

# Bachelor of Business Administration (BBA)

## Program Review:

### Executive Summary 2023

#### Process

The Bachelor of Business Administration (BBA) was offered in 2017 as a Bachelor of Arts in Management degree. After the completion of a comprehensive program review in 2017 and to align the program with employer needs, the program was relaunched in 2019 as the Bachelor of Business Administration. The LAPU Bachelor of Business Administration (BBA) degree program's mission is to equip students with in-demand skills for career success in a virtual, diverse, digital workplace.

The degree program prepares students for specialized careers in business, such as marketing, finance, data analytics, operations, information technology, and general management. Some graduates pursue advanced studies, while others may become entrepreneurs by launching new products, operating small businesses, or working in the family business.

In April 2023, Dr. Lisa Phillips, Assistant Dean, initiated the first meeting with the Program Review Committee (PRC). The committee comprised internal reviewers, including a full-time instructor, Dr. Robert Waltz, adjunct faculty members Dr. Bradly Roh and Ronda Jantz, and Callista Dawson from the Digital Learning Solutions team. The PRC met monthly and finalized the BBA Program Review Self-Study Report on June 21, 2023. The next step was identifying two external reviewers to evaluate the program—external reviewers Dr. Murrell Jones and Dr. Carrie Awadzi completed the External Reviewer Report and presented their findings to the PRC on September 28, 2023. The PRC met on October 12, 2023, to finalize the goals and implementation plans.

#### Summary

The BBA program review process included independent program evaluations by the Program Review Committee's internal and two external reviewers. The results of those evaluations are provided in the [BBA Internal Program Review Rubric to Assess Program Quality](#) and the [BBA External Program Review Rubric to Assess Quality](#).

#### Program Quality

##### Students

##### *Strengths*

The BBA program attracts a generationally diverse, largely Hispanic female population of low to moderate income. The students have varying degrees of work experience and are motivated to succeed

in order to advance or change careers. Each student brings unique experiences and perspectives to the program, creating a positive learning and growth environment.

### *Areas for Improvement*

Faculty diversity significantly affects student retention and graduation rates. There has been a significant improvement in faculty diversity over the past four years. However, the LAPU administration should continue improving the Hispanic faculty ratio in the BBA program to reflect the student population.

## **Curriculum and Learning Environment**

### *Strengths*

The LAPU Bachelor of Business Administration (BBA) degree program equips students with a theoretical framework, practical skills, and ethical values essential for success as a business professional. The BBA degree equips students with professional knowledge and practical skills in strategic leadership, management, operations, marketing, finance, technology, human relations, and business law. The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The online BBA program enables students to apply their learning immediately in the workplace.

A review of the BBA curriculum map below shows the breadth of the program to be adequate in addressing the PLOs, which include not only professional competencies but broader learning competencies of the university.

### *Areas for Improvement:*

A redesigned curriculum is needed to address any PLO/CLO misalignment and improve the annual PLO assessment results (five out of six PLOs failed to meet the assessment standards) as well as course revisions to align with industry demand for digital literacy, including the ethical use of generative AI technologies.

## **Student Learning and Success**

### *Strengths*

Based on 2,516 total grades in all BBA courses from 2019-2022, the data shows that 73.32% of the grades awarded for this period are in the range of As, Bs, Cs, and Ds, suggesting a high percentage of students are passing their courses.

### *Areas for Improvement*

Five of the six (83%) PLOs failed the established standard. As part of the annual PLO assessment process, the annual assessment reports note strategies implemented to improve PLO performance outcomes.

## **Faculty**

### *Strengths*

A terminally-degreed faculty teaches eighty percent of all credits. All program faculty hold at least a master's degree in their respective field. A full-time faculty member was hired on October 2, 2023, to provide visibility and support for the BBA degree program.

### *Areas for Improvement:*

Provide opportunities for professional development for adjunct faculty.

## **Program Viability and Sustainability**

### **Program Demand**

#### *Strengths*

The competitive analysis demonstrates the value of a LPU degree relative to similar degree programs. LPU is priced competitively and is within the top 20% of universities in terms of economic mobility - a measure of how well a university serves its low-income students and the percentage of lower-income students enrolled.

