



ANNUAL PROGRAM REPORT

College	College of Business and Economics (CBE)
Department	Dean's Office
Program	B.S. in Business Administration (BSBA)
Reporting for Academic Year	2016-2017
Last 5-Year Review	2013-2014
Next 5-Year Review	2018-2019
Department Chair	Eric Fricke (Director of Undergraduate Programs)
Date Submitted	10/27/2017

I. SELF-STUDY

A. Five-Year Review Planning Goals

1. Scholarship
 - 1.1 Explore possible ways of converting PQ and "Other" faculty to AQ category
 - 1.2 Explore the possibility of increasing faculty research support
 - 1.3 Explore new sources of research funding
2. Educational Programs
 - 2.1 Reinvent the MBA program- for example, identify niches, create brand identity, etc.
 - 2.2 Strategically examine International Programs
 - 2.3 Build real world experiences for students and faculty; for example, guest speakers, internships, projects, and student clubs
3. Internal Operations
 - 3.1 Address facilities and teaching support
 - 3.2 Address networking system
4. People
 - 4.1 Retain and maintain equity for senior and junior faculty
5. External Relations
 - 5.1 Reactivate Advisory Board of Bay Area leaders

B. PROGRESS TOWARD FIVE-YEAR REVIEW PLANNING GOALS

1. Scholarship
 - 1.1 In 2013, our accrediting organization, AACSB, altered its categorization of faculty from AQ, PQ and Other to SA, PA, IP, SP and Other with the goal of increasing the opportunities for faculty who are professionally qualified through engagement with outside industry. AACSB limits the proportion of faculty not active in research or professional engagement activities that can we use in teaching courses. The

classification system change has allowed us to move some faculty from the Other category to PA, IP, or SP. We will, however, continue to explore ways of converting more faculty who are classified as Other through research support and encouragement of professional engagement activities.

1.2 Faculty research support has been increased from \$2,000 to \$2,500 per faculty effective 2017-2018.

1.3 We are continuing to explore potential new sources of research support.

2. Educational Programs

2.1 The MBA program has been rebranded as the MBA with Options. This flexible program taught in Hayward offers students the ability to specialize in different areas and take classes part-time or full-time. We also offer two, focused cohort-based programs: the One-Year MBA program taught at our Oakland campus and the MBA for Global Innovators program taught in San Ramon.

2.2 The Moscow MBA program has been discontinued, while an international study trip is now offered through the MBA for Global Innovators program. International program opportunities will continue to be examined.

2.3 Various guest speakers continue to be brought to campus to enlighten students and faculty about external issues. Our career development office promotes these speakers with the “Dine with an Alum” program. In addition, our “Meet the Firm” event was most recently attended by almost 40 firms and 180 students with internship opportunities a key part of that event. Student clubs have expanded with a Real Estate club and a Business Analytics club, but student projects using industry partners continues to be developed.

3. Internal Operations

3.1 The computer lab in VBT 221 has been upgraded to the Finance Trading Lab which including investment portfolio simulation software and interactive financial market information monitors.

3.2 The networking system has been stabilized, but automatic back-up of faculty and staff computers may need to be addressed at a broader level in the future.

4. People

4.1 Senior faculty are able to earn a course reduction for meeting minimum levels of research productivity and service work. Junior faculty have the potential for new-hire course reductions to jumpstart their research agenda.

5. External Relations

5.1 The CBE Advisory Board of Bay Area leaders has been reactivated and has provided valuable programmatic feedback and support to our college.

C. Program Changes and Needs

Overview: Going forward efforts will be focused on improved student outcomes including graduation rates, external engagement and job placements. In addition, improved computer labs that are designed for lecturing with capacities of 55 students will become more of an issue as we push technology into more and more classes.

Curriculum: Our curriculum has undergone recent changes to improve graduation rates while maintaining program quality. Our BSBA General Management and Entrepreneurship options have been made more flexible by increasing the pool of potential courses that students can choose from to complete their option.

