



REVIEW REPORT

on the

BUSINESS DIPLOMA PROGRAM

MARCH, 2001

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EXECUTIVE SUMMARY

This is the second review of the UCC Business Diploma, the first having taken place in 1989. In the intervening years, Drs. John Bratton and Rishma Vedd spearheaded an extensive re-design of the Business Diploma in 1993, with the new program being implemented in Fall, 1994.

Since then, however, the Business Diploma program seems to have suffered gradual marginalization within the Management and Marketing Department. The main reason for this appears to be lack of ownership of the program by all members of the department. In contrast to the BBA degree program, which is delivered almost entirely by full-time faculty, the diploma has been staffed with much higher numbers of part-time and sessional instructors. As a result, lacking continuity among its faculty, the program has to some extent lost focus on its intended outcomes and the curriculum best suited to produce those outcomes, a situation that may be reflected in the progressive drop in enrolments from 1997 to 2000.

The Business Diploma Program Review Evaluation Committee accordingly recommends that the Management and Marketing faculty as a whole engage in a re-design of the program from first principles, reviewing its purpose and structure, and examining such elements of the program as its concentrations, laddering options, practicum, course content duplication, and the relationship of individual courses to the overall program design and to BBA courses. As well, it recommends the involvement in the diploma program of all Management and Marketing Department faculty as a means of breaking down the unproductive hegemony that exists between degree and diploma personnel. Thirdly, it recommends an overhaul of administrative processes and procedures associated with the management of the program, such as admission interviews, classroom feedback, graduate tracking, and—most important—intra-department and program communication. Finally, it recommends that the faculty re-establish their links with the local business community as a means of ensuring the ongoing relevance of the curriculum and preparedness of the program's graduates for the business world.

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TABLE OF CONTENTS

SUMMARY	i
TABLE OF CONTENTS	ii
THE EVALUATION COMMITTEE	iii
BUSINESS DIPLOMA REVIEW CHRONOLOGY	1
PROGRAM BACKGROUND	1
ADMISSIONS DATA	2
ADMISSIONS FIGURES	5
TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES	6
SUMMARY OF QUESTIONNAIRE RESPONSES	7
STRENGTHS OF THE PROGRAM	11
AREAS OF BUSINESS DIPLOMA PROGRAM WHICH CAN BE IMPROVED (with recommendations)	12
APPENDIX A – METHODOLOGY	20
APPENDIX B – COHORT PROGRESSION	21
APPENDIX C - GENDER RATIO	22
APPENDIX D – EMPLOYMENT DATA	22
APPENDIX E - EMPLOYMENT PROSPECTS	23
APPENDIX F – GRADE DISTRIBUTIONS	25

BUSINESS DIPLOMA PROGRAM REVIEW
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CHRONOLOGY OF THE BUSINESS DIPLOMA PROGRAM REVIEW

The Business Diploma Program Review was launched on June 1, 2000. A planning meeting with Business Diploma faculty and Institutional Research and Planning was held to discuss program review procedures and questionnaire design. Guidelines and examples of required documents for the program review were provided. Questionnaires were refined and finalized by September 7, 2000.

Stakeholders in the Business Diploma Program were surveyed on the following dates:

Former Students (1996-00):	September 13, 2000
Faculty:	September 13, 2000
Employers:	September 13, 2000
Advisory Committee Members:	September 13, 2000
Current Students (1 st Year):	November 1, 2000
Current Students (2 nd Year):	November 7, 2000

Reminders were mailed to non-responding former students, employers and advisory committee members on October 3, 2000. Most faculty had responded by October 13, 2000. The Office of Institutional Research attempted to contact non-responding students by phone between October 12 and 19. Non-responding employers and advisory committee members were contacted by phone on October 12, 16, 17 and 19.

Former student data from 1997-2000 were summarized from Student Outcomes Reporting System (SORS) data, as provided by the Centre For Education Information, Standards and Services (CEISS).

The cut-off date for all responses was November 28. Information binders were sent to members of the Business Diploma Program Review Committee on December 5, and that committee met to analyze the data and form its recommendations on January 17 and 18, 2001.

PROGRAM 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. 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.

The current program was implemented in September 1994 and was designed to:

- provide a sound career-oriented education and training in business administration;
- provide students with sufficient knowledge and transferable business skills to form the foundation for a progressive career in business and/or to initiate their own small business venture and,
- facilitate the transfer to a baccalaureate degree in Business Administration.

The current program structure is composed of:

- seventeen core courses
- three electives
- work experience

In the first year, the student studies ten core courses including a new course in Entrepreneurship added to the program to reflect the objectives. In the second year, the student studies seven core courses, three electives and undertakes thirty hours of relevant work experience related to the course, Small Business Management.

Currently two sectoral concentrations are offered:

- Retail Management
- Tourism Management

Learning Objectives:

Upon completion of semesters 1 and 2 (Year 1), the student will:

- understand how the key environmental elements, including economic, technological, political and social, impinge on business enterprises and their decisions;
- have sufficient grasp of the basic business disciplines and the role of information technology to permit the effective study of functional areas in Year 2;
- be capable of performing essential transferable business skills.

Upon completion of semesters 3 and 4, the student will:

- appreciate the functional areas of finance, human resource and marketing;
- know how to prepare a business plan and be fully aware of the interdependence between key business functions, with particular reference to a small business environment
- be capable of relating her/his knowledge and skills to a selected sectoral concentration;
- have further developed a useful range of knowledge and transferable business skills, thus enhancing employment opportunities;
- be in a position to confidently apply for administrative trainee posts across a broad range of private and public sector organizations or to establish and operate their own small business.

ADMISSIONS DATA

Admission Requirements

A. Educational Requirements

1. B.C. Grade 12 or equivalent
2. B.C. Applications of Math 12 (pass), or Principles of Math 11 (or equivalent) with at least a C+ or completion of MATH 051 with a C+ or better.
3. 67% on the combined English 12 and Government Exam (within the last 5 years)
or Level 3 on the Composition section of the Language Proficiency Index (within the last 2 years)
or Completion of English 050 with a B or better
or Completion of CESL 047 and 048 with a B- or better.

B. General Requirements

1. Interview with a Program Coordinator
2. It is recommended, but not required, that students entering the program have some familiarity with computers.

First Year Fall Semester		
ACCT	100**	Financial Accounting
ENGL	151	Business Composition
or ENGL	110*	Composition
COMP	191	Introduction to Computers and Business Information
or BBUS	237*	Introduction to Computers and Informations Systems in Business
BUAD	151	Business Mathematics
BUAD	120	Introduction to Business & Management

Winter Semester		
ACCT	101**	Management Accounting
BUAD	193	Software Applications
ENGL	161	Report Writing and Business Presentations
or		
ENGL	162*	Business Writing and Public Speaking
MKTG	150	Marketing
ECON	122*	Introduction to Basic Economics
or		
ECON	195*	Principles of Macroeconomics

Second Year		
Fall Semester		
BUAD	255	Business Law
BUAD	115*	People in Organizations
or		
BBUS	272*	Organizational Behaviour and Management
MKTG	251	Personal Selling
BUAD	259	Entrepreneurship
		Elective (1 course) (see notes)
Winter Semester		
MKTG	252	Advertising
BUAD	262	Supervision
MNGT	252	Small Business Management (30 hours work experience)
		Electives (2 courses) (see notes)

*Transfer credits towards BBA Program

**ACCT 100 ACCT 101 transfer credits for BBUS 221 (BBA)

Graduation Requirements

Students must achieve a grade of "C" or better in all courses to graduate.

Students must apply for Business Diploma upon completion of all required courses.

Work Experience

A minimum of 30 hours of work experience is required to complete the program. The requirements can be satisfied after Year 1 - Fall Semester and must be completed prior to the end of Year 2 - Winter Semester.

Concentration Areas

All students must complete at least one of the following areas of concentration: Retail Management, Tourism Management & General Business Administration. (Other concentrations are under development. The availability of any concentration will depend upon funding and enrolment.) Consult the Program Coordinator for current information.

1. Retail Management. Any three of:

- MKTG 275-3 Consumer Retailing
- MKTG 265-3 Retail Merchandising
- MKTG 240-3 Retail Management
- Second Language (e.g. French, Japanese, German or Spanish)

2. Tourism Management. Any three of:

TMGT 111 The Tourist Industry
HMG 212 Convention Management & Service
HMG 211 Resort Management
HMG 221 Food & Beverage Management
Second Language (e.g. French, Japanese, German or Spanish)

3. General Business Administration

Total of three courses from the above two concentrations.

