	CLO 1: 100 % from 87.5 %
		CLO 1-5 – PLO 2 – ILOs 1,2,3,4,5	CLO 2: 100% from 100 %
		CLO 1,2 – PLO 3 – ILOs 1,2,3,4,5	CLO 3: 100% from 84 %
		CLO 1-5 – PLO 4 – ILOs 1,2,3,4,5	CLO 4: 100% from 91.6%
		CLO 3 – PLO 5 – ILOs 1,2,3,4,5	CLO 5: 100% from 100%
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	
	BA 159	CLO 2 – PLO 1 – ILOs 1,2,3,4,5	CLO 1: 100 %, Although we reached the proficiency level, we need to continue to improve the topic
		CLO 3 – PLO 3 – ILOs 1,2,3,4,5	CLO 2: 100 %, Although we reached the proficiency level, we need to continue to improve the topic
		CLO 1-5 – PLO 4 – ILOs 1,3,4,5	CLO 3a: 72.73 %, Although we reached the proficiency level, we need to continue to improve the topic CLO 3b: 72.73 % = 72.73%
		CLO 1-5 – PLO 6 – ILOs 1,2,3,4,5	CLO 4a: 95.24 %, Although we reached the proficiency level, we need to continue to improve the topic CLO 4b: 100% = 97.62%
	BA 213	CLO 1-5 – PLO 2 – ILOs 1,2,3,5	CLO 1: 100%, Although we reached the proficiency level, we need to continue to improve the topic
		CLO 2,3,4 – PLO 3 – ILOs 1,2,3	CLO 2a: 69.23%, Encouragement and subject matter review is vital to achieve proficiency level. CLO 2b: 77.78%. Although we reached the proficiency level, we need to continue to improve the topic = 73.5 %

		CLO 1-5 - PLO 4 – ILOs 2	CLO 3: 72.73%. Although we reached the proficiency level, we need to continue to improve the topic
		CLO 1,2,3,5 – PLO 6 - ILOs 1,2,3,5	CLO 4a: 70.59%. Although we reached the proficiency level, we need to continue to improve the topic CLO 4b: 70.5%. = 70.54%
			CLO5a: 94.12%. Although we reached the proficiency level, we need to continue to improve the topic. CLO 5b: 70.59% = 82.35 %
Summer 2018	BU 223	CLO 1 – PLO 1- ILOs 1,2,3,4,5	CLO 1: 100% from 100%
		CLO 2 – PLOs 2,3,4,5– ILOs 1-5	CLO 2: 100% from 100%

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and student achievement.

Action Plans for Improvement (BU 158 – Fall 2017)

The course had a perfect passing average from years 2015 & 2016; however in 2017 the passing average had gone down to 87%. Also, two (13%) withdrew from the course in 2017.

Issues for improvement:

1. Instructors need to explore strategies in developing signature assignments that creates in-depth understanding of the basic principles and application of the course.
2. Create strategies to simplify the course especially economics courses, to help students improve their grades, course related supplemental projects and reports are needed. Group class works and class participation are encouraged towards improved students' understanding and skills application.
3. Emphasize students' attendance as a necessary strategy in learning, thus it is imperative to make the class learning attractive by applying several teaching strategies. A problem-based approach to learning could be explored more. Blended modalities like workshop, mentoring, and self-learning could be explored more.
4. A participatory class problem solving exercises ensure group learning and support. Thus, it is necessary to adopt this methodology.
5. It will be helpful to run a quick focus group discussion to determine the reasons of withdrawing from the course to guide in developing interventions to improve screening and retention of students.

Action Needed. (BU 158 – Fall 2016)

Issues for improvement:

In terms of the logical sequencing of the courses, BA 159 should be made as a pre requisite of Microeconomics.

1. There is a positive correlation between failing students and non-attendance to classroom instruction.
2. Teaching course theories and applications is also important
3. Using visual materials like videos are helpful

BU 120 in 2017 and 2018

BU120 saw a 375% increase in 2017 (n=19) as compared to 2016 (n=4) but saw a slight decline in 2018 at -21% (n=15). Observed in the data a higher withdrawal of students: 3 in 2017 and 2 in 2018, which is the highest combined number of withdrawals as compared to other courses.

