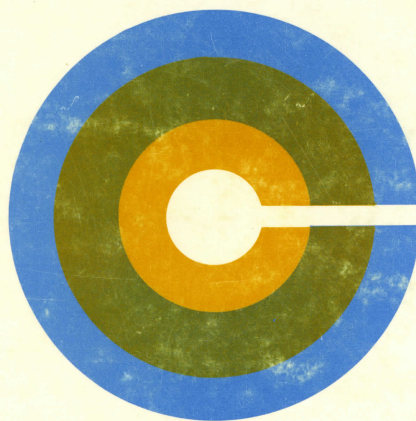




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**REPORT
on the
PROGRAM REVIEW
of the
BUSINESS ADMINISTRATION PROGRAM**



Cariboo College

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**REPORT
on the
PROGRAM REVIEW
of the
BUSINESS ADMINISTRATION PROGRAM**

OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION

September, 1989

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SUMMARY

The Business Administration Program at Cariboo College provides for the needs of a variety of students. Currently, the program offers a Certificate, a Diploma, and a vast array of part-time courses suited to the desires of the community.

The results of this Program Review suggest that the strength of the Business Administration Program lies primarily in its ability to respond quickly to the diverse expressed needs of the community. However, the review of this program revealed a number of disturbing trends that need immediate attention.

The members of the Review Committee found the following areas of concern:

1. Program Objectives and Direction
2. Advisory Committee
3. Instructional Concerns
4. Curriculum
5. Grading Standards.

The recommendations of the members of the Review Committee provide a clear direction for discussion among the interested parties and suggest many approaches to deal with the above areas of concern.

The members of the Review Committee strongly urge that, in its current state, the integrity of the Business Administration Program is in jeopardy, and that only swift action by the Dean of Business, Computing, and Mathematics, the Chairperson of Business Administration, and the Business Administration Faculty can alleviate the many areas of concern expressed in this review.

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THE PROGRAM EVALUATION COMMITTEE

(May 15 & 16, 1989)

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INTRODUCTION

The Program Review process was undertaken for the Business Administration Program over the period December, 1988, through May, 1989. Initial data were solicited from the Divisional Director, Business, Math and Computing in December, 1988. Questionnaires were mailed to faculty on January 27, 1989, and to employers on January 30, 1989. Former student surveys were mailed February 6, 1989, with telephonic follow-up running from March 6 to March 13. Current students were surveyed between March 1 and March 6. The cut-off date for all responses was April 12, 1989. The Committee met to analyze and deliberate on the data on May 15 and 16, 1989, and a draft report appeared later that month.

BACKGROUND

The Business Administration Program at Cariboo College was started in 1972 as a two-year Accounting Diploma. In 1975, the program was restructured to include Accounting and Business Administration Certificates as well as a two-year diploma in General Business. Retail business courses were offered at this time but were later discontinued due to lack of enrollment. In 1976, Secretarial Arts was offered as a one-year certificate or a two-year diploma program. In 1977, Computing was introduced into the Accounting Certificate Program as an elective. In 1978, the General Business Certificate was offered but was phased out by 1981. In 1979, two additional options of Marketing Management and Public Administration were introduced into the Business Department. In 1980, diplomas were offered in Accounting, Business Management and Marketing Management as well as certificates for evening clientele in Accounting, Business Administration and General Business. By 1981, business programs included diplomas in Accounting and Business Management as well as certificates in Accounting, Business Administration, Retailing and Supervision. In 1983, the Accounting and Business Management diplomas were offered, as well as certificates in Accounting and Business Administration. In 1984, further changes took place: the diploma and certificate in Accounting were retained, but the Business Management Diploma changed to a Business Administration Diploma with a one-year certificate option. In 1986, the Municipal Government Administration Certificate was introduced.

METHODOLOGY

A wide variety of methods and materials was used to conduct the review process.

Standardized questionnaires were sent to the employers, faculty, former students, and current students.

Bill Brown, Acting Departmental Chairperson, Business Administration, provided historical and descriptive data on the program and a variety of materials in support of the review process, including course outlines for the following:

BUAD	153	Business Mathematics
COMM	115	Principles of Organizational Behaviour
COMM	121	Accounting Fundamentals
COMP	160	Computers in Business
ENGL	151	Business Composition
MKTG	150	Marketing 1
BUAD	163	Elementary Statistics
COMM	122	Financial Accounting
COMP	180	Accounting and Information Systems
ENGL	161	Report Writing
MKTG	160	Marketing 2
ECON	121	Introduction to Microeconomics
BUAD	252	Managerial Finance
BUAD	255	Law
BUAD	257	Personnel Administration
BUAD	262	Supervision 1
MNGT	252	Small Business Management
MNGT	253	Industrial Relations 1
MNGT	255	Management 1
MNGT	275	Management 3
ECON	111	Introduction to Macroeconomics
BUAD	264	Supervision 2
BUAD	267	Personnel Administration 2
BUAD	270	Real Estate Law
MNGT	261	Introduction to Public Relations
MNGT	263	Industrial Relations 2
MNGT	265	Management 2
MKTG	251	Salesmanship
MKTG	252	Advertising
MKTG	268	Marketing Management

The Registrar's Office provided the Business Administration Admissions Package, and the Office of Institutional Research provided enrollment and grade distribution data 1983/89.

The Program Evaluation Committee interviewed the following faculty associated with the program: Brenda Mathews (Computing), David Ranson (English), Berndt Sigloch (Managerial Finance), and Dan Thompson (Business Administration).

DISCUSSION

1. Employers:

Although 50 local and regional employers were surveyed, only eight (16%) responded. The major problem seemed to be identifying employees with a Cariboo College Business Administration training. Consequently, the response rate in this constituency is so low as to make meaningful statistical inferences impossible.