Certificate in Business

Requirements

A. Admission Requirements

1. Admission to UCC's two-year Business Diploma; or
2. Mature Student Status, as per calendar description under Academic Information, and an interview with the Business Diploma Coordinator; or
3. Participation in the Canadian National "Improving Yours Supervisory Skills, The Learning Program" – Citation I, and enrolment in the Citation II.

B. General Requirements

1. All students must complete a pre-admissions interview with the Business Diploma Coordinator. They must have the approval of the program coordinator prior to enrolling in the first class.
2. Students should have some familiarity with computers.

The Certificate in Business Management will include the following courses:

ACCT 100	Financial Accounting
BUAD 115	People in Organizations
BUAD 120	Introduction to Business & Management
BUAD 151	Business Mathematics
BUAD 262	Supervision
COMP 191	Introduction to Computers and Business Information Systems
ECON 122	Introduction to Basic Economics
ENGL 151	Business Composition
ENGL 161	Report Writing and Business Presentations
MKTG 150	Marketing

BUSINESS DIPLOMA PROGRAM ADMISSION FIGURES

(Source: UCC Admissions)

UCC Kamloops Campus

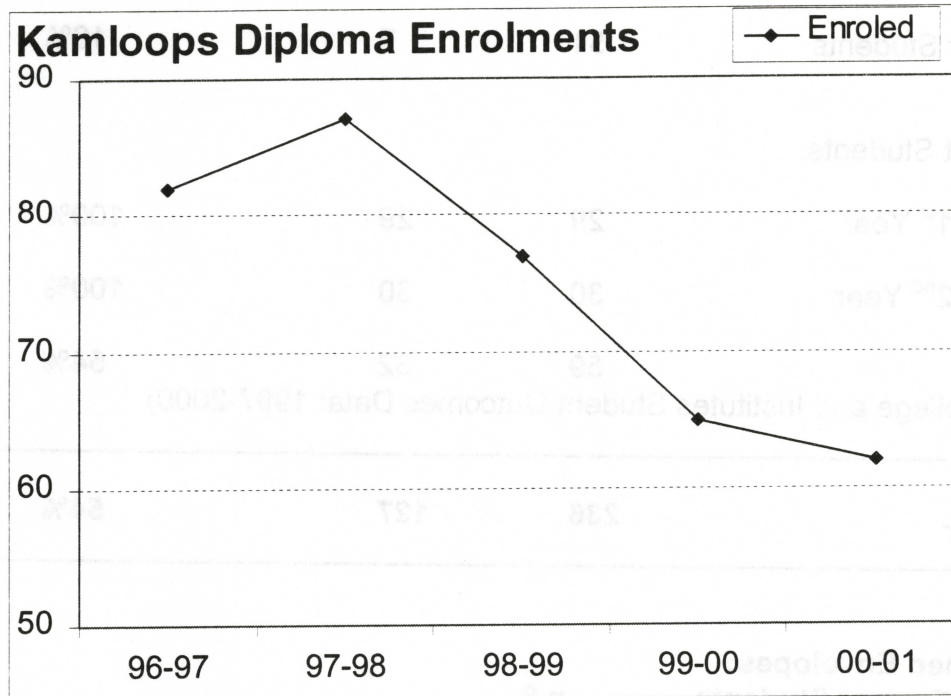
(includes part-time and full-time enrollments in certificate and diploma programs)

Business Management Certificate – 1 year

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1999 - 00	3	0	0	3
2000 - 2001	5	0	4	9

Business Diploma – 2 year

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1996 - 97	82	1	22	105
1997 - 98	87	0	30	117
1998 - 99	77	0	40	117
1999 - 00	65	0	25	90
2000 - 2001	62	0	46	108



UCC Williams Lake Campus

(Source: UCC Admissions)

(includes part-time and full-time enrollments in certificate and diploma programs)

Business Management Certificate – 1 year

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1999 - 00	8	0	2	10
2000 - 2001	8	0	5	13

Business Diploma – 2 year

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1996 - 97	7	0	4	11
1997 - 98	2	0	5	7
1998 - 99	5	0	6	11
1999 - 00	2	0	1	3
2000 - 2001	4	0	5	9

TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
BUSINESS DIPLOMA PROGRAM REVIEW

Recipient	# Sent	# Completed & Returned	% Returned
Faculty	16	14	88%
Employers:	47	13	28%
Advisory Committee Member:	4	2	50%
Former Students	51	7	16%
Current Students:			
1 st Year	29	29	100%
2 nd Year	30	30	100%
SORS (BC College and Institutes Student Outcomes Data: 1997-2000)	59	32	54%
TOTAL	236	127	54%

Returned Envelopes:

Former Students **= 8**

Employers **= 1**

Total Non Respondents **= 73**

SUMMARY OF QUESTIONNAIRE RESPONSES

In analyzing the questionnaire responses, the Business Diploma Program Evaluation Committee used the following criteria: ratings of 4.00 or above were considered good to excellent ratings; ratings of 3.50 –3.99, satisfactory to good; ratings of 3.00 to 3.49, less than satisfactory; ratings below 3.00, cause for concern. Subjective responses were included only if two or more respondents made the same point.

FORMER STUDENTS

Because only seven former students (or 16% of the survey cohort) responded, the results should be treated with caution. Comments made in the survey, however, suggested common threads of experience that were echoed in the "Long Responses" section of the B.C Student Outcomes Survey (1997-2000) results on the UCC Business Diploma. These two sources together provide a reliable composite of former student opinion on the Business Diploma.

Student reported the strengths of the program to be found in the skilled and experienced instructors, small class sizes and variety of courses providing a general overview of business and management.

Student comments reported the major limitations of the program were repetition in course content, lack of computer access and "less than adequate" computer instruction.

Asked to prioritize changes in the program, former students ranked reduction in repetition of course content, more access to computers, improvement of teaching by part-time instructors, and a longer practicum as top priorities. Ranked second were the need to upgrade programs to reflect the modern office environment, and laddering to the BBA.

Skills Emphasis

On a scale of 1 to 5, where 1= "Not at All" and 5="To a Great Extent", high ratings were accorded to the program for emphasizing the following skills: good work habits (4.43) and interpersonal/teamwork skills (4.29); general business knowledge, oral communication skills, and written communication/report writing skills (4.14); and computing skills, ability to work independently and willingness to take direction (4.00). Skills receiving low ranking were: data management skills (3.14), critical thinking/problem solving/analytical skills (3.29) and initiative/creativity and career planning/employment skills (3.43).

Program Effectiveness

Former students rated the extent to which the skills and behaviours taught in the program were "beneficial in the performance of your job" as follows. Skills and behaviours found to be most beneficial were good work habits (4.86), oral communication skills (4.47), critical thinking/problem solving/analytical skills (4.43) and the ability to work independently (4.43). "Theory" and "math skills" each received the lowest ranking (3.00). No other skill or behaviour ranked below 3.5.

Despite a rating of above 4.00, computer skills attracted critical comments such as: "The computer courses were less than adequate for the programs businesses were using at the time"; "The computer programs were outdated".

Program Content and Learning Process

Former students singled out "repetition from course to course" for the lowest rating (2.29). Comments on repetition and overlap in course content included: "Less repetition from class to class --- most often between the different marketing classes", and "Too much repetition, especially in general business knowledge."

CURRENT STUDENTS (Year 1 and Year 2)

Demographics

A total of 29 first-year (59% male, 41% female) and 30 second-year (53% male, 47% female) students responded to questionnaires. All results reported below cite first-year results first. The largest cohort by age was the 18-24 year-old group, 72% in first-year and 53% in second year. Math skills upon admission were predominantly Grade 12 with Math 11 (62%, 57%).

Admissions

Students felt the current practice of advising students for concentrations was not satisfactory (2.93, 2.79). Comments indicated that the Math admission requirement was a major concern, indicating that some felt Math 12 should be a program requirement: "I think pre-rec for Bizz math is way too low! You should have taken Math 12 or Math 11 with a A"; "...admission for the Business Math should be higher", "...business math is difficult and having math 12 would prepare the students better."

