CAL MARITIME

ANNUAL PROGRAM REPORT

Academic Program	International Business and Logistics
Reporting for Academic Year	AY 2015-16
Department Chair	Nipoli Kamdar
Date Submitted ***Forms are submitted in fall term following the academic year under review**	December 6, 2016

1. SELF-STUDY (Approx. 500 words)

Please present any planning goals from the last comprehensive Program Review, and report on progress toward achieving these goals.

Our last comprehensive review was completed in AY 2013-14 in preparation for our application for reaffirmation of accreditation by the IACBE. We are pleased to report that we were accredited with 0 notes and 0 comments which the IACBE characterized as a rare occurrence.

The IBL program has made great strides in creating and executing an outcomes assessment plan that will help IBL realize its mission and broad-based goals. We have a stable set of program learning outcomes and operational outcomes, a clear plan of assessment with associated rubrics and target achievement rate.

One goal that we are currently working on is the development of a formal strategic plan for the IBL program. This is something that we planned to do in AY 2015-16 but then decided to postpone until the completion of the University's strategic plan. While that has now been completed we are still in flux due to the reorganization of the Academy into three different schools.

The IBL program used to be housed in the Department of Maritime Policy and Management (MPM) along with the program in Global Studies and Maritime Affairs (GSMA) but in 2017-18 or 2018-19 MPM will be split into two departments –IBL and GSMA. IBL will be grouped with the Department of Marine Transportation and the Department of Naval Sciences into one school. Each school is expected to draft its mission and vision statement and it seems appropriate to develop the IBL plan in conjunction with the plans for the three schools.

B. Program Changes and Needs

The IBL program has been growing rapidly and **enrollment growth has long outstripped resource growth.** Over the last five years, enrollment has increased 42% with <u>no</u> accompanying increase in the number of full-time faculty. The program urgently needs additional resources; primary among these is an increase in the number of tenured and tenure-track faculty. We appreciate the fact that we have been granted one additional tenure-track faculty position for 2017-18 but would argue that we need at least one additional position at a minimum.

Class size for most business classes has been steadily increasing.
The Student faculty ratio is 33:1, which is almost twice the student faculty ratio of other departments (average SFR is 17:1 for non-MPM programs). The average class has 37 students, which is again almost twice the non-MPM average class size of 19.67.

Not only are the faculty teaching larger and larger classes, but they are also teaching a large variety of courses because we are spread so thin. It is not unusual for business faculty to have four different course preparations every semester. We expect enrollment growth to alleviate this problem as we begin to offer multiple sections of several courses. However, we still have faculty with four different course preparations in AY 2016-17.

I should also note that advising loads have also grown alongside class sizes. On average, each of us has approximately 55 advisees, many of whom are URM, first generation, or not college ready –in other words populations that need and benefit from extra attention. We also have far more transfer students than any of the other majors.

We need help with advising. We need help with teaching. We need office space to staff the faculty we hire. It is a testament to the hard work and commitment of current IBL members that despite the adverse conditions, we have more than doubled the number of graduates. Five years ago we had 17 students graduate, in spring 2016 that number was 43. However the current workload is unsustainable.
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2. **SUMMARY OF ASSESSMENT** (Approx 500 words)

A. Program Student Learning Outcomes

PLO 1: Students will demonstrate knowledge of core business principles in the areas of Accounting, Business Law, Business Leadership, Economics, Ethics, Finance, Information Management Systems, International Business, Marketing, Management 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 use technological tools and demonstrate critical thinking and quantitative reasoning skills to make effective and consistent business decisions.
PLO 5: 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 core business principles in the areas of Accounting, Business Law, Business Leadership, Economics, Ethics, Finance, Information Management Systems, International Business, Marketing, Management 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 use technological tools and demonstrate critical thinking and quantitative reasoning skills to make effective and consistent business decisions.
PLO 5: Students will demonstrate knowledge of the global business environment and develop intercultural competencies necessary to conduct business in a global context.

C. Summary of Assessment Process

Please see the attached document which lists the PLOs, assessment instruments (at least one direct and one indirect instrument for each PLO), associated rubrics and targets. All PLOs are assessed every year.

D. Summary of Assessment Results

Summarize assessment results, with interpretations of the most significant findings and recommendations for program improvements (e.g., changes in course content, course sequence, student advising). What are your assessment plans for the coming year, including revisions to the program's assessment process (e.g. add direct assessment, expand sample of student participants in indirect assessment)? Please see attachment for assessment results.

Our primary challenge at the moment is to ensure that a much larger percentage of graduating students actually complete the exit exam and the student survey. Business faculty are currently working on means to incentivize students to take the exit exam and take it seriously.

3. STATISTICAL DATA

Statistical data is meant to enhance and support program development decisions. These statistics will be attached to the Annual Report of the Program Unit. This statistical document will contain the same data as required for the five-year review including student demographics of majors, faculty and academic allocation, and course data.

Program	2015-16
A. Students	
1. Undergraduate	170
2. Postbaccalaureate	0
B. Degrees Awarded	43
C. Faculty	
Tenured/Track Headcount	
1. Full-Time	3
2. Part-Time	0
3a. Total Tenure Track	
3b. % Tenure Track	42.9
Lecturer Headcount	
4. Full-Time	1
5. Part-Time	3
6a. Total Non-Tenure Track	4
6b. % Non-Tenure Track	57.1
7. Grand Total All Faculty	7
Instructional FTE Faculty (FTEF)	
8. Tenured/Track FTEF	2.6
9. Lecturer FTEF	2.0
10. Total Instructional FTEF	4.6
Lecturer Teaching	
11a. FTES Taught by Tenure/Track	70
11b. % of FTES Taught by Tenure/Track	45
12a. FTES Taught by Lecturer	84
12b. % of FTES Taught by Lecturer	55
13. Total FTES taught	154
14. Total SCU taught	2316
D. Student Faculty Ratios	
1. Tenured/Track	26
2. Lecturer	42
3. SFR By Level (All Faculty)	33
4. Lower Division	36
5. Upper Division	31
E. Section Size	
1. Number of Sections Offered	21
2. Average Section Size	37
3. Average Section Size for LD	40
4. Average Section Size for UD	34

6. LD Section taught by Tenured/Track	4
7. UD Section taught by Tenured/Track	7
8. GD Section taught by Tenured/Track	11
9. LD Section taught by Lecturer	6
10. UD Section taught by Lecturer	4