2. Faculty:

The Faculty response rate of 17 out of 21, or 81%, was reasonable. Two full-time and two part-time Faculty failed to respond. Nevertheless, an 81% is more than adequate for the purposes of identifying attitudes and satisfaction levels among Business Administration Faculty.

3. Current Students:

Considerable problems were encountered in achieving a representative sample of current Business Administration students as a result of their irregular course selection (many students take second year courses before having completed the first year of the program) and the large number of part-timers. Winter 1989 registration figures indicate a head count of 171 Business Administration students, both full and part-time. Attempts to gain a representative cross-section of this group were made by surveying the two first year sections of MKTG 160 and the two second year sections of BUAD 264. These surveys elicited 84 (or 49%) responses. Although the margin of error in this sample is substantial, the response rate is sufficiently high for statistically valid inferences to be made.

4. Former Students:

In this constituency, the response rate was a disappointing 16% -- only 56 out of 350 former students surveyed. This compares badly to normal former student response rates, which are in the region of 30%, and ranks below the previous poorest former student response rate: the 19% registered by Electronics graduates in 1986. Thus, while the subjective comments received from Business Administration former students are useful, the response rate is too low for statistically meaningful inferences to be drawn from the data.

QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

Employer Survey

While the response rate in this constituency is so low as to make meaningful statistical inferences impossible, trends isolated in other constituencies appeared in this survey. The employers suggested improvement in the following areas:

- greater emphasis on students' written and oral communication skills;
- the development of students' problem solving capabilities;
- an on-the-job training component for the Business Administration Program.

Faculty Survey

The results of the survey of this constituency revealed a most disturbing view of the Business Administration Program by all levels of the faculty. Full-time, Service Course, and Part-time Instructors indicated an 81% level of dissatisfaction on the program review survey. The only element of satisfaction was related to individual instructor's course delivery. **THE COMMITTEE FEELS THAT THIS IS A MOST DISTRESSING STATISTIC AND IS INDICATIVE OF SEVERE PROBLEMS WITHIN THE PROGRAM.** The concerns of the faculty, which will be discussed in greater detail in the recommendation section of this report, are listed below:

1. Lack of job market analysis.
2. Lack of communication with business.
3. Lack of communication among the various instructional levels within the department.
4. Lack of effective input into the decision making process, including hiring practices, articulation, and professional development.
5. Lack of suitable practical experiences for the students.
6. Concern over duplication and gaps in course content.
7. Lack of appropriate career advice.
8. Lack of overall written objectives that are specific, clear, and embraced by the entire faculty of the program.
9. Ineffective training of students in written and oral communication skills.

Current Student Survey

Important areas of concern revealed in the current student survey were:

1. Unavailability of instructors for out-of-class consultation, especially in the case of first year students.
2. The uneven quality of instruction among the various levels of the faculty.
3. Lack of awareness of the availability of counseling on campus.
4. Lack of appropriate resources for course assignments, especially in the area of computer access.
5. The unavailability of suitable employment after graduation from the program.
6. Emphasis on theoretical rather than practical oriented course content and assignments.

Former Student Survey

The disappointing 16% response rate in this area precludes meaningful statistical inferences; however, once again, areas of concern that have been discussed in the other surveys appeared here, including:

1. Inconsistent quality of instruction.
2. Absence of second year day classes in some subjects.
3. Lack of appropriate career counseling.
4. The unavailability of employment opportunities after graduation.

QUESTIONNAIRE DATA
(Business Administration Program)

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and Returned	% Return
Employers	50	8	16%
Faculty	21	17	81%
Students: Current	84	84	100%
Former	350	56	16%
TOTAL	505	165	33%
<hr/>			
Former Students Returned by Post Office (all years)		65	19%
Non-respondents		229	65%

As at April 12, 1989

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Admissions Requirements:

B.C. Grade 12 or equivalent
B.C. Algebra 12, or Algebra 11 with at least a C+ standing
67% on the combined English 12 and Government Exam
OR 26/60 or Level 3 on the composition section of the L.P.I.
OR Completion of English 020.

Program Capacity/Program Demand over past five years:

Program Capacity: approximately 150 FTE

<u>Year</u>	<u>Headcount</u>		<u>P/T</u>	<u>Total</u>	<u>FTE est.</u>
	<u>1st yr</u>	<u>2nd yr</u>			
1984	100	45	77	222	160.4
1985	102	35	88	225	163.4
1986	80	37	100	217	166.4
1987	138	35	99	272	186.0
1988	160	30	110	300	145.0

The FTE drop in 1988 is due to the discontinuation of the practice of including Economics students in the Business Administration count, but rather categorizing them as "Academic".

Figure 3 in the Appendices clarifies graphically the problem of retention from first to second year, which can be detected in the above table.

Gender Ratio (male to female):

MKTG 150 is the only course in Business Administration that is unique to and representative of the program. The gender ratios evinced in this course over the five year period 1983/88 are reasonably representative of those in the Business Administration program as a whole.

	<u>Enrolment</u>	<u>Male</u>	<u>Female</u>	<u>Ratio</u>
1983	57	25	32	5:6
1984	79	35	44	5:7
1985	27	8	19	2:5
1986	83	40	43	1:1
1987	71	39	32	5:4
1988	94	47	47	1:1

Attrition Over Past Five Years:

BUSINESS ADMINISTRATION, MARKETING AND MANAGEMENT COURSES:

<u>Year</u>	<u>Registrants</u>	<u>F/DNC</u>	<u>W</u>	<u>% Attrition</u>
1983 (F)	73	14	10	33%
1984 (W)	99	4	4	8%
1984 (F)	169	15	12	16%
1985 (W)	149	16	6	15%
1985 (F)	232	20	21	18%
1986 (W)	145	24	7	21%
1986 (F)	232	18	13	13%
1987 (W)	207	18	11	14%
1987 (F)	303	33	27	20%
1988 (W)	206	24	4	14%
1988 (F)	350	32	23	16%
1989 (W)	411	31	23	13%

These attrition rates are based on courses designed and delivered by the Business Administration Faculty -- that is, courses with the BUAD, MKTG, and MNGT acronyms. Service courses such as Commerce (COMM), Computing (COMP) and English (ENGL) are treated separately because they are composed of both Business Administration and Accounting students, and because they are under the jurisdiction of other departments.