General Program Skills

Comments on the perceived lack of emphasis on small business instruction were emphatic: "They don't talk about how this affects small business." "Cut back on the content and emphasize more on the important aspects of accounting with regards to a small business owner." Although computer skills were ranked 3.71 and 4.00, comments from first-year students were severe: "Comp 191 it's horid [sic] she expects you to know what she's talking about like were 3rd year, but there was no pre-rec."

The lowest rating went to "career planning/employment skills (2.71), (2.87), suggesting that students felt there was room for improvement here. Other comments again cited course overlap and repetition. "There is too much overlap in required courses for the business diploma." "Repetition, Repetition, Repetition!!" Students in second-year rated the emphasis on oral presentation skills (4.00) higher than did first-year students (3.56).

Program Content and Learning Process

Second year students rated the following items considerably lower than their first year counterparts:

- "There is little repetition from course to course" (3.30), (1.87)
- "Faculty use new teaching methods and technologies in their classes." (3.29), (3.07).
- "I have regular opportunities to evaluate the program and instruction." (3.12), (2.45).
- "The instruction provided in the Business Diploma Program is of high quality." (3.55), (2.67).
- "The Business Diploma Program provides appropriate knowledge/skills for current business needs." (4.00), (3.13).
- "The knowledge, skills and confidence I am acquiring are adequately preparing me to enter the job market." (3.48), (3.30)

Strengths of the Program

Students commented that the strengths were the instructors, the real examples they gave in class, and their extensive course knowledge and experience. English and Accounting instruction received considerable praise. The word "business" appears throughout the comments on the strengths of the program, often mentioned in the context of management, Accounting or English: "Courses focused on business;" "we are able to get a taste of every aspect of the business world;" "real world situations have been applied through lectures as well through class projects."

Limitations of the Program

- repetition and overlap in course content
- inability to ladder easily into the BBA
- instruction in COMP 191 assumes that students already have some computer skills
- a generalized curriculum: "...courses are very general in most of the business fields and they never really go too in depth in any field."
- lack of "opportunity to work and practice and gain experience in the real world"

Changes in the Business Diploma Program

- reduction of repetition and overlap in course and program content
- lengthening the work experience component
- improved laddering into the degree
- revamping the math course
- more systematic course sequencing, particularly for math and accounting
- more opportunity to evaluate instructors and program
- improvement of instruction in COMP 191
- improvement of computer instruction to reflect business needs, such as data management and contact systems.

FACULTY

Although 14 faculty responded to the survey, the high incidence of "N/A or no response" to a good number of questions in the faculty survey suggests that many faculty are not fully conversant with the program.

Objectives

On a scale of 1 to 5, where 1="Strongly Disagree" and 5 ="Strongly Agree", the item "The Business Diploma Program has explicit written goals and objectives" received a low rating of 2.90. Instructors noted that they are not aware of the program's goals and objectives, and one comment suggested that the program should be updated "to reflect the reality of today's business paradigms."

Admissions

Faculty feel that the current practice of advising students for concentrations is not satisfactory (3.20), nor is the interview prior to admission satisfactory (3.40). Ten faculty agreed that entrance requirements enable students to succeed in the first year of the program.

Curriculum

Low ratings for each of the following flag faculty concern:

- regular curriculum review and update (2.50)
 - responsiveness to current trends/needs in the marketplace (2.77)
 - a curriculum covering all key areas required for success in the business world (2.83)
- Comments note that introductory finance is missing from the curriculum. Program review every ten years does not meet the pace of change.

General Program Skills

Faculty identified the following areas that need greater emphasis:

- data management skills (2.33)
- career planning/employment skills (2.58)
- administrative skills (2.75)
- initiative/creativity (2.75)
- good work habits (2.92)

Resources, Renewal, Etc.

Faculty did not agree that "computer access is sufficient to maintain an effective program" (2.90), or that "office space is appropriate and satisfactory for the program" (2.90). Comments called for a "some 'dedicated' space [that] would allow for ...materials to be readily available for students and instructors."

Program Structure, Content, Organization and Faculty Resources

Faculty rated the item, "the number of continuing/full-time is faculty sufficient to deliver the rogram," very low, at 2.27. Laddering opportunities to the BBA were ranked at 2.08. Comments supported the ratings: "Too many part-time instructors to maintain consistency." "Currently there are no full-time ongoing faculty teaching in the diploma program."

Administration, Articulation and Liaison

This section is noteworthy because the majority of responses were N/A and almost all ratings were below 3.00. Three comments summarize the data: "Very little administrative support." "Staff shortages and turnover make meetings and communications difficult." "Don't know." Singled out for lowest rating was "appropriate communications about the program are maintained with other faculty and staff at UCC" (1.89). Data reported here support the need for regular faculty meetings and improved communication within the program.

Outcomes

Results in this section indicate faculty feel the student success rate is satisfactory. A comment notes that "Math in 1st year seems to be a problem. The pass rate from 1st year is too low."

Advisory Committee and Alumni Contact

Survey results reveal the need to resuscitate a Program Advisory Committee that has not met for two years. Note that "there is sufficient tracking of and contact with alumni" was rated at 1.67, indicating that tracking needs to be instituted.

EMPLOYERS

Only thirteen employers (28% of the survey sample) responded, with nine of those (69%) having employed a Business Diploma student in the last five years. The small number of respondents means the data should be used with caution.

Employers did not agree on a dominant employment destination for Business Diploma graduates. Entry-level Retail (39%) garnered the highest rating, followed by supervisory-level Retail (31%). Employers did not feel graduates were prepared for management level positions in any sector.

Employers noted that business consolidation, e-commerce and computer experience were the major changes that would impact on the direction of the program in the next three to five years.

ADVISORY COMMITTEE MEMBERS

Because only two advisory committee members responded to the survey, the results are not summarized here. In prioritizing changes, one respondent called for "regularly scheduled meetings of the advisory committee". A suggestion on the curriculum called for more training in business administration, such as committee procedures and running meetings according to Roberts' Rules of Order.

STRENGTHS OF THE BUSINESS DIPLOMA PROGRAM

The Review Committee has identified the following strengths in the Business Diploma Program

1. Faculty

Students credited most of the Business Diploma instructors with "extensive course knowledge and experience," and noted that they were "open and available to students."

2. Applied Orientation

Former students commented on the applied nature of the Business Program. Student noted that "the diploma gives students a general overview of applicable information," and several former students indicated on the questionnaire that their education helped them get their job or establish their business (3.86) and helped them perform their job or run their business (4.14).

3. Location with the School of Business

The location of the Business Diploma within UCC's School of Business is a strength that could be further exploited by enlisting Bachelor of Business Administration degree program faculty to teach in the diploma program, thus expanding the base of experience and knowledge available to diploma students.

AREAS OF BUSINESS DIPLOMA PROGRAM THAT WHICH CAN BE IMPROVED (with recommendations)

1. PROGRAM PURPOSE, DESIGN AND CONTENT

Purpose, Repetition, Sequence:

The program review process identified a range of concerns, from faculty and students, having to do with the purpose, organization and content of the Business Diploma.

The intended outcomes of the program are not sufficiently focused or clear to students; as one student said, "I'm not clear about what this program will get me. What am I qualified to do?" Students expecting a focus on small business are disappointed by the course selection available and, often, the content of individual courses, where there is, in their view, too much attention to corporate matters and too little to aspects important to small business.

Repetition in course content, a significant issue in the student feedback, is perhaps the result of two dynamics: insufficient clarity on the part of all faculty about program purpose, and insufficient opportunity for coordination and communication among faculty teaching in the Diploma. Students are bored with repeated content and express some sense that material is being repeated and /or "spun out" to fill time. Lacking a clear sense of program purpose, and understanding and agreement as to how each course contributes to that purpose, faculty do not have guidelines by which to select, or omit, curricular elements. Lacking regular formal opportunities to come together as a whole group to discuss program issues, faculty are not well informed about what material is being covered in other courses within the program. Faculty and students also identified course-sequence as a problematic area. Issues here include program and course prerequisites and logical progression of courses within the program.

Accordingly, the Committee makes the following recommendation:

(a) That all faculty in the Management and Marketing Department set aside 3-5 days during the non-teaching period to come together to undertake the following:

1. **A review and clarification of the purpose of the Business Diploma program.** The 1993 New Program Proposal authored by Drs. Bratton and Vedd offers a sound starting point. Are the aims in section 3.2 of this document still relevant? Do they need adjustment? Can they be synthesized in a single statement of program purpose? Are the learning objectives in section 3.3 of the document still relevant? Are new ones needed? Do the learning objectives address the purpose of the program? Can success in achieving these objectives be measured? Is it being measured on a regular basis? This process should include formal consultation with students and employers.