1. Run a quick FGD to determine the reasons of students withdrawing from BU 120, and make the results as a basis to develop strategies and actions;

BA 214 in 2016 and 2017

This is an example of enabling the students to pass the course. It had one student who failed it in 2015, but had a perfect passing in 2016 and 2017. That it has maintained the perfect passing rate for 2 consecutive years makes it important to continue with the course outline and teaching strategies.

BA 213 SP 2017 and 2018

BA 213 offered in SP 2017 holds the distinction as the only course with more failure at 57% (n=4) as compared to pass at 43% (n=3); however it gained 100% passing in 2018 despite the fact that in the same year there were more enrollees. This means that lessons learned were adapted in 2018 to ensure a 100% passing rate. Continue with the course outline, teaching and learning strategies, assessment and evaluation.

Action Needed: (BA 214 - Fall 2015)

1. Strategize on low attendance rate by doing it more interactive rather than just listening.
2. Field trip at court rooms and somehow witness case trials in the court room can help students appreciate the course and understand the terms, definitions and text book problem exercises, especially in answering business cases examples.

Action needed: (BU 120 – Spring 2016)

Issues for improvement:

1. Improvements to CLO's were recommended to give more in-depth understanding of core concept of the course.

Action needed: (BA 159 – Spring 2016)

Issues for improvement:

1. Instructors should understand the CLOs as well as student should appreciate the significance of the course learning outline.
2. Class activities after lectures is important in teaching strategies

Action needed: (BU 223 – Summer 2016)

Issues for improvement:

1. CLO updates for improvement will continue each time it is offered and changes will be made when necessary.

Action Needed. (BA 214 – Fall 2016)

Issues for improvement:

1. Continue to monitor and make changes when necessary

V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S. Y. Fall 2015- Summer 16	PLO 1	BU 158 - CLO 4 – 67% BU 120 - CLO 3 – 100% BU 223 - CLO 1 – 100% BA 214 – CLO 2 – 86% BA 159 – CLO 2 - 60%	89 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
	PLO 2	BU 120 – CLO 1-5 – 95% BU 223 – CLO 2 – 100% BA 214 – CLO 1-4 – 68.75% BA 213 - CLO 1-5 – 0%	97.5 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 3	BU 158 – CLO 2,3 – 59.5% BU 120 – CLO 1,2 – 87% BU 223 – CLO 2 – 100% BA 214 – CLO 2 – 57% BA 159 – CLO 3 – 60% BA 213 – CLO 2,3,4, -0%	82.16 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data

	PLO 4	BU 158 – CLO 1-7 – 56% BU 120 – CLO 1-5 – 95% BU 223 – CLO 2 – 100% BA 214 – CLO 1-5 – 68.75% BA 159 – CLO 1-5 – 60% BA 213 – CLO 1-5 – 0%	83.66 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 5	BU 158 – CLO 1,2 – 51% BU 120 – CLO 3 – 100% BU 223 – CLO 2 – 100% BA 214 – CLO 1-4 – 68.7 BA 159 – CLO 4 – 60%	83.6 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 6	BU 158 – CLO 1-3,5 – 59% BU 120 – CLO 1-5 – 95% BU 223 – CLO 2 – 100% BA 214 – CLO 1-5 – 68.75% BA 159 – CLO 1-5 - 60% BA 213 – CLO 1-3,5 - 0%	84.66 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
S.Y. Fall 2016 – Summer 2017	PLO 1	BU 158 – CLO 4 – 89% BU 120 – CLO 3 – 84% BU 223 – CLO 1 – 100% BA 214 – CLO 2 – 76% BA 159 – CLO 2 – 0	91 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 2	BU 120 – CLO 1-5 – 92.62% BU 223 – CLO 2 – 100% BA 214 – CLO 1,4 – 81.25% BA 213 – CLO 1-5 – 0%	96.31 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 3	BU 158 – CLO 2,3 – 93% BU 120 – CLO 1,2 – 93.75% BU 223 – CLO 2 - 100%	95.58 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration

