



COMMITTEE ON ACADEMIC PLANNING AND REVIEW RUBRIC FOR ANNUAL PROGRAM REPORT REVIEW

History: 08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

Read the Annual Report submitted by the program by visiting the Five-year Reviews and Annual Reports by Department page on the Academic Senate website; find the CAPR document that pertains to the last five year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2015-16
PROGRAM: Masters' in Business Administration (MBA)
LAST FIVE-YEAR REVIEW: 2013-14
NEXT FIVE-YEAR REVIEW: 2018-19

CAPR REVIEW AND RECOMMENDATION DOCUMENT: (i.e. 13-14 CAPR 22 on Five-year Reviews and Annual Reports by Department webpage)

1. Does the Annual Report have a self-study (one page)? Yes [X] No []

1a. Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program's defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals? Yes [X] No []

- CBE established a new set of faculty qualification standards based on AACSB's 2013 standards. The aim is for meeting ratios specified by AACSB for percentage of classes taught by faculty who meet the standards.
A draft report documenting CBE's achievements since Fall 2012 was prepared for AACSB's accreditation visit in October 2017.
The MBA with Options program (Hayward, state-side, evening program with seven option choices) experienced significant growth since its last review. (Note that this program had been shrinking over the five years before 2013, as stated in CBE's last 5-year Review Report.)
The One Year Intensive MBA and MBA for Global Innovators programs, started in 2010 and 2011 respectively, continue.
The MBA programs tried to increase its experiential learning component in the curriculum by developing projects that connect the community to the classroom. The report provides a handful of examples of how they did this.

1b.

Does the Annual Report provide information on the program's assessment processes? – does it provide information indicating the results of the program's assessment efforts and/or efforts to further develop its assessment efforts?

Yes No

1c.

Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc?

Yes No

- It did not give detailed progress on all the programmatic needs areas, but only for curricular changes and faculty qualification standards.
- Regarding curricular changes, it noted their efforts to increase experiential learning into their courses.
- Regarding faculty qualification standards, a new set of standards was established in preparation for AACSB accreditation visit in Oct. 2017, with no details on the content of the new standards.
- CSUEB MBA was rated a best MBA program by Princeton Review in 11 consecutive years in 2015-16 and a Tier 1 MBA program by CE'O Magazine in 2016.

2.

Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?

Yes No

Please identify whether the following information is identifiable:

Which student learning outcome was assessed:

Yes No

What assessment instrument(s) were used to measure this SLO:

Yes No

What participants were sampled to assess this SLO:

Yes No

What assessment results were obtained, highlighting important findings from the data collected:

Yes No

How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed:

Yes No

2a.

Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study?

Yes No

Key points:

The assessment plan was not included in CBE's 5-year program review report. The report, in Appendix 4 ("6th Year Maintenance of Accreditation Report volume 1"), described a new Assessment of Learning (AOL) strategy designed and started in 2013-2014. However, the report is missing Appendix 5 ("6th Year Maintenance of Accreditation Report volume 2"), which is listed in the table of contents and supposed to show a detailed assessment plan within their new AOL strategy.

2b.

Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months?

Yes No

Key points:

The Annual Report does not describe changes made to the assessment plan but summarizes assessment results for eight SLO and actions taken in response to the results for each SLO from 2013-2016.

3.

Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes No

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes No

3b. Student level of majors?

Yes No

3.c Faculty and academic allocation?

Yes No

3.d Course data?

Yes No

3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)?

Yes No

(see 4. below for details if Yes).

4.

In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested?

Yes No

Comments: