



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College of Business and Economics
Bachelor of Science in Business Administration (BSBA)

Program Director: Xinjian Lu

Reporting for 2015-2016 Academic Year

Submitted January 30, 2017

1. Self Study

The CAPR document that pertains to the last five year review for all CBE programs is 13-14 CAPR 23, which can be found at: <http://www.csueastbay.edu/faculty/senate/files/docs/capr/13-14-capr/13-14-docs/13-14-capr-23-cbe-5yr-capr-rpt.pdf>. 13-14 CAPR 23 concluded that “CAPR recommends continuation of the programs in CBE without modifications.”

As part of CBE’s effort to maintain its AACSB accreditation, CBE established a new set of faculty qualification standards, based on AACSB’s 2013 standards. Faculty qualifications are reviewed and determined every year. The AACSB review team is scheduled to visit the College in October 2017. A draft report that comprehensively documents CBE’s achievements since Fall 2012 has been prepared.

As with all other programs in CBE, the percentages of BSBA classes taught by faculty who meet AACSB standards must reach the ratios specified by AACSB. These ratios ensure quality of instruction in BSBA classes.

In Fall 2015, the revised BSBA became effective. The revision was an effort to comply with SB 1440. The 16-unit “core elective” requirement was replaced with 4-unit addition to the upper-division core, and 8-unit addition to each option.

The BSBA program was declared impacted. The impactation was removed 2 years ago. With the removal of the impactation, the number of students majoring in BSBA is gradually increasing.

The College continues to offer the BSBA degree in 3 locations: Hayward (state-side), Concord (state-side), and Online (self-support).

In 2015-16, CBE transformed the BSBA program to the semester program. The BSBA for semester program has been approved by the president’s office, and is currently with APGS for final review and export to the Fall 2018 catalog.

2. Summary of Assessment Results:

SLOs	Instrument	Sample	Results	Actions Taken
Functional Knowledge	Capsim Simulation Exam	236 BSBA students in capstone course	39% above 70% benchmark	<p>(2013) Piloted in BSBA program. Weekly faculty, CBE staff, & Capsim meetings to address issues & discuss implementation by faculty across sections and methodologies/techniques.</p> <p>(2014) Faculty worked with Capsim and CBE staff to better integrate program into course.</p> <p>(2014) Capsim representatives visit CSUEB to assist faculty with better integration in class; Staff sent to Chicago for more in-depth training to support faculty.</p> <p>(2015) Adjusted benchmarks to better gauge student proficiency levels.</p> <p>(2015) Implemented in-class presentations at beginning of each class providing overview of simulation to get students up and running.</p> <p>(2015) Better logistical processes for implementation.</p> <p>(2016) Suggested required lab time for all sections so students and faculty can utilize available computers.</p>
Knowledge Integration	Capsim Simulation Exam	236 BSBA students in capstone course	46% above 70% benchmark	
Quantitative Literacy	Student Assignment	60 BSBA students in core quantitative course	55% meets/exceeds	<p>(2016) Conducted faculty meetings to discuss possible improvements.</p> <p>(2016-2107) Increased work with SCAA to use more supplemental instruction.</p> <p>(2016-2017) Created "TutorHub" online for advanced students to apply as tutors and/or TAs in targeted quantitative classes with high failure rate.</p>
Use of Tech	Student Assignment	35 students in core quantitative course	83% meets/exceeds	
Oral Communication	Student Presentations	15 Groups and 10 Individuals in capstone course	93% meets/exceeds	<p>(2013) Replaced rubrics with new faculty selected rubrics for assessment.</p> <p>(2014) Piloted oral communication workshops led by CBE faculty and external consultants. Began with small group of 30 students to test for effectiveness.</p> <p>(2015) Expanded Oral communication workshops to target more students.</p> <p>(2015) Workshops transferred to Career Center to scale up.</p> <p>(2016) Used faculty in other courses to assess oral communications, thereby assistant teaching faculty with workload.</p> <p>(2016) Plans for new communication course under semester conversion.</p>
Written Communication	Writing Assignment	16 BSBA students in core course	62% meets/exceeds	<p>(2016) Writing Associate Program embedded tutor in course – project with SCAA.</p> <p>(2016) New communication course proposed</p>

				for unit conversion.
Teamwork	Group Projects	65 BSBA students in capstone course	68% meets/exceeds	See actions listed under “Functional Knowledge” and “Knowledge Integration” (2016) Suggest required lab time for all sections so students can better work in groups
Ethics	Writing Assignment	25 BSBA students in core qualitative course	80% meets/exceeds	Integrated new required ethics course.

*Some items listed include actions taken prior to latest round of requested assessment conducted. Information included for context.

3. Statistical Summary (as of Fall 2015)

a. Student demographics of majors

Gender	State-side BSBA Program	Self-support online BSBA Degree Completion
Female	831	187
Male	1003	130
Ethnicity		
Asian	578	73
Hispanic/Latino	408	48
White	305	121
Black	128	15
Two or More Races	87	36
Hawaiian/Other Pacific Island	12	3
American Indian	5	2
Not Reported	311	19
Total	1834	317

b. Student level of majors

	State-side BSBA Program	Self-support online BSBA Degree Completion
Freshman	256	12
Sophomore	102	2
Junior	542	98
Senior	934	205

c. Faculty and academic allocation

The BSBA (Bachelor of Science in Business Administration) program requires courses offered by all 4 departments in CBE, and thus is a college-level degree program. Accordingly, the data presented here are college-level data. As of Fall 2015, CBE's tenured/tenure-track faculty and their rank are as follows:

Full professors (including dean, associate dean, and department chairs)	23
Associate professors	18
Assistant professors	16
Faculty in FERP program	6

CBE also had 3 full-time lecturers and 30 part-time lecturers.

d. Course data

The data presented here are also college-level data for the BSBA program:

Total Number of Sections Offered for BSBA	143
Average Section Size	42.9
Average Section Size for LD	51.5
Average Section Size for UD	41.6
LD Section taught by Tenured/Track	12
UD Section taught by Tenured/Track	85
LD Section taught by Lecturer	3
UD Section taught by Lecturer	43