2. **A "Developing a Curriculum" (DACUM) analysis of the skills and understandings required to meet the purpose and outcomes of the program as identified in 1 above.**

The faculty may want to engage a facilitator to assist with this process. Completing a DACUM, or similar process, will provide direction for course selection and development within the Diploma Program.

3. **An analysis of the design of the program, tested against the statement of program purpose and the outcome of the DACUM process.**

What courses -- existing, new, core or service, required or elective -- will address the purpose of the program and provide the skills, information and understandings mapped in the DACUM? How should they be sequenced to promote skill development and the growth of conceptual understanding? A thorough testing of course content will ensure that gaps and overlaps in content are avoided.

The design of the Business Diploma which is the outcome of this work should be captured in print, and where appropriate electronic, materials for ease of communication to students, prospective students, faculty, and employers.

ACTION: Management and Marketing faculty, and Business Diploma Service Course instructors

2. ENRICHING THE DIPLOMA

A. Concentrations:

Students would like to see a wider range of concentration choices. Indeed, the 1993/94 New Program Proposal promises "additional sectoral concentrations are being developed," indicating a similar ambition on the part of the faculty then. Small business and e-commerce, information technology and finance were frequently requested. Consultation with students and with employers would provide the foundation for rational choices of additional concentrations.

The Committee makes the following recommendations:

- (i) **That as an initial step, Management and Marketing faculty review the extent to which students are selecting the current concentrations in Retail Management and Tourism Management: are these even popular choices, as many students seem not to select a concentration?**
- (ii) **That as part of the program analysis process outlined above, the faculty formally consult students and employers regarding the identification of useful and popular additional concentrations.**
- (iii) **That the faculty develop a written plan for the orderly development and implementation of additional concentrations. This plan should become an element of the Management and Marketing Department's and School of Business's Five Year Education Plan.**
- (iv) **That in planning for additional concentrations, the faculty consider partnerships with other departments/divisions as well as concentrations wholly delivered within the department.**

ACTION: Management and Marketing faculty; Dean, Professional Schools

B. Laddering:

The topic of laddering from the diploma to the degree is a contentious one. There are practical and political issues. While a number of students expressed some interest in being able to ladder from the diploma to the degree, it did not seem to be a compelling topic from their point of view. They are aware that some diploma course options are transferable to the degree. Furthermore, while the opportunity to ladder the UCC Business Diploma fully into degree programs at the Universities of Calgary and Athabasca, and at Okanagan University College is on the one hand ironic, given that it does not at UCC, on the other, it does provide a legitimate option to students seeking further study.

The Committee concludes that while increased laddering is desirable and in concert with UCC's Strategic Plan, there are more urgent and more fundamental matters to be attended to at this time. Successful completion of many of the recommendations in this review may well address some of the issues bedevilling laddering and so foster advancement in this regard, as may the implementation at some point in the future of the proposed "two plus two" Bachelor of Business Management degree.

C. Practicum:

A practicum component to the Business Diploma has the potential to be a highly satisfying and valuable experience for students. The opportunity to apply skills learned in the classroom, to experience the workplace and to make contacts in the business world could significantly enrich a student's learning. Unfortunately, this potential is not being realized by the practicum in its present form. At 30 hours it is too short to provide a

meaningful learning experience; furthermore, the structure, support, and supervision of the practicum does not provide sufficient guidance to either employers or students. As well, the educational goal of the practicum is not clear. Employers are unclear about what is expected of them with regard to the nature of the students' activity and/or feedback to the student and UCC. Students are ill equipped to identify and secure placements of benefit to them--some of those interviewed were not even aware that they had to do a practicum-- and management of the process is so loose that many, in the words of one student, "just cook it." There is also confusion, with at least one instructor incorporating work experience into one or more individual courses, an activity which may be the same as, or instead of, or in addition to, the program practicum requirement. Lacking materials, guidelines, and feedback, employers can have no idea what they are participating in.

The current approach to the practicum risks student disappointment, employer irritation and, in the worst case, UCC's good name. If the practicum is to continue, it must be provided with articulated purpose, structure, supervision and support. Consideration of students' overall workloads is also required, as the practicum, as it currently exists, is the equivalent of adding a course to an already busy class schedule; and what of part-time students, many of whom are already working: must they, too, complete the practicum?

The Committee makes the following recommendations:

- (i) **That the Management and Marketing faculty review the purpose of work placement experience in the Business Diploma Program and decide whether it should continue at all, continue as a part of one or more courses, or continue as a required program element.**
- (ii) **Should the decision be made to continue with a work experience component, that the faculty explore with Coop and Career Education and with other departments running successful practica (advice might be sought from Institutional Research regarding successful and relevant models) those factors and processes which promote a successful and satisfying work experience.**
- (iii) **That the purpose and management process of the practicum component be committed to writing for the information of students, faculty and participating employers.**

ACTION: Management and Marketing faculty

D. Courses:

During the review, issues and suggestions regarding various specific courses came to the attention of the Committee. The points made below should not be addressed in isolation, but be considered in the context of the program analysis and revision process in "Program Purpose, Design and Content" above.

BUAD 151: Business Mathematics

This course has an extraordinarily high failure rate: 43% did not successfully complete the course (Fall 95 – Winter 00), and in the most recent offering of the course, in Fall 00, the attrition rate was 57.5%. Students attribute difficulty in this course to the Math pre-requisite being too low; faculty suggest other possibilities – lack of problem solving skills, poor work habits. All of these seem reasonable and in the absence of focused follow up research, it is impossible to validate or eliminate any. Clearly, however, the failure rate is too high and something must be done.

Recommendations:

- (i) **That in the context of the overall program analysis and revision, the Management and Marketing faculty review the course content for relevance to the goals and needs of Business Diploma students.**
- (ii) **That the faculty consider moving BUAD 151 to the second term of the first year so that students have been familiarized with the business concepts before they are required to apply mathematics to them.**
- (iii) **That the faculty monitor failure rates in this course and attempt at least a partial follow up process to identify reasons for failure or withdrawal.**

- (iv) That the faculty consider consultation with the Assessment Centre to discuss tools and/or processes which might be helpful in identifying students at risk.

ACTION: Management and Marketing faculty

Accounting

While the change from ACCT 121-122 to ACCT 100-101 has shifted the curriculum to a focus more relevant to the Business Diploma, questions remain about the accounting element in the curriculum. Both students and faculty raised the question of how much accounting is really needed; a related question had to do with the relevance of learning to actually do accounting/bookkeeping work. Is there too much accounting? Is the emphasis right? Which topics are appropriate? What is the role of accounting curriculum in the Business Diploma?

Recommendation:

- (v) In the context of the overall program analysis and revision, the faculty discuss the purpose and role of accounting curriculum with respect to the goals of the Business Diploma and make whatever changes are appropriate.

ACTION: Management and Marketing faculty

COMP 191: Introduction to Computers and Business Information

Many students commented on their difficulty in this course. While the non-success rate for the period Fall 95-Winter 00 is a modest 16.5%, and the attrition rate for Fall 00 21.5%, the perturbation of current students nonetheless demands attention. Students felt that the entry standard was too low to ensure success in this course; material was over their heads and the instructor appeared to assume knowledge that they did not have. Whether the difficulty lies in pre-requisite skills, teaching style or some other aspect of curriculum, some address must be made.

Recommendation:

- (vi) That the faculty review the purpose of introductory computer training within the Business Diploma.
- (vii) That the faculty examine the content of COMP 191 to determine if a pre-requisite or a preparatory course should be recommended or required for Business Diploma students.
- (viii) That the faculty examine the relationship between COMP 191 and BBUS 237 and decide whether both these similar courses are needed for the diploma, or whether only one is required.

ACTION: Management and Marketing faculty

E. Additional topics:

During the course of the review, a number of topics emerged as being of particular interest to students. Faculty identified some of these same topics in the 1993/94 New Program Proposal. What shape these might take in the program --an entire course (core or elective), a substantial element of a course, or merely a topic -- should be guided by departmental discussions and the outcome of the curricular review. It is certain that the process of review and rationalization of existing courses will, by removing overlap, create room in the program for new material.