#### *Areas for Improvement*

Average enrollment in the six most recent sessions shows a high of 538 and a low of 462 credits. During the past year (Summer 2 2022 through Summer 1 2023), an average of 10 new students enrolled in the BBA each session. Direct marketing of the program may increase enrollment.

## **Recommendations, Future Goals, and Implementation Schedule**

### **Recommendations**

#### **Internal:**

1. Revise courses to align with industry demand for digital literacy, including the ethical use of generative AI technologies.
2. Develop further assessments that encourage students to think critically about and apply a Christian worldview/Redesign the curriculum to improve faith integration proficiency.
3. Hire a full-time faculty member to provide visibility and support for the BBA degree program.
4. Reestablish an advisory council with industry experts to gather insights and recommendations for curriculum changes.
5. Create an online learning community through a faculty/peer mentoring program.
6. Establish a student advisory board to gather insights and recommendations for curriculum changes.
7. Establish scholarship goals for adjunct faculty.
8. Examine student survey and outcome data and student advisory council insights to improve the student learning experience and create an annual evaluation plan.
9. Offer certifications that align with industry standards.

10. Develop a systematic process for collecting information from alumni to determine how well the program prepared the students for careers or advanced study.

Recommendations one, two, and three are included in the future goals and recommendations section below. Recommendations four, five, six, and nine are not exclusive to the BBA degree program and should be considered for all business and leadership degree programs. Recommendations seven and eight are outside the scope of the BBA Program review process.

External:

1. Professional development for all faculty members
2. Synchronous sessions/office hours via ZOOM.
3. Offer “coffee chat” sessions with administrators to review major assignments.
4. Utilize templates and recorded videos as resources for more challenging assignments.
5. Revise the program to keep up with current trends.
6. Develop assessments to improve student mastery of faith integration learning outcomes.
7. Redesign curriculum to address any PLO/CLO misalignment and to improve the annual PLO assessment results (Five out of six PLOs failed).
8. Exit interviews with students to identify reasons for withdrawing from a course or program.
9. Create a faculty/peer mentorship program.

The External Reviewers’ recommendations, one through four, exist as a part of the current BBA curriculum; recommendations five, six, and seven are included in the goals below, and the remaining recommendations are outside the scope of the BBA program review.

### **Future Goals/Implementation Schedule (Recommendations and Planned Implementation Dates**

The Program Review Committee evaluated internal and external recommendations and identified critical goals for improving the curriculum to achieve program learning outcomes.

Goals:

1. Update the BBA curriculum by the end of the academic year 2025-26.
  - a. Revise the curriculum to address the industry demand for digital literacy and the ethical use of AI.
  - b. Revise the courses with mastery assignments associated with PLOs 1-5, including SCHM 300, BUSN 310, BUSN 450, BUSN 460, and BUSN 480. BUSN 460 includes the mastery assignment for faith integration and will be revised to improve proficiency in applying a Christian worldview.
  - c. Add a seventh PLO to separately address oral and written communication skills.
2. Hire a full-time faculty member to provide visibility and support for the BBA degree program (completed FA 1, 2023).

## Conclusion/Final Comments

The curriculum, practices, process, and resources align with the program goals, and the BBA PLOs align with the university's Institutional Outcomes, General Education Outcomes, and WSCUC Core Competencies. However, the program learning outcomes are not being achieved. All PLOs (1-5) failed except PLO 6. However, the data for grades in all BBA courses from 2019-2022 shows that 73.32% of the grades awarded for this period are in the range of As, Bs, Cs, and Ds, suggesting a high percentage of students pass their courses. There are no significant disparities in retention rates based on race, but the course pass rate for Blacks/African Americans (61%) and Hispanics (69%) is lower than the average (71%) and significantly lower than that of whites (76%), Asians (79%), and Native Hawaiian or other Pacific Islander (82%). Faculty should be aware of these disparities and encourage all students to use the available tutoring resources.

The Program Review Committee's goals include revising the curriculum to address the industry demand for digital literacy and the ethical use of AI and a major revision of courses with mastery assignments associated with PLOs 1-5.