COMMERCE:

1983 (F)	20	1	2	15%
1984 (W)	16	1	1	13%
1984 (F)	22	1	2	14%
1985 (W)	18	1	1	11%
1985 (F)	37	3	1	11%
1986 (W)	33	10	1	33%
1986 (F)	32	1	1	6%
1987 (W)	30	4	1	17%
1987 (F)	177	38	19	32%
1988 (W)	172	37	13	29%
1988 (F)	181	49	23	40%
1989 (W)	142	30	9	27%

COMPUTING:

1983 (F)	125	18	14	26%
1984 (W)	149	19	15	23%
1984 (F)	130	19	14	25%
1985 (W)	141	34	15	35%
1985 (F)	83	11	7	22%
1986 (W)	60	8	2	17%
1986 (F)	72	10	7	24%
1987 (W)	80	10	5	19%
1987 (F)	134	16	11	20%
1988 (W)	116	21	22	37%
1988 (F)	143	33	12	32%
1989 (W)	123	29	9	31%

ENGLISH:

<u>Year</u>	<u>Registrants</u>	<u>F/DNC</u>	<u>W</u>	<u>% Attrition</u>
1983 (F)	87	14	9	26%
1984 (W)	63	-	2	3%
1984 (F)	71	6	6	17%
1985 (W)	51	-	3	6%
1985 (F)	75	6	4	13%
1986 (W)	66	1	2	5%
1986 (F)	84	8	1	11%
1987 (W)	83	1	4	6%
1987 (F)	96	7	7	15%
1988 (W)	87	-	3	3%
1988 (F)	109	14	12	24%
1989 (W)	91	5	8	14%

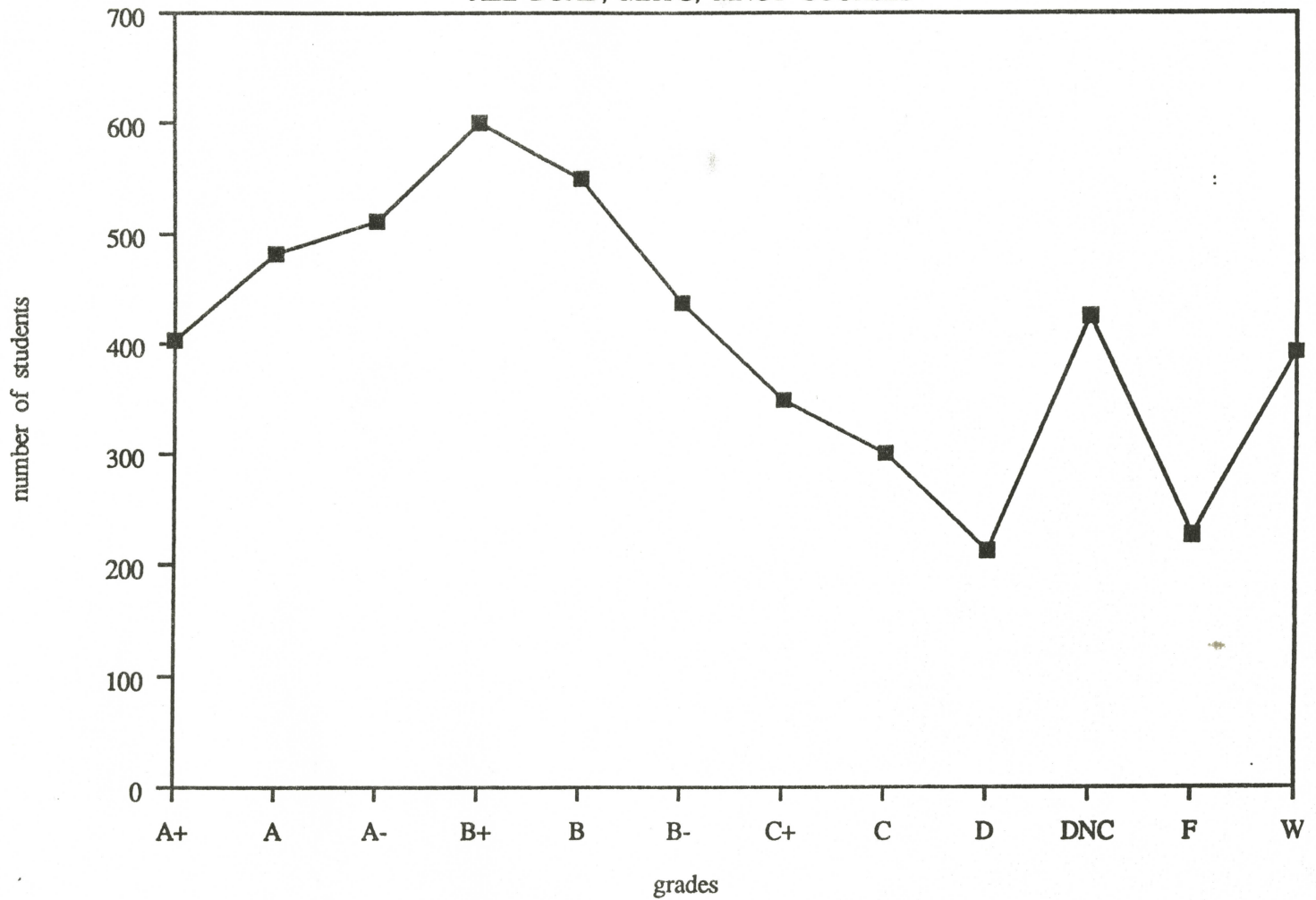
Grade Distribution

Graphs A, B and C demonstrate the grade distribution for the period 1983/88 for, respectively, all Business Administration, Marketing, and Management courses (Graph A), Business Administration courses only (Graph B), and Marketing and Management courses only (Graph C).