Recommendations:

- (i) That in the process of the curricular review and in formal consultation with students and employers the department consider whether and how the following content areas could be included in the Business Diploma: e-commerce, internet, website design, finance, data management, career planning, administrative skills, and market research.
- (ii) That the department reduce the duplication and repetition of material that occurs among courses such as MKTG 251 (Personnel Selling) and MKTG 240 (Retail Management); BUAD 115 (Principles of Organizational Behaviour) and BUAD 262 (Supervision); BUAD 120 (Introduction to Business and Management), MKTG 252 (Advertising) and MKTG 275 (Consumer Retailing); and MKTG 240 (Retail Marketing) and MKTG 265 (Retail Merchandizing).
- (iv) That the department formally consult students and the business community regarding the currency, relevance and importance of topics and skills to be added to the program.

ACTION: Management and Marketing faculty

F. Program Duplication:

While reviewing the Bachelor of Business Administration (BBA) is outside its terms of reference, the Committee could not help noting the considerable duplication of courses offered in the second year of the Business Diploma and the third and fourth years of the degree: for example, MKTG 251 (Personal Selling) and BBUS 345 (Professional Selling/Sales Management); BUAD 255 (Business Law) and BBUS 393 (Commercial Law) – both even use the same textbook (Spetz and Spetz); BUAD 115 (Principles of Organizational Behaviour) and BBUS 272 (Organizational Behaviour and Management)—again the same text book (Robbins and Langton); and MKTG 150 (Marketing) and BBUS 343 (Introduction to Marketing) – once again same text (Shapiro, Perrault, McCarthy). The Committee recommends:

- (i) That in the interests of workload efficiencies and avoidance of duplication, the Management and Marketing faculty address problem of course duplication between the diploma and the degree.

ACTION: Management and Marketing faculty

G. Textbooks:

Students observe that textbooks are extremely costly and sometimes only a small percentage of the text is used. Instructors sometimes express surprise on hearing the cost of a text.

Recommendation:

- (i) That instructors ensure they are aware of the price of required texts and that where the amount of the text to be used does not justify the expense, they explore other approaches to providing the material for students, e.g. reprint packages sold through the bookstore.

ACTION: Management and Marketing faculty

3. FACULTY

A number of issues for both students and faculty relate to staffing and “ownership” of the Business Diploma. In Kamloops, the program is currently staffed by: two continuing faculty members who teach in the Diploma Program as part of their workload; one continuing faculty member on a reduced workload; a sessional instructor wholly dedicated to the program; three part time instructors; and three service course faculty. This staffing pattern raises a number of issues, some of them contradictory. Some faculty speak about the lack of a “champion” for the program, about competition, perceived or real, with the degree program for resources and divisional profile. Students complain of two things: of too many courses from the same person (a point with

which many faculty agree) and instructors who, though knowledgeable in their field, seem ill prepared for the teaching part of their responsibilities.

Given that students and faculty agree that current staffing patterns lead to students having the same instructor for too many courses, it is difficult to see how that can be reconciled with the notion that the program lacks a "champion." Indeed, it suggests the opposite, that too much of the program is delivered by too few people.

One of the strengths of the Business Diploma is its co-location with the BBA. Taken as a whole, the faculty of the department of Management and Marketing constitute a rich resource of expertise and varied experience. The department needs to capitalize on this to the benefit of both programs. The "champion" for the Business Diploma program is properly the faculty of the department of Management and Marketing: all of the faculty.

While expressing enthusiastic support for the learning experience in some of their courses, students did raise concerns about instructional quality in other parts of the program. All too frequently it would seem, circumstances have led to hiring faculty, part time in particular, on short notice and with insufficient opportunity to fully orient them to the program and the needs of its students. Drawing on the business community for part time instructors could be a strength of the program, an opportunity to integrate industry experience with the classroom. For this benefit to be fully realized, however, all faculty appointments must be approached methodically; attention must be paid to teaching skills and orientation to the program.

In addition to ensuring that faculty drawn from the business community are appropriately skilled and supported in their teaching, the department should explore formal opportunities to support and encourage continuing faculty to seek opportunities to refresh their industry experience.

To diversify the Business Diploma and promote its quality and integration in the department, the Committee makes the following recommendations:

- (a) **That the Chairperson, Management and Marketing, ensure that all faculty in the Management and Marketing department participate in teaching in the Diploma program on a rotational basis.**

ACTION: Chairperson, Management and Marketing

- (b) **That the Chairperson, Management and Marketing, ensure that future full-time department hirings be made aware of this practice and allocated a teaching load in both the BBA and the Business Diploma.**

ACTION: Chairperson, Management and Marketing

- (c) **That the Department of Management and Marketing go to a full selection process for the recruitment and appointment of part time instructors, including: a selection panel which includes several colleagues as well as student representation; a teaching presentation by the candidates; a thorough orientation to the department and the program for the successful candidate.**

ACTION: Management and Marketing Department

- (d) **That the Department of Management and Marketing consider setting and articulating departmental goals regarding teaching philosophy and instructional excellence. Such goals could form a part of the department's Three-Year Plan and provide a context for individual professional development plans and projects.**

ACTION: Management and Marketing Department

Finally, in view of the differing and often conflicting demands placed upon the roles and functions of the departmental chair and Business Diploma coordinator,

- (e) **That the Department of Management and Marketing review the practice of having a single person in the roles of department chair and Business Diploma coordinator, and indeed the desirability of having a coordinator when the administrative duties of this position might be assumed by the chair.**

ACTION: Management and Marketing Department

4. PROCESSES

The issues discussed here include aspects of program management, opportunities for program improvement, and elements of departmental governance.

A. Program Entry:

The current practice of interviewing each student individually as part of the entry process is not serving the program well. The purpose of the interview is not clear, students felt it was a "rubber stamp", and faculty find it time consuming. As it is currently designed, the interview would not provide defensible grounds for refusing entry to a student, so it is not an effective screen for inappropriate admissions. As a device for providing information, it comes, from the student's point of view, late in the process, after the student has already made a decision and applied to the program. From the faculty perspective it is an inefficient mechanism for delivering program information.

Recommendation:

- (i) **That the Management and Marketing Department review the current practice of entry interviews, identify the purpose and consider other more timely and efficient means to address that purpose. The orientation and information sessions required by several other programs, such as Tourism, could provide useful models.**

ACTION: Management and Marketing Department

B. Graduate Tracking:

The department has no formal system of tracking former graduates. This means that the program is dislocated from a potentially valuable source of information about the continuing usefulness and relevance of program content and a potentially powerful tool in new student recruitment and employer recognition.

Recommendation:

- (i) **That the department develop a system of graduate tracking, including the assignment of responsibility for implementation and maintenance. The Office of Institutional Research can provide guidance and initial assistance.**

ACTION: Management and Marketing Department

C. Program Evaluation:

Both faculty and students observe that there are no regular opportunities to provide feedback on the program. Again, the absence of a regular feedback mechanism cuts the program off from information potentially valuable to its maintenance and currency.

Recommendation:

- (i) That the Department consider instituting formal and departmentally required practices for soliciting feedback from students on the program and its elements on a regular basis. It must be clear to all involved that this process is entirely separate from faculty evaluation, per the Collective Agreement.

ACTION: Management and Marketing Department

D. Communication:

The diversity of the Business Diploma Program, the multiple and diverging interests and assignments of faculty, and the location of the program on two campuses present challenges for communication. These very factors make regular and thorough-going communication among all faculty involved in the program all the more essential. As the department works through the recommendations of this review and on into the future, communication will be a cornerstone for the establishment and maintenance of a high quality, coherent program.

Recommendation:

- (i) That the Department establish a routine of regular, monthly, department meetings which include all faculty attached to the program, including part time, sessional, and service course instructors.
- (ii) That the Department formalize and utilize mechanisms for communication with Williams Lake program on a regular basis.
- (iii) That the Department consider assigning one course per term as the "core" course for the purpose of distributing program communication to the Diploma students; this would give the students a forum to discuss the program and could help develop program identity and client loyalty.

ACTION: Management and Marketing Department

5. EXTERNAL CONNECTIONS

The Business Diploma is not well connected to the local business community. The weakness of this connection is demonstrated in the unusually low employer response rate to the program review survey and the absence of an active Program Advisory Committee. The local business community could be a rich and supportive resource to the program, providing advice and validation regarding program content, experience for students, employment for graduates and professional development opportunities for faculty.