The Digital Proficiency Requirement has been removed from the BSBA program. The requirement forced many students to take an additional course to graduate. No other programs at CSUEB or nationally-ranked BSBA schools had a similar requirement. Area community colleges no longer require the course that fulfilled this requirement.

Students: Our students need improved teamwork and oral and written communication skills. We are incorporating a new course to address this issue starting Fall 2018. In the future, we may need to provide more opportunities to help our students develop their skills needed to succeed in the workplace.

Faculty: Continuing to ensure the financial health of the college will be important to sustain funding for faculty research and student assistance and engagement related activities.

Staff: Keeping our Undergraduate Advising Office properly staffed as we transition into semesters will be very important.

Resources: Our program needs to continue to improve the computer lab facilities by redesigning the layout to improve the effectiveness of lecturing. Previous improvements only addressed certain hardware and software needs. The next step will be to make it so all students are pointed in the same direction and facing the professor. Currently students face in opposite directions and at different ends of a long room, making lecturing and following lectures difficult. The upgrading of labs would also need to increase current room capacities to 55 students.

Assessment: Continuing to improve our assessment and assurance of learning processes will be important to improving the quality of our programs and outcomes for our graduates. Key issues will be increasing the involvement of more faculty to increase the sample size of our assessments and to enhance the quality and impact of our improvements resulting from assessment data.

Other: N/A

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

PLO 1: Recognize and integrate foundation knowledge across functional areas.

PLO 2: Apply critical thinking skills to solve business problems. (ILO 1: Thinking & Reasoning)

PLO 3: Understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

PLO 4: Apply technology to analyze data and provide solutions to business problems.

PLO 5: Apply effective oral communication skills in a diverse and global environment.

PLO 6: Apply effective written communication skills in a diverse and global environment. (ILO 2: Communication)

PLO 7: Apply effective team skills to work in a diverse and global environment.

PLO 8: Identify and assess ethical issues and properly articulate ethical decisions.

B. Program Learning Outcome(S) Assessed

CBE underwent a complete assurance of learning system redesign in 2012-2013. As a result, multiple rounds of assessments were conducted as new processes and procedures were being implemented. Low sample sizes, logistical hurdles, and introducing additional faculty to assessment processes and procedures all contributed to the need for additional rounds of assessment. Moving forward, we plan on conducting two rounds of data collection for each learning objective for every 5-year cycle.

PLO 1: Recognize and integrate foundation knowledge across functional areas.

- A simulation-based exam called Comp-XM is used to assess this particular learning objective. The simulation has been incorporated into capstone courses and is part of the course material. As a result, data is gathered every quarter and aggregated over time for assessment purposes.

PLO 2: Apply critical thinking skills to solve business problems.

- A simulation-based exam called Comp-XM is used to assess this particular learning objective. The simulation has been incorporated into capstone courses and is part of the course material. As a result, data is gathered every quarter and aggregated over time for assessment purposes.

PLO 3: Understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

- Round 1 Assessed in Spring 2014; Round 2 in Winter 2016; Round 3 in Spring 2016

PLO 4: Apply technology to analyze data and provide solutions to business problems.

- Round 1 Assessed in Spring 2014; Round 2 in Winter 2016; Round 3 in Spring 2016

PLO 5: Apply effective oral communication skills in a diverse and global environment.

- Round 1 Assessed in Spring 2013; Round 2 in Winter 2015; Round 3 in Spring 2016; Round 4 in Spring 2017

PLO 6: Apply effective written communication skills in a diverse and global environment.

- Round 1 Assessed in Winter 2015; Round 2 in Winter 2016; Round 3 in Winter 2017; Round 4 in Spring 2017

PLO 7: Apply effective team skills to work in a diverse and global environment.

- Round 1 Assessed in Winter 2015; Round 2 in Spring 2016; Round 3 in Spring 2017

PLO 8: Identify and assess ethical issues and properly articulate ethical decisions.