In general, the distribution tends to be on the high side, with averages of B+ or higher in Business Administration, Marketing, and Management courses. Almost 33% (or 1,309) of 4,005 registrants in all Business Administration, Marketing, and Management courses between 1983 and 1988 achieved an A- or higher; 418 (or 10.4%) received an A+. In Business Administration courses alone, 651 (or 30.4%) registrants received A- or better; 227 (or 10.6%) received A+. In Marketing and Management alone, 658 (or 35.2%) of 1,866 students received A- or better; 191 (or 10.2%) received A+.

GRADE DISTRIBUTION 1983/88

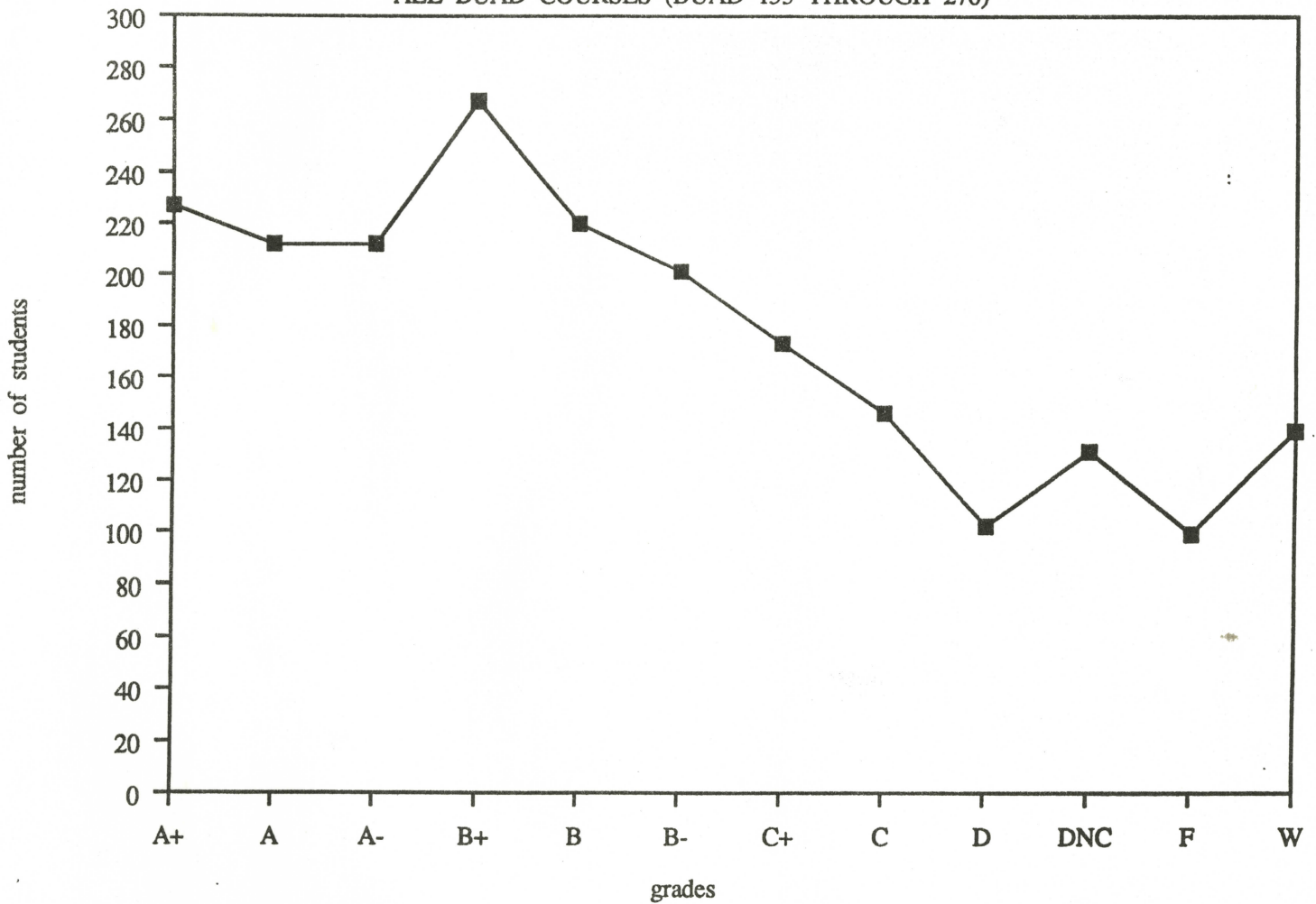
ALL BUAD, MKTG, MNGT COURSES



GRAPH B

GRADE DISTRIBUTION 1983/88

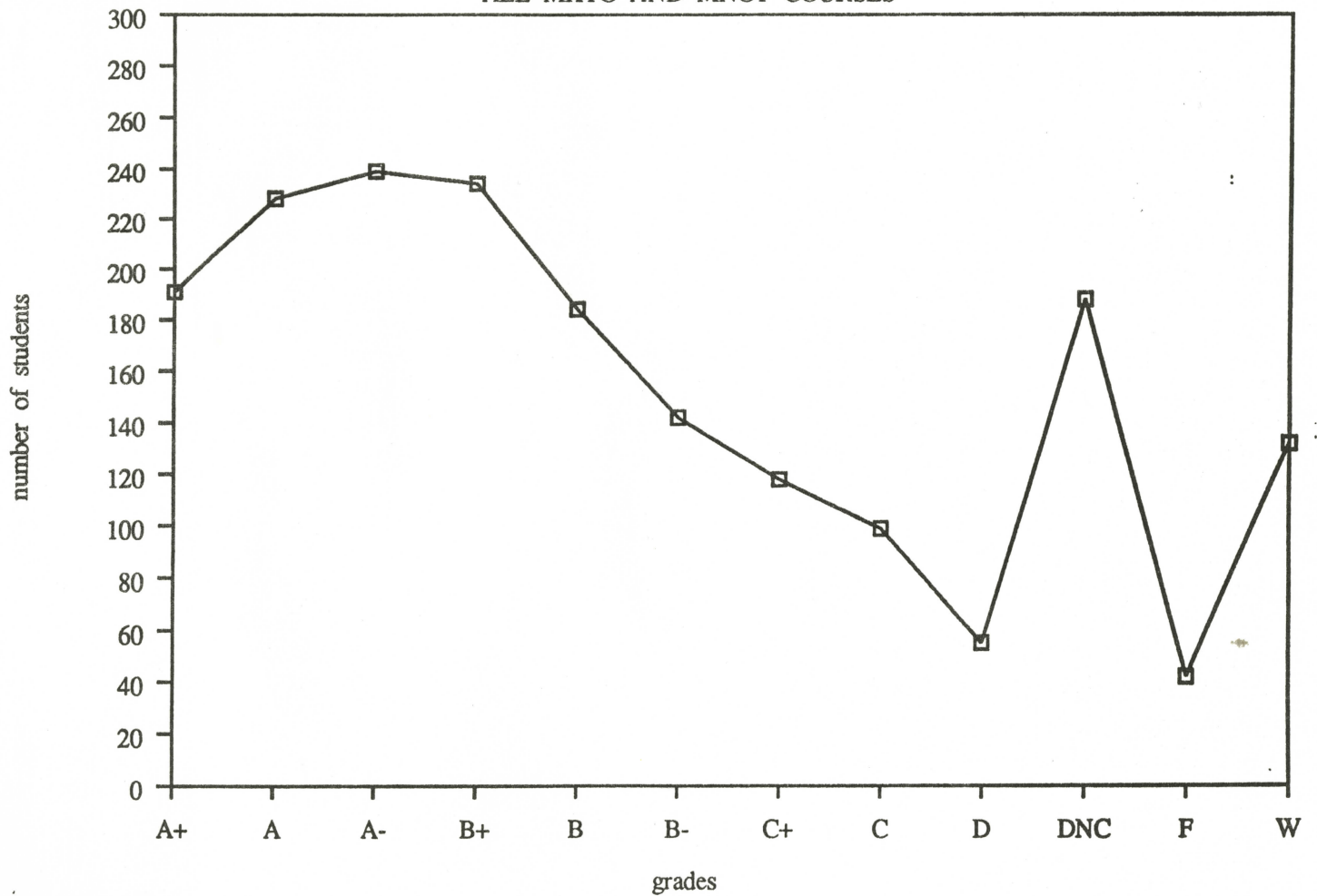
ALL BUAD COURSES (BUAD 153 THROUGH 270)



GRAPH C

GRADE DISTRIBUTION 1983/88

ALL MKTG AND MNGT COURSES



Some courses seem particularly prone to generous grading. For example, in the Fall, 1987, BUAD 262 (Supervision 1), 27 of 40 students received an A+ grade and 33 of 40 an A- or higher. In the Fall, 1988, version of this course, 28 of 41 students received A- or higher. In the Winter, 1987, offering of BUAD 264 (Supervision 2), 22 of 32 students received A- or higher, and 15 of those (or almost 47%), were assigned the A+.

In Marketing and Management courses, the same generosity can be seen. In a Winter, 1986, offering of MKTG 160, for example, 15 of 22 students were assigned A- or higher. In successive offerings of MNGT 255 (Management 1), in Fall 1985 and Fall 1986, the respective numbers of A- or better grades were 19 out of 34 in 1985, and 16 out of 28 in 1986.

Graduation:

<u>Intake</u>	<u>Registrants</u>	<u>Certificates Granted</u>	<u>Diplomas Granted</u>	<u>Percentage Grad.</u>
1983/84	158	24	5	18.4%
1984/85	222	25	5	13.5%
1985/86	225	12	13	11.1%
1986/87	217	17	13	13.8%