Recommendations:

- (a) That the department develop and implement a strategy to revitalize its links with the business community. The experience and models in other areas such as Co-op and Career Education and Tourism may be of assistance.
- (b) That the department take immediate steps to reconstitute the Business Diploma Program Advisory Committee and to ensure it operates within UCC policy requirements.

ACTION: Management and Marketing Department

APPENDIX A **METHODOLOGY**

The data were collected in the following ways:

- 1) Consultation took place with Deborah Lawton, Chair, Management and Marketing, and Bill Brown and Rishma Vedd, Business Diploma Program, on the design of the surveys.
- 2) Surveys were administered to Business Diploma Program faculty, current students, former students, employers, and Program Advisory Committee members. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Former student data from 1997-2000 graduates of the program was summarized from Student Outcomes Reporting System (SORS) data, as provided by the Centre for Education Information, Standards and Services (CEISS).
- 3) "Descriptive Data" on the Business Diploma Program's objectives, course outlines, etc., were solicited from Deborah Lawton, Chair, Management and Marketing.
- 4) Data on enrolment figures, graduation rates, gender and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) The following people associated with the program participated in the review process or were interviewed:
 - Rob Anderson, Dean, Williams Lake Campus
 - Bernie Warren, Management and Marketing faculty member
 - Bill Brown, Management & Marketing faculty member
 - John Bratton, Management & Marketing faculty member
 - Bruce Gysel, Management & Marketing faculty member
 - Current Business Diploma Program students: two 1st year and three 2nd year.

APPENDIX B COHORT PROGRESSION AND GRADUATION

(Source: UCC Colleague and UCC Convocation Guides: 1996-2000)

Registrants (Kamloops Only)

	YEAR 1		YEAR 2		TOTAL
	FT	PT	FT	PT	
96/97	38	0	60	0	98
97/98	44	2	42	4	92
98/99	53	5	40	3	101
99/00*	41	14	47	2	104
00/01*	32	3	42	5	82

*Includes Certificate in Business Management students

Graduates (Kamloops Only)

Year	CERTIFICATE	DIPLOMA
1996	0	9
1997	0	22
1998	0	11
1999	0	17
2000	1	29

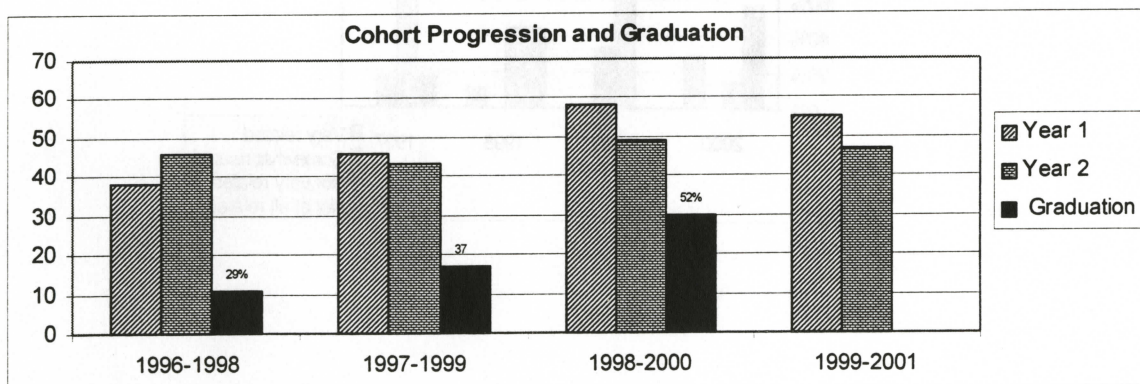
96/97	year 1 enrolment	38	46	11	29% Graduation rate
97/98	Year 2 enrolment				

97/98	year 1 enrolment	46	43	17	37% Graduation rate
98/99	Year 2 enrolment				

98/99	year 1 enrolment	58	49	30*	52% Graduation rate
99/00	Year 2 enrolment				

*Includes 1 graduate of Certificate in Business Management.

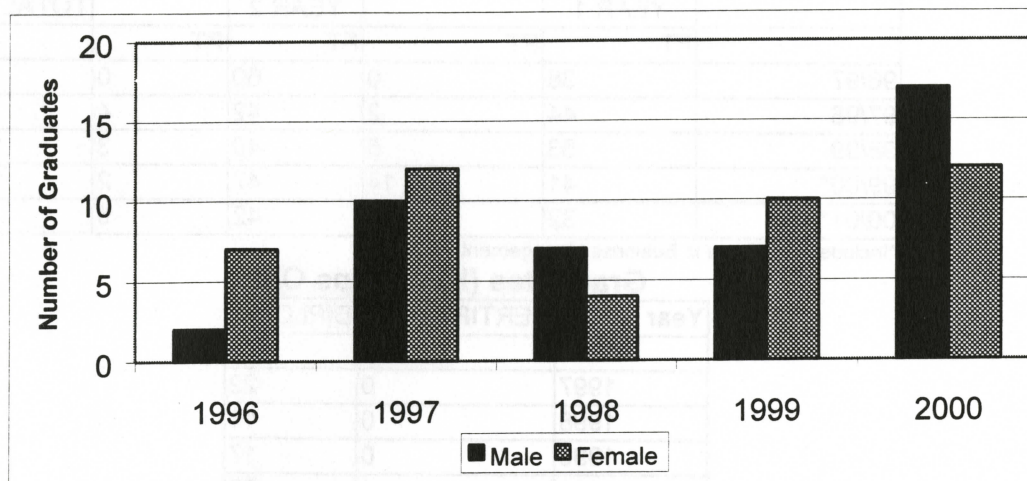
99/00	year 1 enrolment	55	47		not available yet
00/01	Year 2 enrolment				



APPENDIX C

GENDER RATIO OF BUSINESS DIPLOMA AND BUSINESS MANAGEMENT CERTIFICATE PROGRAM GRADUATES

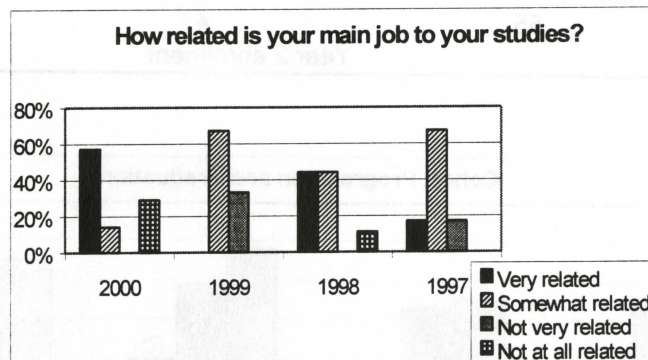
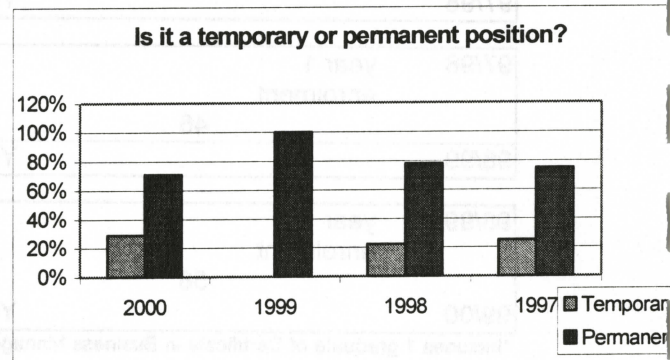
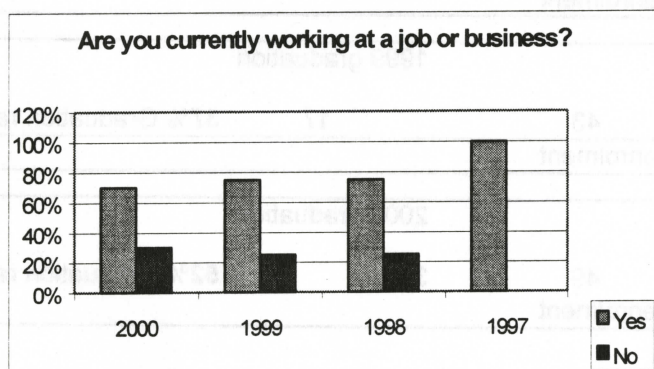
(Source: UCC Convocation Guides 1996-2000)



