

Revision Plan for BBA Business Administration

4/22/11

NSU Programs to revise (with a two year period to meet expectations/criteria clearly defined as part of the revision plan that will be developed for each of those programs during the coming spring, consider delivery, location and limited resources):

- **BBA- Business Administration**
 - a. Advise against it
 - b. Combine with General Management

Revision plan:

Spring 2011 – faculty advisors have been asked to discuss alternative majors with advisees

Fall 2011 – committee to be formed to evaluate potential for combining with General Mgmt and develop curriculum proposal, however it should be noted that the BADM program uses no resources as all of the classes are used in other majors. It would be acceptable to maintain it as a service for students who truly do not need a job-oriented major.

Spring 2012 – curriculum changes (if deemed necessary) to be submitted to CEPC

BBA-Finance

Problem:

The number of majors in 1280 - Financial Management has decreased.
This is not a trend seen in other peer-type institutions

Possible Cause(s):

- 1) Strategic problems - Students complete the prerequisites for FIN 3213 too late in their academic career to consider a Finance Major
- 2) Recruiting problems -
 - 2.1) Students, in their initial contact with a finance professor, are not met with a dynamic, charismatic personality
 - 2.2) Students, prior to taking business core classes, are counseled by peers or others against the Finance Major
 - 2.3) The quality of student necessary to excel in Finance is not being recruited to our University
 - 2.4) Students are majoring in accounting, rather than Finance (A significant number of students taking Finance classes are accounting majors. The Finance core classes, without the majors, serves as a necessary set of electives for accounting majors seeking a CPA license.

Responses to Causes:

- 1)
 - a) Examine the four-year plans, and 2+2 agreements we have with community colleges to determine if this is systematic for transfer students.
 - b) Determine if the College strategies classes make clear the importance of completing the accounting and econ sequence prior to the end of the sophomore year.
 - 2.1) Hire Finance Faculty that are not curmudgeons
 - 2.2) Since Personal Finance is now a General Education Life-Skills choice, freshmen should learn finance skills early; this may, in time, offset peer influence.
 - 2.3) Develop a recruiting letter for Accounting and/or Finance, obtain contact information of students with ACT scores meeting a criteria, and send personal invitations.
 - 2.4) Develop and market a model Dual-Degree plan for Accounting /Finance majors which satisfies the CPA exam requirements at the undergraduate level.

Specific action steps:

- 1) Communicate personally with every declared Finance Major, and particularly with those who have indicated an interest, but have not completed the acct/econ sequence.
- 2) Develop and market a model Dual-Degree plan for Accounting /Finance majors satisfying the CPA exam requirements at the undergraduate level.
- 3) Develop and distribute a marketing brochure for the Finance majors explaining the degree and its career possibilities.
- 4) Create an advisory board of Finance alumni to advise the program and provide opportunities for majors and students considering the major to meet with financial professionals.

Quantitative evidence that the plan has worked:

- 1) A majority of transfer students and a majority of have completed the requirements for FIN 3213 when enrolling as juniors,
- 2) A majority of business majors take FIN 3213 prior to completing 75 semester hours.
- 23) Enrollment in Finance core classes consistently exceeds 15 students on both campuses.

College of Business and Technology
MS – Industrial Management

M.S. Environmental, Health and Safety Management

This program has replaced the M.S. Industrial Management program which was identified as a bottom tier program. The number of majors and graduates has been low for several years largely because of the decline in manufacturing industries in the region. The department believes that the restructured program will attract more students as it primarily serves adults looking for career change and the environmental and safety management career fields are growing.

The department will track enrollment, graduation and placement trends over the next two years to see if the revised program is more successful at attracting students.