1987/88	272	14	20	12.5%
1988/89	300	- *	2	0.67%

* Data for Spring, 1989, incomplete; applications for certificates and diplomas are still being processed at time of printing.

PLACEMENT DATA

Types of Employment:

Graduates of the Business Administration Certificate and Business Administration Diploma programs are suitable for entry level and junior positions in any type of business not requiring specialized training.

Placement Mechanisms:

Of the 56 former student respondents, 29 (or 55%) have reported working full-time in jobs that are related to their studies and 7 (or 13%) in part-time positions. Five (or 9.4%) reported working in jobs unrelated to their training.

Current Salaries:

Former students of the Cariboo College Business Administration Program report average monthly earnings of \$1,785.00 (or \$21,420.00 per year), with a high of \$3,700.00 and a low of \$200.00. These earnings are slightly lower than the \$26,100.00 average income reported for Business Service and Sales occupations in B.C. in 1986; but they are in line with the \$21,800.00 B.C. average for Advertising Sales occupations reported in the 1986 Census. They are also somewhat lower than the \$26,900.00 average income reported by Real Estate Sales occupations in 1986, but are close to the \$21,300.00 B.C. average for Sales Supervisory positions reported in the 1986 Census.

Overall, the discrepancy between Cariboo College former Business Administration students' reported earnings and occupational averages for British Columbia could indicate two possible trends: (1) Junior level sales and business positions in the B.C. Interior pay less than the B.C. average -- perhaps because of the continued effects of the recession; (2) Cariboo College Business Administration students are not qualifying for or accepting the better paying jobs in their occupational area.

