



# CAL MARITIME

## ANNUAL PROGRAM REPORT

1. SELF-STUDY ( >>BD Tc -0T TcG1T[0made great strides in creating and at had a stable set of program learning outcomes and operational associated rubrics and target achievement r

The student learning outcomes were updated in 2017-18 in accordance with WASC guidelines, ie. to ensure that we are able to assess information literacy at the mastery level.

One goal that we hope to finally accomplish by the end of this year is creation of a strategic plan for the department, as per IACBE guidelines. AY 2019 is the year of our IACBE accreditation study, with the site visit to follow in Spring 2020. IACBE guidelines for assessment changed in 2017 and our immediate task is to ensure that our new outcomes assessment plan is aligned with the new guidelines.

### B. Program Changes and Needs

Report on changes and emerging needs with relation to a) curriculum and b) resources (including faculty space, equipment).

The IBL program grew rapidly from 2011 to 2016 enrollment increased 42% with no accompanying increase in the number of fulltime faculty. In 2017 total enrollment grew slightly but the number of incoming students declined. We believe that years of resource constrained growth and ever increasing class sizes have had an adverse impact on the quality of education we are able to provide our students and this in turn has led to enrollment growth tapering off.

We appreciate the opportunity to add two tenure track faculty in the last two years and we hope to be able to add to the ranks of tenured/tenure track faculty in AY 2019-2020. We are optimistic that increases in the number

tenured/tenure-track faculty will have beneficial effects on the service obligations and teaching loads of all faculty.

Student Faculty Ratios and Class Size

In Fall 2017 the student faculty ratio (SFR) for IBL increased further to 34.3. According to the Common Data Set the student faculty ratio for the campus as a whole was 14:1. So the IBL SFR was more than double the institutional SFR. In April 2018, IBL SFR was 30.3 as compared to an institutional average of 17.4.

Average class sizes are also approximately double the institutional average (33.6 vs 18.6) upper division classes in IBL being *more than double* the average upper division class at Cal Maritime. Further the average upper division class size was in the teens for all but one other program (GSMA with an average of 24.2).

Admissions standards are higher for impacted programs than they are for GSMA. Anecdotal evidence suggests that an increasing number of our students are not adequately prepared for college. This is

## 2. SUMMARY OF ASSESSMENT (Approx 500 words)

### A. Program Student Learning Outcomes

PLO 1: Students will demonstrate knowledge of business principles in the areas of Accounting, Business Law, Business Leadership, Economics, Ethics, Finance, Information Management Systems, International Business, Marketing and Quantitative Research Techniques.
PLO 2: Students will demonstrate teamwork and leadership skills.
PLO 3: Students will demonstrate effective professional communication skills.
PLO 4: Students will be able to apply business-related quantitative methods and tools to make effective business decisions.
PLO 5: Students will be able to identify, evaluate, and appropriately share information resources in support of their business decisions.
PLO 6: Students will demonstrate knowledge of the global business environment and develop intercultural competencies necessary to conduct business in a global context.

### B. Program Student Learning Outcome(s) Assessed

PLO 1: Students will demonstrate knowledge of

**Exit Exam:**

The target performance level was met for all areas except for Accounting. This information has been shared with the instructor for the course and he is currently working on making a few 'tweaks' enhanced to promote better understanding and retention of Accounting concepts.

**Senior Survey**

Students expressed rising dissatisfaction with various aspects of the business program including the lack of maritime focus, the lack of rigor, large class sizes and the lack of experiential learning opportunities.

Please see attached Public Disclosure of Student Learning Results as required by the I