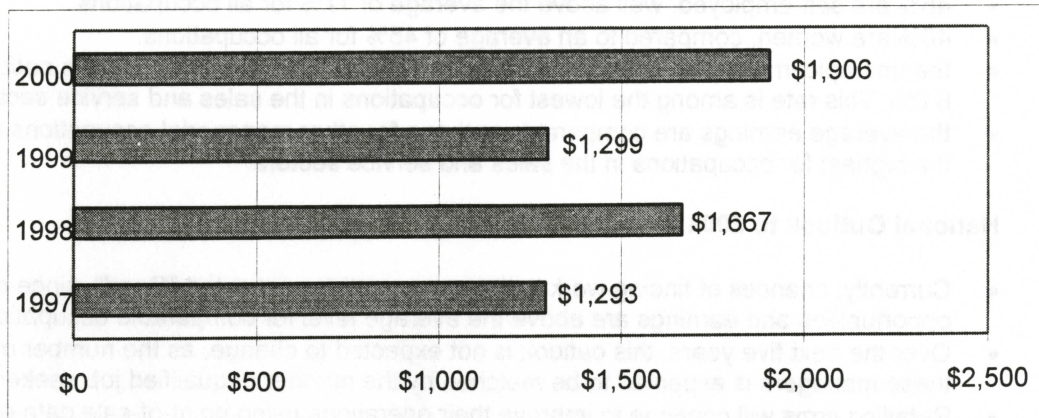
APPENDIX D

FORMER STUDENTS EMPLOYMENT RELATED DATA

(Source: BC College and Institutes Student Outcomes Data: 1997-2000)



Median Monthly Salary



APPENDIX E **EMPLOYMENT PROSPECTS ¹**

Managers in Retail Trade

At Work

People in this occupational group work in department and chain stores, travel agencies, supermarkets, car dealerships and other retail organizations. They may own and operate their own retail business or operate a retail business for its owner. Their duties may require them to:

- plan and direct the operations of organizations engaged in retail sales;
- manage staff and assign duties;
- study market research and trends to determine consumer demand, potential sales volumes and the effect of competitors' operations;
- determine, locate and select merchandise and services to be sold;
- implement price and credit policies;
- develop and implement marketing strategies;
- plan budgets and authorize expenditures;
- carry out the organization's banking; and
- determine staffing requirements and hire, or oversee hiring of, staff.

This occupational group also includes antique dealers, boat dealers, and managers of bookstores, car dealerships, clothing stores, department stores, service stations, sporting goods stores, supermarkets, travel agencies and variety stores.

Education, Training and Experience

- Retail trade managers must usually have a high school diploma.
- They may require a college diploma or university degree in business administration or in a field related to the product or service sold at their place of work.
- They usually require several years' retail sales experience, including some supervisory experience.

In These Occupations ...

- 393,000 people were employed in 1998, an increase of 15.7% from 1988. After employment gains of 10.7% from 1988 to 1993, employment growth slowed to 4.5% from 1993 to 1998. In

¹ Source: Job Futures 2000 (NOC 062)

comparison, employment in all occupations grew 12.3% over the same ten years, and 8.2% over the last five.

- 8% work part-time, well below the average of 19% for all occupations.
- 46% are self-employed, well above the average of 17% for all occupations.
- 40% are women, compared to an average of 45% for all occupations.
- the unemployment rate averaged 3.2% from 1996 to 1998, compared to the national average of 6.0%. This rate is among the lowest for occupations in the sales and service sectors.
- the average earnings are comparable to those for other managerial occupations but are among the highest for occupations in the sales and service sectors.

National Outlook to 2004

- Currently, chances of finding work in these occupations are rated "Good", since employment opportunities and earnings are above the average level for comparable occupations.
- Over the next five years, this outlook is not expected to change, as the number of job openings for these managers is expected to be matched by the number of qualified job seekers.
- Retailing firms will continue to improve their operations using point-of-sale data entry, computerized inventory control, computerized order entry, electronic scanning and telecommunications technologies. Managers will need to be familiar with these systems.
- Most of the increase in employment requirements through 2004 for these occupations is expected to occur in the retail trade industry.

Where They Work

Retail Trade	78.3%
Wholesale Trade	6.2%
Other Service Industries	4.7%
Accommodation and Food Services	1.2%
Business Services	1.0%
Construction	0.9%
Amusement and Recreation Services	0.9%

Type of Employment

	This Occupation	All Occupations
Full-time	91.9%	81.1%
Part-time	8.1%	18.9%

Distribution by Age

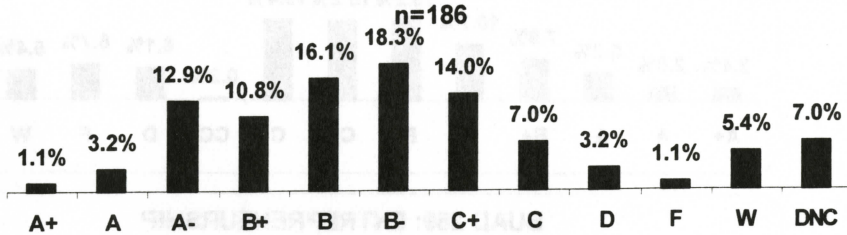
	This Occupation	All Occupations
15 - 29	18.7%	26.5%
30 - 39	30.1%	28.5%
40 - 54	38.5%	35.2%
55 & over	12.8%	9.8%

Work Prospects

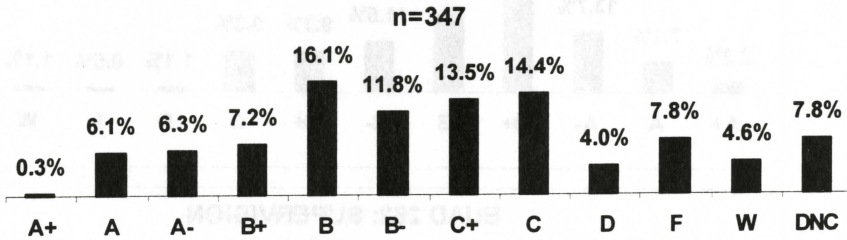
Current	2004
Good	Good

APPENDIX F
GRADE DISTRIBUTIONS: 95/FA - 00/WI BY COURSE

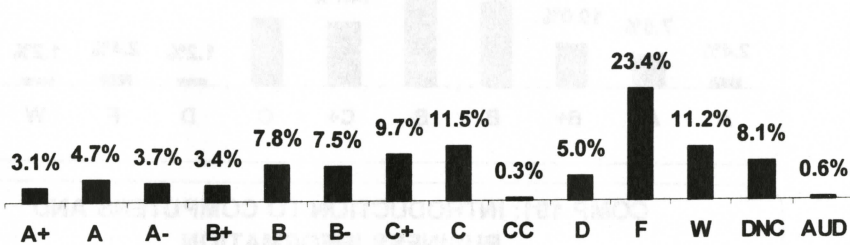
**BUAD 115: PRINCIPLES OF ORGANIZATIONAL
BEHAVIOR**



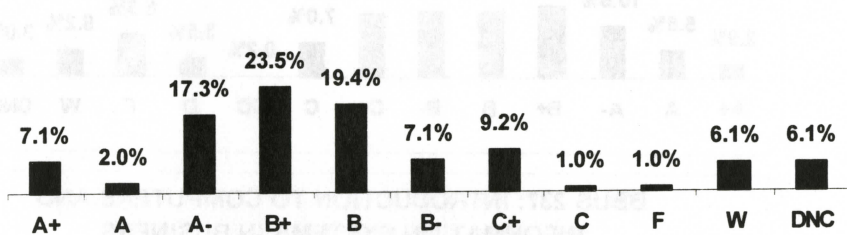
**BUAD 120: INTRODUCTION TO BUSINESS
MANAGEMENT**



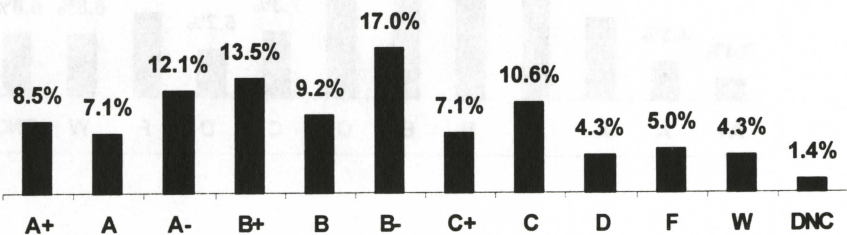
BUAD 151: BUSINESS MATHEMATICS



BUAD 193: BUSINESS SOFTWARE APPLICATIONS



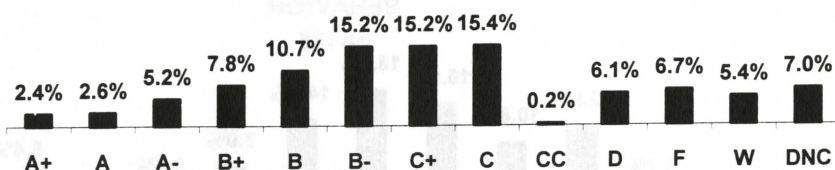
BUAD 252: MANAGERIAL FINANCE



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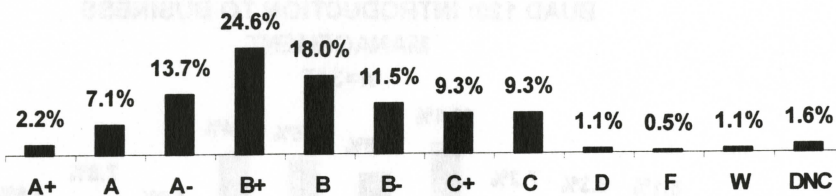
BUAD 255: BUSINESS LAW