Job Opportunities Projection:

The information in this section is drawn from Statistics Canada's Job Futures: British Columbia: An Occupational Outlook to 1995 (1989 edition). The occupations surveyed include Supervisors: Sales Occupations, Real Estate Sales Occupations, Advertising Sales Occupations, and Business Service Sales Occupations.

For Sales and Business Service Sales Occupations, job growth was below average between 1981 and 1987. However, projections to 1995 call for an acceleration of growth, particularly in the Sales Supervisory category, in which some 5,800 job openings are anticipated in B.C. as a result of existing personnel dying, retiring, or returning to the household or educational system.

In the Real Estate and Advertising sectors, job growth was above average between 1981 and 1987, and current projections to 1995 indicate that these areas will grow faster than the average for all occupations. Real Estate in particular estimates 6,130 job openings over the next six years as a result of personnel turnover. Advertising, although not quite as vigorous, still projects over 400 job openings over the same period.

Further Education Opportunities:

Continuing education opportunities are excellent. The Business Administration Department mounts generous offerings of evening courses for part-time students who wish to continue beyond Certificate or even Diploma level. For those who wish to proceed to a professional designation, further study is available via the Open Learning Institute and the professional bodies (C.G.A., C.M.A., C.A.). Finally, the initiation of a Bachelor in Business Studies (B.B.S.) at Cariboo College this Fall (1989) will provide golden opportunities for further education for that local and regional pool of Certificate and Diploma holders. Of the 53 former Business Administration respondents, 23 have returned for further studies at the following institutions:

<u>INSTITUTION</u>	<u>NUMBER TRANSFERRING</u>
Canadian Colleges/Institutes outside BC	7
Open Learning Institutes	6
University of B.C.	2
Capilano	1
S.F.U.	1
B.C.I.T.	1
Vancouver Community College	1
Private Training Institute in B.C.	1
Kwantlen	1
University of Victoria	1
Okanagan	1

STRENGTHS OF THE PROGRAM

The Program Evaluation Committee identified the following strengths in the Business Administration Program:

1. It has a history of responding to community needs in terms of special course offerings.
2. It has the flexibility available to satisfy the diverse needs of large numbers of part-time students.
3. It offers the opportunity for both a Diploma and Certificate program of studies.
4. The fact that a number of course offerings have already received university transferability and will therefore meet lower division requirements for the proposed degree program is another instance of its adaptability.
5. The cost per student contact hour (\$3.31 per SCH in 1986/87: see APPENDIX B) is very low compared to that of other college programs.
6. Steadily increasing enrolment is a positive sign.

AREAS WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

This section highlights areas of the Business Administration Program which the Review Committee identifies for improvement. They are listed in order of priority, with program objectives being the most critical.

1. Program Objectives and Direction

The historical development of the program has been based on responding to the immediate needs of the various constituencies which have a vested interest in the development of curriculum in the Business Administration Program. Consequently, the program has been request driven rather than goal driven, input rather than outcome measured. Unfortunately, this process has led to a complete lack of written objectives that are specific, clear, and embraced by the entire faculty.

Recommendations

- i. That Dean of Business, Computing, and Mathematics, the Chairperson of Business Administration, and the Faculty meet to develop appropriate objectives for this program.
- ii. That, to help facilitate this crucial process, an examination of the College Mission Statement and the Business Administration Five Year Plan should be undertaken with an eye to providing some discernible direction for this program.
- iii. That there should be an ongoing and periodic re-examination of these objectives so that this department can react to the changing needs of the field and respond positively to future challenges.

Members of the Review Committee feel that the development of clearly defined objectives is the first critical step in resolving many of the ongoing problems that were isolated during this program review.

2. Advisory Committee

There is no Advisory Committee in place for the Business Administration Program, and never has been.

Recommendation

- i. That an Advisory Committee be established as quickly as possible as per CCPM 2013 and 2013.R.

The input and advice of an Advisory Committee would help to clarify the goals and objectives of the program. This Committee would provide the ideal forum for the exchange of information between the business community and the College, and thereby enhance the effectiveness and relevancy of the program.

3. Instructional Concerns

The members of the Committee were dismayed by the poor morale of the faculty of this program, starting with the full-time instructors and proceeding through the service course and part-time instructors. The lack of satisfaction demonstrated in the faculty survey indicates that the maintenance of a quality program under the current conditions is virtually impossible. The primary areas of instructional concern that the members of the Committee examined were:

A. Communication

The patterns of communication among the Dean, the Chairperson, the full-time faculty, the service course faculty, and the part-time instructors were not found to be conducive to dealing effectively with the many areas of concern facing this program.

Recommendations

- i. That an outside facilitator be engaged to provide the members of the program with team-building seminars.
- ii. That departmental meetings occur on a monthly basis at a time that will allow for the participation of all instructors.

B. Part-time Instructors

The members of the Review Committee discovered that the large number of part-time instructors in the program gives rise to many areas of concern. These include:

- a feeling of exclusion from the department;
- inconsistent instructional quality;
- an absence of instructor evaluation.

Recommendations

- i. That the number of part-time instructors be reduced through the hiring of appropriate full-time faculty.
- ii. That all part-time instructors be paired with an appropriate full-time faculty member who will be responsible for mentoring and liaising with them.
- iii. That all part-time instructors be encouraged to participate in a College-supervised Instructional Skills Workshop.
- iv. That closer supervision and more regular evaluation of all part-time instructors be instituted.
- v. That a divisional handbook be provided to each part-time instructor.

C. Service Course Instructors

Service Course Instructors expressed a need to become more involved in the planning and delivery not only of the courses they deliver within the program, but of the program itself.