- Round 1 Assessed in Spring 2013; Round 2 in Spring 2015; Round 3 in Spring 2016

C. Summary of Assessment Process

Instrument(s): CBE measures each student's work using a rubric, which lists certain parameters or traits on which to assess the student work. Each work is then scored on each rubric trait as "below expectations," "meets expectations," or "exceeds expectations" (rubrics may have more scoring categories depending on faculty desires) relative to a benchmark level of performance

agreed upon by the faculty. As programs undergo revisions, rubrics are revised and/or modified with faculty consultation for effectiveness. To download the rubrics for BSBA, click [here](#).

Sampling Procedure / Sample Characteristics: CBE follows the guidelines set by our discipline-specific accreditation body, AACSB, when it comes to sampling. AACSB requires a “statistically significant” sample, as defined by the college. That being said, CBE has made efforts to increase sample sizes where they have been historically low. Overtime, as we continue to develop our assurance of learning system and continue to work towards creating a culture of assessment throughout the college, we hope to involve more and more faculty in our assessment activities. This will allow us to steadily increase sample sizes (where they are low) over time. Where sample sizes are sufficient, an increase in the number of participating faculty will allow for a reduction in the number of assignments assessed by any one individual faculty, making the overall workload more manageable.

Data Collection: Each quarter or semester, the Assurance of Learning (AOL) Manager contacts the Department Chair where faculty are scheduled to do assessments in their courses. The Department Chair, with input as needed from the AOL Manager, will arrange for faculty to do assessments. These faculty members are responsible for using the pre-approved assessment measures (rubrics, test questions, etc.) as supplied by the AOL Manager.

Data Analysis: Faculty provide the results of their assessments to the AOL Manager within four weeks of the end of term. The AOL Manager then analyzes the assessment findings for each learning objective and prepares a report of the results that show, at a minimum, the number of students assessed and the percentage of students meeting or not meeting the benchmark by rubric trait.

D. Summary of Assessment Results

Main Findings:

PLO 1: Recognize and integrate foundation knowledge across functional areas.

- Data is gathered every quarter and aggregated over time for assessment purposes. (Click [here](#) for Capsim results report, see appropriate section for BSBA program)
 - Fall 2014, Winter 2015, Spring 2015, Summer 2015: 63.3% met expectations
 - Fall 2015, Winter 2016, Spring 2016, Summer 2016: 62.9% met expectations
 - Fall 2016, Spring 2017: 59.5 % of students met expectations.

PLO 2: Apply critical thinking skills to solve business problems.

- Data is gathered every quarter and aggregated over time for assessment purposes. (Click [here](#) for Capsim results report, see appropriate section for BSBA program)
 - Fall 2014, Winter 2015, Spring 2015, Summer 2015: 62.8% met expectations
 - Fall 2015, Winter 2016, Spring 2016, Summer 2016: 60.8% met expectations
 - Fall 2016, Spring 2017: 55.8 % of students met expectations.

PLO 3: Understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

- Round 1 Assessed in Spring 2014
 - 67% met expectations (Click [here](#), for assessment report)
- Round 2 Assessed in Winter 2016

