

# Bachelor of Arts in Management (BAM) Program Review

## *Executive Summary*

### Process

The Bachelor of Arts in Management (BAM) program is one of the first programs offered at Azusa Pacific University - University College / Los Angeles Pacific University (UC/LAPU), having been offered since 2011. It is one of several bachelor programs aimed at equipping students with business and leadership skills. Although students in the program are free to choose any emphasis that UC offers, the vast majority of BAM students (189) choose the Organizational Leadership emphasis, followed by Business Psychology (23) and Accounting (22).

A Program Review Committee (PRC), comprised of academic administrators, full-time faculty, adjunct faculty, and an instructional design expert was appointed in August 2017 to conduct a comprehensive program review. Following guidelines provided by the WASC Senior Colleges and Universities Commission (WSCUC), the program review examined the following components:

#### **Program Quality**

Students

Curriculum and learning environment

Alignment with program and institutional outcomes

Currency

Breadth and depth of learning

Sequencing and availability of courses

Review by internal and external stakeholders

Comparison to competitors' programs

Student learning and success

Faith integration

Retention and graduation rates

Preparedness for advanced study and/or careers

Faculty

Faculty composition

Faculty contribution to the quality of the program

#### **Program Viability and Sustainability**

Program demand

Enrollment trends

Market demand

Allocation of resources

Faculty  
Student support  
Information and technology resources  
Facilities  
Staff  
Financial resources

The PRC's review of the BAM program was based on analyses of student enrollment information; program purpose and design; annual learning results for the program; similar programs offered by competitors; student retention, completion, and graduation rates; student survey results; faculty information and feedback; market trends; and institutional resource allocated to the program.

Once the PRC completed an initial review of the program, external reviewers were invited to conduct their own review of the program and provide additional feedback. The outcome of this process was then synthesized in a 17-page *BAM Program Review 2017* report that was presented to and approved by the Educational Effectiveness Committee (2/7/2018). The summary findings and recommendations are presented below.

## Findings

- The curriculum, practices, processes, and resources align well with the program goals. There were some inconsistencies between the curriculum map and the program learning objectives in some of the courses. In order to address this matter adequately, a re-mapping exercise will be utilized. In addition, the course learning outcomes (CLOs) for all courses will be reviewed and, where appropriate, the number of CLOs reduced to seven or less. The faculty, information, library, student support, and financial resources allocated to the program are all strengths of the program.
- The program may benefit from revision of the goals and outcomes for the program, primarily for the purpose of making the program more relevant to recent industry trends. Diversity has become a significant aspect of domestic business initiatives. There will be a greater focus on diversity in the future. Similarly, a focus on developing managers skilled in entrepreneurial thinking may be more beneficial than focusing on entrepreneurship itself.
- The program aligns well with students' expectations of the program. As noted in the alumni and student surveys, students were particularly satisfied with the quality of the education they had received and with the relevance of the BAM program to their careers. The fact that those who are graduated from the program have typically completed it in less than three years is a further indication that the program is helping them achieve academic goals in a timely manner.
- Several courses need to be updated to include current best practices (see recommendations below).
- The textbooks in some courses need to be updated due to accessibility issues related to older editions.
- To a large extent the BAM program goals are being achieved, based on the fact that nearly 23% of those who have been enrolled in the program since its inception have been graduated with the BAM or another UC degree. The positive response from the alumni survey regarding the relevance of the program to students' careers suggests good alignment between the curriculum and the program goals.

- Given the history of the BAM program, two years' worth of PLO assessment (2014 and 2015) have been collected, with mixed results. Students achieved PLOs 1, 2, and 7 at the expected levels, but failed to achieve PLOs 5 and 6 and the expected levels. PLOs 3 and 4 are scheduled for assessment in the current assessment cycle. As noted in the BAM Annual Learning Results 2014 to 2015 document, the sample sizes for PLOs 5 and 6 were small, which may have affected the results. But as part of reviewing and revising the BAM curriculum, the MGT 380 and MGT 450 courses will be reviewed further to determine what changes, if any, should be made for the purpose of improving assessment results.

## Recommendations, Future Goals, and Planning for Improvement

### Recommendations

1. **Disruptive innovation** was identified as a key theme and an essential theoretical framework that will be included in the course content of the BAM degree program. It is a strategic management concept that can be easily integrated into the coursework.

**Recommendation:** The theory of disruptive innovation can be effectively integrated in both strategic management and marketing courses through both case studies and other written assignments that include the analysis and synthesis of scholarly research on the topic. Assignments that integrate the theory of disruptive innovation can be included in courses such as MGT 480 Strategic Management and Policy and MGT 490 Entrepreneurship and Innovation.