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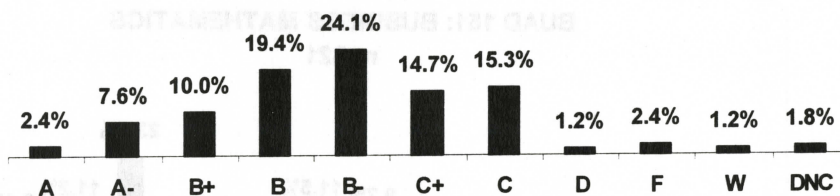
BUAD 259: ENTREPRENEURSHIP

n=183



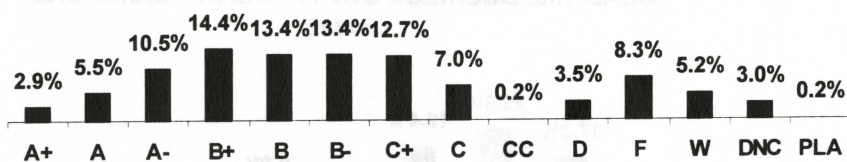
BUAD 262: SUPERVISION

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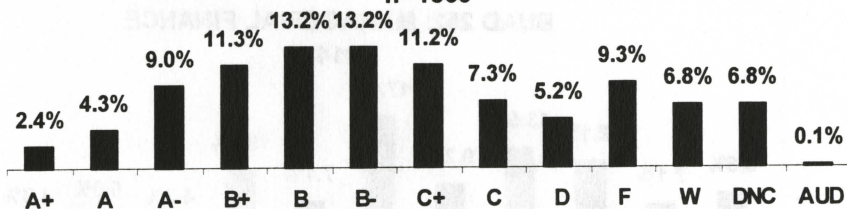
COMP 191: INTRODUCTION TO COMPUTERS AND BUSINESS INFORMATION

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BBUS 237: INTRODUCTION TO COMPUTERS AND INFORMATION SYSTEMS IN BUSINESS

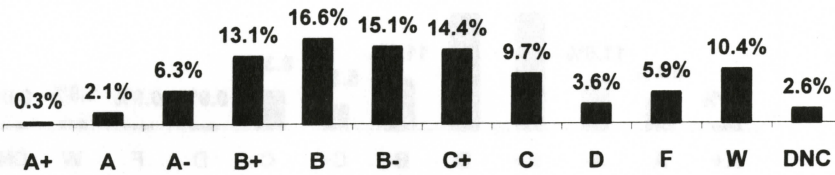
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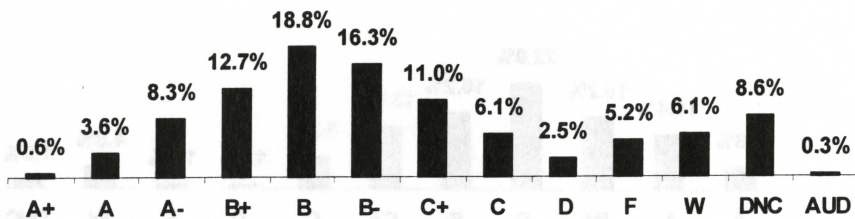
BBUS 272: ORGANIZATIONAL BEHAVIOR AND MANAGEMENT

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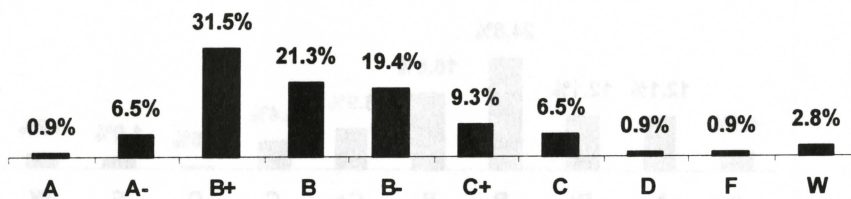
MKTG 150: MARKETING

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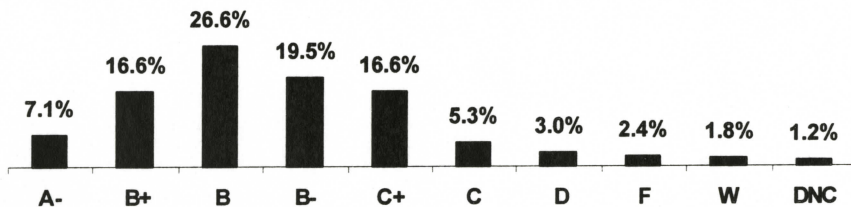
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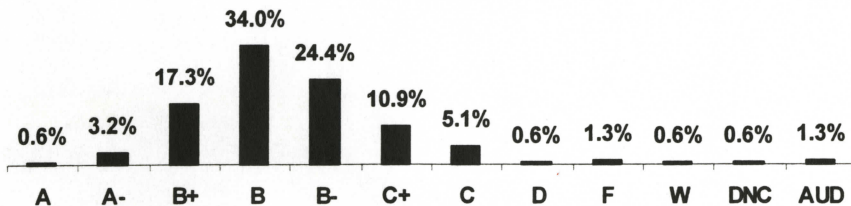
MKTG 251: PERSONAL SELLING

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MKTG 252: ADVERTISING

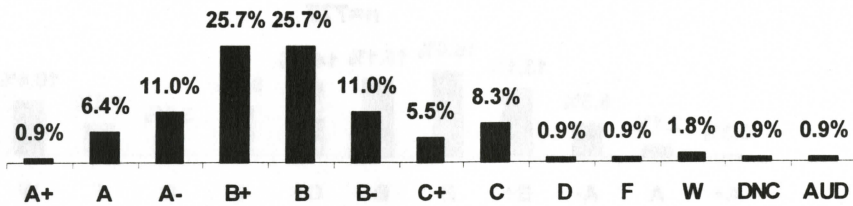
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GRADE DISTRIBUTIONS: 95/FA - 00/WI BY COURSE

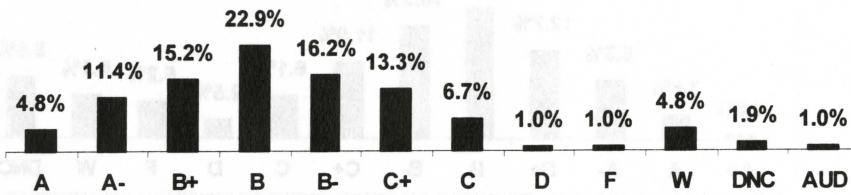
MKTG 265: RETAIL MERCHANDISING

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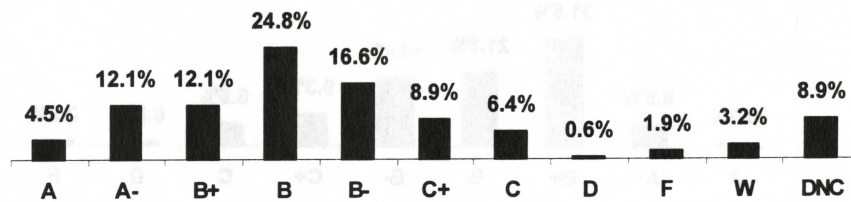
MKTG 275: CONSUMER RETAILING

n=105



MNGT 252: SMALL BUSINESS MANAGEMENT

n=157



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