Recommendations

- i. That the Chairperson maintain close, ongoing liaison with Service Course Instructors.
- ii. That Service Course Instructors be invited to all relevant department meetings.

D. Instructors' Availability

The current student survey overwhelmingly expressed dissatisfaction with the availability of instructors outside the classroom.

Recommendations

- i. That all faculty make a more determined effort to ensure that office hours are maintained at times readily accessible to all students.
- ii. That all part-time instructors be provided with suitable office space and be available for one hour outside of class per three hours taught.

4. Curriculum

The members of the Review Committee discovered much confusion, dissatisfaction, and controversy concerning the Business Administration Program. Faculty members could not agree over the thrust of this program, students were confused by the vast array of courses available during the second year, and in general, the curriculum was discovered to be too open-ended. Ultimately, we feel that it is impossible, given the current resources available, to provide all things to all people.

The primary areas of concern examined by the members of the Committee were:

A. Program Content

While the first year of the program is highly structured, the second year offers far too many specialized courses for a two-year program.

Recommendations

- i. That the current first-year offerings remain unchanged, except that a new course, "Business Administration Systems", be introduced in place of COMP 180 (Accounting Information Systems), and consideration be given to whether the math courses BUAD 153/163 and 154/167 should remain as they are or be compressed into one course (MATH 150), as is proposed for first year Accounting.
- ii. That the second-year course offerings be composed of the following: a core of ECON 121/111, BUAD 255, BUAD 262/264, MNGT 255/265, either a restructured ENGL 229 (Oral and Written Communication) or THTR 150 (Speech Communication), and two electives.
- iii. That each core course be scheduled every three years in the evening.

B. Prerequisite for Second Year Courses

Currently, there are virtually no prerequisites for second year courses, which allows for the circumvention of first year courses and an unsequenced "smorgasbord" approach to course selection.

Recommendations

- i. That entrance to winter semester courses be restricted to students who successfully complete the fall semester prerequisite: e.g. BUAD 262 should be enforced as a prerequisite to BUAD 264.
- ii. That COMM 115 be a prerequisite for BUAD 262 and MNGT 255.

C. Course Practicality

Both faculty and students indicated a strong desire to make courses more practical in terms of assignments and exercises.

Recommendations

- i. That all instructors be responsible for including practical assignments and exercises in all relevant courses.
- ii. That all instructors use a variety of instructional methods for classroom delivery, e.g., guest lectures, business simulations, role playing, group projects, extended writing assignments, etc.

D. Course Content

An examination of the program's course outlines indicated duplication of material in several different courses (e.g. COMM 115, BUAD 262/264, BUAD 257/267, MNGT 255/265; and MKTG 150/160 and MKTG 251/261), different course descriptions and content in the same courses taught by different instructors, and varying outline format styles from instructor to instructor.

Recommendations

- i. That department faculty ensure that identical course material is not duplicated in several courses.
- ii. That a single course description and content be in place for each course.
- iii. That evening courses be the same as day courses in content and contact hours.

- iv. That a uniform course outline format be adopted by the department.
- v. That ENGL 151/161 course outlines stipulate the grade requirement for entry into ENGL 229.

5. Grading Standards

Grade distribution graphs from 1983-88 indicate that several courses have grade distributions averaging B+ and above -- higher than the norm for Career/Technical courses. This will, over time, negatively affect the credibility of the program. Other questionable practices, such as the allocation of 30% of the total course mark for class participation, were noted.

Recommendations

- i. That the department undertake a review of the current grading practices.
- ii. That the department set a maximum of 10% of the total course mark for class participation.

APPENDIX A:

FULL-TIME PART-TIME BREAKDOWN BUSINESS ADMINISTRATION

<u>Current 1st Year</u>	<u>Enrolled</u>	<u>Full-Time</u> 8-11 courses	<u>Part-Time</u>
8 - 11 courses	25	17	
6 - 7 courses			2
4 - 5 courses			6
1 - 2 courses			
<u>Current 2nd Year</u>	<u>Enrolled</u>	<u>Full-Time</u> 18-21 courses	<u>Part-Time</u>
18 - 21 courses	59	16	
15 - 17 courses			3
12 - 14 courses			9
7 - 11 courses			6
1 - 6 courses			25
<u>Former Students</u>	56		
21 courses Diploma Completion		5	
18 - 20 courses			2
15 - 18 courses			3
12 - 15 courses			8
11 courses Certificate Completion			3
8 - 10 courses			7
5 - 7 courses			9
3 - 4 courses			9
1 - 2 courses			10

Note: For purposes of this analysis, Institutional Research counted as a second year student anyone enrolled in a second year course. The disproportion of apparent second year enrolments in relation to first year, as evidenced in the table above, may be a reflection of the lack of first year pre-requisites to second year courses, and the Business Administration Department's relatively free and open enrolment policy.