2. **Customer service** was identified as a term that will be replaced with “customer experience,” a strategic imperative that refers to the sum of all customer interactions with a company of which customer service represents only one small element. This reconceptualization is a necessary change given the role of social media and technology in creating a dynamic exchange between the company and the customer base, creating an ecosystem for constant product and service improvements and change (Gentile, Spiller, & Noci, 2007).

**Recommendation:** Course assignments that include this updated language and approach may be added to MGT 350 Marketing and E-Commerce.

3. There was a recommendation to evaluate **the program name**, “Bachelor of Arts in Management,” due to the trend towards a program emphasis on leadership rather than management principles. The “Future of Work Consortium” which includes executives from 60 multinational companies all over the world identified technology as giving rise to a need for a more skilled form of management that includes managing virtual teams rather than face-to-face teams; managing diverse groups; and managing the flow of information and knowledge. Based on input from these executives, and based on survey results, and focus groups, researchers concluded that while management is not becoming obsolete, technology demands that managers have a new set of skills (Gratton, 2016).<sup>1</sup>

**Recommendation:** Clearly, an emphasis on management is still relevant as both a prerequisite for effective leadership, and as technology raises the level of skill necessary for effective

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<sup>1</sup> Dr. Lynda Gratton is Director of Future of Work Consortium and professor at London School of Economics.

management. Managers are strategy executors and are responsible for the effective stewardship of resources (Kanter, 2013).<sup>2</sup> The perspective of management as effective stewardship of resources is also consistent with a biblical worldview.<sup>3</sup>

4. **Update the program purpose statement** in the catalog to read: “The BAM program prepares learners for service in a variety of public- and private-sector organizations, including first-line management, retail and sales, commercial banking, marketing, big data, information systems, human resources, healthcare administration, government service, and nonprofits. Learners complete the management major to gain promotions, change careers, or prepare for master’s-level studies. Some graduates may begin new ventures, operate small companies, develop new products, or return to the family business.”
5. **Update PLO 7** to read: “Demonstrate the ability to evaluate and implement ethically sound and legal decisions within dynamic business environments.”
6. **Update several of the courses** to incorporate the following best practices:
  - Standardized weighting of the four performance levels in rubrics.
  - Adoption of the AAC&U’s VALUE rubrics.
  - Incorporation of rubrics into Joule Grader in the course shells.
  - Updated course shell interface.
  - Adoption of plagiarism checking tools in the course shells.
  - Verification of compliance with UC’s *Credit Hour Policy*.
  - Review for best practices in course design and structure.

## Future goals

As a result of this program review process the following goals have been established:

1. Clarify the BAM program design, identifying the features and common themes that will permeate the program, as well as a revised list of courses and curriculum map. This needs to be done in view of the planned development of the BSSCM and MBA programs.
2. Establish a priority list and schedule to refresh or replace all of the program requisites and major requirement courses in the program by the end of FY 2020.
3. Incorporate the UC program standards identified above into all BAM courses as part of the revision process.
4. Establish an Advisory Council of external stakeholders who are business professionals to provide input into the program design process, by the end of FY 2018.

## Improvement plans

In order to achieve these goals, the following steps have been taken:

- A new Assistant Dean (PhD in business management) has been appointed from September 6, 2017, with oversight responsibility for the BAM, BAL, BSIS, and MLOS programs. She is also

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<sup>2</sup> Dr. Rosabeth M. Kanter is Director and Chair of the Harvard University Advanced Leadership Initiative and professor at Harvard Business School.

<sup>3</sup> See 1 Corinthians 4:1-2; Matthew 25:14-29.

tasked with facilitating the design and development of the BSSCM and MBA programs along with the BAM curriculum revision process (i.e., leading the process to clarify program design, identifying and appointing Subject Matter Consultants (SMCs), etc.).

- The FY 2018 BAM Curriculum Development Budget includes specific amounts for the revision/refresh of 13 BAM courses by the end of FY 2018. This includes an allocation per course for optional content authoring.
- The FY 2019 Curriculum Development Budget should include funding for any additional BAM courses that need to be revised.
- A *Credit Hour Policy* was recently approved by CAPC and AC, which will guide the design of learning activities in the revised/new BAM courses.
- Learning Design and Engagement, in collaboration with the Assistant Deans, has recently established a new workflow for the revision of courses that ensures all of the UC standards are adequately addressed in the curriculum revision process.
- Once the WSCUC accreditation process is completed, the Academic Dean and Assistant Dean will pursue the possibility of accreditation of the program by the Accreditation Council for Business Schools and Programs (ACBSP). This, along with the establishment of an advisory council, will provide important collaborations that should help improve program quality.