		BA 214 – CLO 2 – 76% BA 159 – CLO 3 – 0 BA 213 – CLO 2,3,4 – 0 %	program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 4	BU 158 – CLO 1-7 - 72.6% BU 120 – CLO 1-5 - 92.62% BU 223 – CLO 2 - 100% BA 214 – CLO 1-5 - 81.25% BA 159 – CLO 1-5 - 0	88.40% of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 5	BU 158 – CLO 1,2 - 65% BU 120 – CLO 3 - 84% BU 223 – CLO 2 - 100% BA 214 – CLO 1-4 - 81.25%	83 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 6	BU 158 – CLO 1-3,5 - 68.5% BU 120 – CLO 1-5 - 92.62% BU 223 – CLO 2 - 100% BA 214 – CLO 1-5 - 81.25 BA 159 – CLO 1-5 - 0 BA 213 – CLO 1-3,5 - 0	87.04 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
S.Y. Fall 2017 – Summer 2018	PLO 1	BU 158 – CLO 4 - 72.73% BU 120 – CLO 3 - 100% BU 223 – CLO 1 - 100% BA 214 – CLO 2 - 100% BA 159 – CLO 2 - 100%	90.91 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 2	BU 120 – CLO 1-5 - 100% BU 223 – CLO 2 - 100% BA 214 – CLO 1,4 - 93.18% BA 213 – CLO 2,3,4 - 72.25%	100 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes

				when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 3	BU 158 – CLO 2,3 - 92.31% BU 129 – CLO 1,2 - 100% BU 223 – CLO 2 - 100% BA 214 – CLO 2 - 100% BA 159 – CLO 3 - 100% BA 213 – CLO 2,3,4 - 72.2%		97.43 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 4	BU 158 – CLO 1-7 - 85.69% BU 120 – CLO 1-5 - 100% BU 223 – CLO 2 - 100% BA 214 – CLO 1-5 - 92.54% BA 159 – CLO 1-5 - 92.58% BA 213 – CLO 1-5 - 79.82%		95.23 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 5	BU 158 – CLO 1,2 - 79.74% BU 120 – CLO 3 - 100% BU 223 – CLO 2 - 100% BA 214 – CLO 1-4 - 93.18%		93.24 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data
	PLO 6	BU 158 – CLO 1-3,5 - 84.20% BU 120 – CLO 1-5 - 100% BU 223 – CLO 2 - 100% BA 214 – CLO 1-5 - 92.54% BA 159 – CLO 1-5 - 92.58% BA 213 – CLO 1-3,5 - 82.14%		94.73 % of the students assessed performed at the proficiency level. The expected outcome of 70% was met. Business Administration program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S.Y. Fall 2015- Summer 2016	BU PLO 1	89 %	Assessment result of students performed was all above proficiency level, the result shows a positive impact towards learning. The program will still continue to assess program courses and will make necessary changes when need arises for improvements.
	BU PLO 2	97.5	
	BU PLO 3	82.16 %	
	BU PLO 4	83.66 %	
	BU PLO 5	83.6 %	
	BU PLO 6	84.66 %	
S.Y. Fall 2016 – Summer 2017	BU PLO 1	91 %	Assessment result of students performed was all above proficiency level, the result shows a positive impact towards learning. The program will still continue to assess program courses and will make necessary changes when need arises for improvements
	BU PLO 2	96.31 %	
	BU PLO 3	95.58 %	
	BU PLO 4	88.40 %	
	BU PLO 5	83 %	
	BU PLO 6	87.04 %	
S.Y. Fall 2017 – Summer 2018	BU PLO 1	90.91	Assessment result of students performed was all above proficiency level, the result shows a positive impact towards learning. The program will still continue to assess program courses and will make necessary changes when need arises for improvements
	BU PLO 2	100 %	
	BU PLO 3	97.43 %	
	BU PLO 4	95.23 %	
	BU PLO 5	93.24 %	
	BU PLO 6	94.73 %	

Provide Summary of Program Learning Outcomes Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program's student learning and student achievement.

