

Business Administration

SUMMARY OF IDENTIFIED ISSUES

A wide variety of issues were discussed at the regional and state meetings. California community college faculty were particularly concerned with different lower-division foundation requirements among CSUs within their service area. They consistently indicated a willingness to conform to CSU needs, but the CSU needs to speak with one voice. UC Berkeley has a relatively small number of business transfers (70/year). They are interested in communication with discipline faculty in the other segments but are unlikely to change their curriculum. Some faculty felt it would be worthwhile to explore a course similar to the Introduction to Business courses at Berkeley and San José State. CSU faculty expressed a range of opinions on a variety of issues. Some felt that alignment would be a good idea, others had reservations about changing their campuses' curricula, the loss of control, etc. Most did agree that students should be assisted in making transfer requirements clear.

IDENTIFIED TRENDS/FUTURE DIRECTIONS

The changes/trends discussed revolved around curriculum and pedagogy. By the statewide meeting, it was clear that most faculty believe a focus on skills and competencies was needed and perhaps more important than focusing on content. Economics seems to be the most stable of the lower-division content areas. The mathematics required at most campuses is trending to finite mathematics, although even the business calculus courses offered at several campuses seem to be primarily finite mathematics, with some calculus topics. Statistics courses are utilizing the computer to a much greater extent, and increased attention should be paid to hypothesis testing and regression. It was felt that some computation was still needed but that it should be included only to the extent it fosters intuitive understanding of issues such as variation. Accounting, as a field of study, has undergone dramatic changes. The discipline groups have been out in front in terms of curriculum development. Attention needs to be paid to keeping the curriculum up-to-date. The definition of computer literacy is changing rapidly.

COMMENTS FROM STATEWIDE MEETINGS AND THE GENERAL FIELD

- ▶ Skills such as giving effective presentations, effective business writing and critical thinking/analysis are more important than content—many faculty members.
- ▶ Community colleges will accommodate any curricular changes the CSU indicates it wants/needs—community college faculty from across the state.
- ▶ One of the reasons some courses are taught at the upper-division is that it allows us to have control over content, coverage, rigor, etc.—some CSU faculty.
- ▶ We have failed to take into account the work done by the accounting discipline in the curricular area—accounting faculty attending the statewide meeting.

- ▶ Having a target common core is desirable—most faculty. Getting our campus to change will be difficult—many CSU faculty.
- ▶ Several variations on “I don’t exactly know why we do it that way,” “maybe its time we looked at that again,” “perhaps this project will give me some ammunition,” etc—several CSU faculty across the state. These comments may indicate that the more progressive members of the faculty attended the meetings and that even very desirable changes will necessitate a selling effort.
- ▶ This target core curriculum is great, but it should not be mandated—lead discipline faculty and most other faculty at one time or another.
- ▶ Any core curriculum approved must include a process for oversight and revision—most faculty.

RECOMMENDATIONS FOR THE DISCIPLINE

- ▶ Form an intersegmental business articulation committee.
- ▶ Approve a final iteration of the so-called “Strawman” curriculum document as target for lower division articulation in business.
- ▶ Examination of the introduction to business course for potential inclusion.
- ▶ Development of a computer literacy statement.
- ▶ Exploring the possibility of a “math for managers” course that adds some calculus topics to a tradition finite mathematics course.
- ▶ Review of existing courses for compliance with transfer curriculum requirements.
- ▶ Ongoing review of courses.
- ▶ Periodic review and revision of the core curriculum.

RECOMMENDATIONS FOR SUPPORT COURSES

Very few recommendations for economics have been developed at this point. However, considerable attention was given to mathematics. It was felt that the finite mathematics and statistics courses should be adapted to more closely align with a business core description since other majors outside of business and economics taking those courses would likely benefit and would be unlikely to voice any protest.

TOPICS FOR FURTHER DISCUSSION

If a model core curriculum is recommended, the content of the core courses needs to be finalized. Computer literacy, economics and finite mathematics need particular attention.

RECOMMENDATIONS TO BE FORWARDED TO

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The CANning process should include more than topical coverage. Pedagogy and student outcomes may be just as important as a listing of topics.

ASSIST, CIAC

None.

IMPAC OUTREACH PRESENTATIONS MADE BY MEMBERS OF THIS GROUP

ORGANIZATION	DATE/PLACE	PRESENTER'S NAME	NUMBER PRESENT
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