DEC 17, 1987

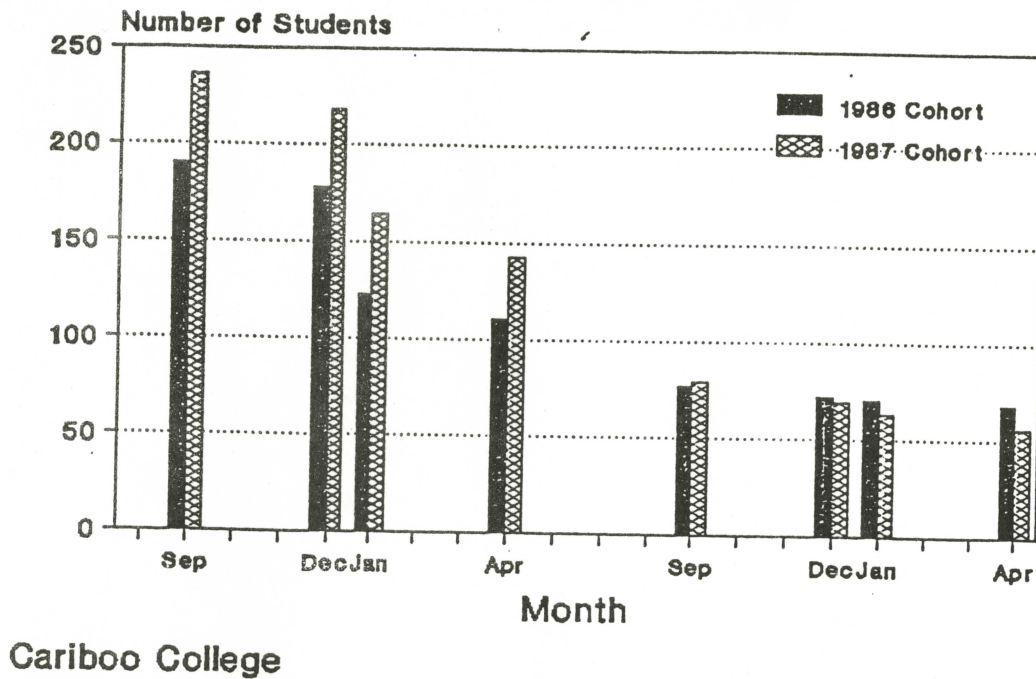
INSTITUTION : CARIB00

ANALYSIS REPORTS
DETAIL BREAKDOWN OF INSTITUTION SUBMISSIONREPORT ID : DR1.01
PAGE 10FUNCTION : 01 INSTRUCTION
ACTIVITY : 110 CONVENTIONAL INSTRUCTION
MAJOR PROGRAM : 10 ACADEMIC/TECHNICAL

--SYSTEM MEAN--

CLUSTER DESCRIPTION	STAFF	% CHG	PERSONNEL	% CHG	OTHER	% CHG	GROSS	% CHG	STUDENT CT. HR.	SECTION	GRS \$/ SCH	GRS \$/ SECTN	GRS \$/ SCH
1100 AGRICULTURE													
AE-86/87	3.2		137,040	1.5	33,993	4.6	171,033	2.1	19,974	22	8.56	7,774	8.32
AE-85/86	3.2	14.3	134,977	5.9	32,496	16.2	167,473	7.8	19,201	19	8.72	8,814	5.91
AE-84/85	2.8	36.4	127,407	32.4	27,973	11.3	155,380	29.3	26,694	27	5.82	5,754	6.27
AE-83/84	4.4		188,380		31,520		219,900		28,470	30	7.72	7,330	7.56
2100 ENGINEERING													
AE-86/87	2.6	52.9	122,157	62.5	19,108	+	141,265	66.9	37,037	23	3.81	6,141	6.57
AE-85/86	1.7	6.3	75,189	16.4	9,465	98.3	84,654	22.1	15,828	16	5.34	5,290	5.48
AE-84/85	1.6	14.3	64,581	13.7	4,772	46.3	69,353	15.5	17,639	15	3.93	4,623	5.10
AE-83/84	1.4		56,808		3,262		60,070		18,872	15	3.18	4,004	5.17
3100 MANAGERIAL													
AE-86/87	5.8	3.6	269,031	6.6	3,241	12.6	272,272	6.7	82,050	59	3.31	4,614	3.20
AE-85/86	5.6	17.6	252,386	9.5	2,879	1.3	255,265	9.4	88,831	63	2.87	4,051	2.97
AE-84/85	6.8	33.3	278,768	24.6	2,842	1.4	281,610	24.4	84,465	57	3.33	4,940	3.02
AE-83/84	10.2		369,536		2,882		372,418		78,834	72	4.72	5,172	3.23
3300 COMMUNICATION													
AE-86/87	2.0		85,944	15.9	10,803	28.8	96,747	12.6	27,710	19	3.49	5,091	4.25
AE-85/86	2.0	66.7	102,253	95.0	8,388	+	110,641	+	31,380	18	3.52	6,146	4.25
AE-84/85	1.2	20.0	52,428	5.3	2,557	6.5	54,985	4.8	15,549	12	3.53	4,582	3.88
AE-83/84	1.5		55,386		2,401		57,787		11,628	12	4.96	4,815	4.14
3500 COMPUTER SCIENCE/DATA PROCESS													
AE-86/87	5.4	3.6	246,950	1.5	5,225	11.5	252,175	1.3	45,404	38	5.55	6,636	4.16
AE-85/86	5.6		250,725	8.4	4,685	+	255,410	9.6	48,670	33	5.24	7,739	3.41
AE-84/85	5.6	15.2	231,280	13.8	1,833	60.3	233,113	14.6	54,950	37	4.24	6,300	3.23
AE-83/84	6.6		268,360		4,622		272,982		66,756	50	4.08	5,459	3.15
4100 LEGAL AND SOCIAL SERVICES													
AE-86/87	1.2	25.0	49,388	19.9	1,830	7.0	51,218	19.5	11,273	10	4.54	5,121	3.10
AE-85/86	1.6	50.0	61,665	52.4	1,967	23.8	63,632	51.8	10,550	17	6.03	3,743	2.68
AE-84/85	3.2	15.8	129,549	19.8	2,583	25.1	132,132	19.2	37,858	35	3.49	3,775	2.72
AE-83/84	3.8		161,519		2,065		163,584		34,508	27	4.74	6,058	3.12
4200 NURSING													
AE-86/87	13.8	5.5	576,077	3.5	10,477	31.8	586,554	4.2	137,297	15	4.27	39,103	6.17
AE-85/86	14.6	2.7	597,042	10.4	15,353	+	612,395	11.6	139,233	20	4.39	30,619	6.05

**Figure 3: Cohort Program Enrolments
in Business Administration**



**Figure 3a: Cohort Program Enrolments
in Business Administration**