Results of the program learning outcome from Fall 2015 – Summer 2018 has a positive impact on students' performance, These results shows its relevance towards students' academic interest and performance. Each result gives instructor an opportunity to improve program courses to encourage more students to learn and face challenges. Previous assessment also reached the proficiency level, Hence, this year assessment has a great increase in terms of its results, and this would imply that the program initiatives are effective in terms of developing the program courses.

VI. Evaluation of Previous Program Review Action Plan(s)

Indicate the status of the previous program review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous program review.

Cycle: 4	Years: Fall 2012 – Summer 2015
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Action Plan Activity/Objectives	Status Complete/Ongoing/ Incomplete	Updates of Action Plan/s (Report action plan individually.)
=Invitation of local speakers, who has the knowledge on business local settings, to enable students learn more new knowledge and keep motivated with a new learning environment	= Ongoing	= no updates yet at this time, This activity needs an ample time of preparation. One major challenge is the time and availability of guest speakers. = we can explore the possibility of a mentoring process, were a pool of mentors will be created base on their knowledge, skills and experience; and match the students' needs to the mentor skills.
=To offer more Business Administration Courses = Merge BA Course Identification to include BU code.	= Ongoing	= Underscored in the discussion the need to change some of the Business Accounting department course identification code (BA) will be change to Business Administration (BU) code. = BA 159 (Macroeconomics) should be the pre requisite for BU 158 (Microeconomics)
= Create possible local business sponsorship of scholarships for business administration students	= Ongoing	= Still looking for generous and dedicated business owners' benefactor. Discussion on possible academic qualifications for students is necessary. Preparations and crafting of proposals is also important.
= Instructors to Attend more On and Off Island Training in the Field	= Ongoing	= We are looking forward to better trainings and possible submission of proposals for sponsorship or funding.

Provide Summary of the Evaluation of Previous Program Review Action Plans and analysis results in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

Thus far, there have been no significant steps taken to address the action plan considering the change in the chair of the program since August, 2017. In the future, the results and recommendations of the evaluation should have been one of the major discussions in the handover of responsibilities to ensure continuity.

VII. 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
Aligning of course identification to include BU code	This will allow course assessment and program review level a more clear output of direction in terms of the effectiveness of meeting its program and institutional goals		Fall 2019
Improvement updates of CLOs together with the PLOs	This will allow program course aligned to learning objectives and maintain program standards and alongside this will encourage students to do more efforts for it is tailored to their interest and needs.		Fall 2019
Re-visit program course outlines	To have course updated and able to change possible inconsistencies and be able to emphasize the basic core of the course and have the chance to improve its objectives. This would also help connecting the concepts to practical and local settings.		Fall 2019
Instructors to Attend more On and Off Island Training in the Field	Through attending development seminars, this would help capacitate instructors to do better in achieving its goals towards the CLO, PLO and ILO through application of the new learned knowledge and techniques to students and also help reecho to coworkers at the same time.		
Logical sequencing of BU 158 that it be made as a prerequisite as an entry level to	This is to allow BU students to have a better understanding of Macroeconomics as they have already the grasp of economics theories from		Fall 2019

BA 159.	Microeconomics.		
Cleaning and validation of student databases for consistency and reliability.	To allow consistency of the analysis		Before the next program review cycle
Advocate for a policy on students' attendance to classes.	This will greatly help improve our goals in achieving learning outcomes		Fall 2019
In the future evaluation of the BU degree program it is imperative the BA courses under the BU program	We will be able to see and appreciate the outcomes from the BU program itself.		Next program review cycle

Provide Summary of Action Plans in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

By taking the opportunities of the program instructors of their expertise it is also important to take actions of the suggested action plans.

VIII. Resource Requests

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. program enrollment, course needs, student needs). This section should provide a clear representation of the program's annual budget request.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facilities	Cabinets and Padlocks		BU rooms, like Keskas 48 should also have cabinets for the instructor's materials, books and equipment's, Padlocks are also necessary for safe keeping.
Equipment	Projector		Exclusive used for BU program,
Supplies			
Software			
Training	BU related seminars		Instructor's professional development to maintain quality standards of the program courses.
Other			
Total			

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.

No major request at this time