- 55% met expectations (Click [here](#), for assessment report)
 - Round 3 Assessed in Spring 2016
 - 75% met expectations (Click [here](#), for assessment report)
- PLO 4: Apply technology to analyze data and provide solutions to business problems.
 - Round 1 Assessed in Spring 2014
 - 77% met expectations (Click [here](#), for assessment report)
 - Round 2 Assessed in Winter 2016
 - 83% met expectations (Click [here](#), for assessment report)
 - Round 3 Assessed in Spring 2016
 - 75% met expectations (Click [here](#), for assessment report)
- PLO 5: Apply effective oral communication skills in a diverse and global environment.
 - Round 1 Assessed in Spring 2013
 - Pilot assessment (Click [here](#), for assessment report)
 - Round 2 Assessed in Winter 2015
 - 67% met expectations (Click [here](#), for assessment report)
 - Round 3 Assessed in Spring 2016
 - 94% met expectations (Click [here](#), for assessment report)
 - Round 4 Assessed in Spring 2017
 - 68% met expectations (Click [here](#), for assessment report)
- PLO 6: Apply effective written communication skills in a diverse and global environment.
 - Round 1 Assessed in Winter 2015
 - 74% met expectations (Click [here](#), for assessment report)
 - Round 2 Assessed in Winter 2016
 - 62% met expectations (Click [here](#), for assessment report)
 - Round 3 Assessed in Winter 2017
 - 93% met expectations (Click [here](#), for assessment report)
 - Round 4 Assessed in Spring 2017
 - 68% met expectations (Click [here](#), for assessment report)
- PLO 7: Apply effective team skills to work in a diverse and global environment.
 - Round 1 Assessed in Winter 2015
 - 61% met expectations (Click [here](#), for assessment report)
 - Round 2 Assessed in Spring 2016
 - 68% met expectations (Click [here](#), for assessment report)
 - 79% met expectations online
 - Round 3 Assessed in Spring 2017
 - 57% met expectations (Click [here](#), for assessment report)
- PLO 8: Identify and assess ethical issues and properly articulate ethical decisions.
 - Round 1 Assessed in Spring 2013
 - Pilot assessment (Click [here](#), for assessment report)
 - Round 2 Assessed in Spring 2015
 - 32% met expectations (Click [here](#), for assessment report)
 - Round 3 Assessed in Spring 2016
 - 80% met expectations (Click [here](#), for assessment report)
 - 92% met expectations online

Recommendations for Program Improvement:

PLO 1: Recognize and integrate foundation knowledge across functional areas.

- 2014/2015:
 - Background: Piloted Capsim business simulation in BSBA & MBA to help develop students' foundational knowledge and critical thinking skills.

Weekly faculty, CBE staff and Capsim meetings held to address issues & discuss implementation by faculty across sections; methodologies and techniques shared.

- 2015/2016:
 - Online faculty developed video to assist students online with Capsim simulation.
 - Professor Wishniewski piloted a class in the computer lab for open questions on business simulation and to aide team usage

PLO 2: Apply critical thinking skills to solve business problems.

- 2014/2015:
 - Background: Piloted Capsim business simulation in BSBA & MBA to help develop students' foundational knowledge and critical thinking skills. Weekly faculty, CBE staff and Capsim meetings held to address issues & discuss implementation by faculty across sections; methodologies and techniques shared.
- 2015/2016:
 - Online faculty developed video to assist students online with Capsim simulation.
 - Professor Wishniewski piloted a class in the computer lab for open questions on business simulation and to aide team usage

PLO 3: Understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

- 2014/2015:
 - Faculty discussed and identified new assessment tools to use under new Assurance of Learning system.
 - New rubric adopted to assess Quantitative learning objective.
 - Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepancies in the past due to different interpretations of problematic rubrics.
- 2015/2016:
 - Meetings conducted with faculty teaching courses where learning objective is mapped as introductory, developed or mastered. Asked faculty to discuss openly weaknesses identified pertaining to this learning objective and possible solutions at the course and program level for adoption.
 - Discussed with MGMT Dept chair CBE tutoring efforts. Partnered with University Tutoring Support Center to integrate supplemental instruction in key quantitative courses identified with high fail rates such as ECON 3551.

PLO 4: Apply technology to analyze data and provide solutions to business problems.

- 2014/2015:
 - Faculty discussed and identified new assessment tools to use under new Assurance of Learning system.
 - New rubric adopted to assess Use of Tech learning objective.
 - Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepancies in the past due to different interpretations of problematic rubrics.
- 2015/2016:

- Meetings conducted with faculty teaching courses where learning objective is mapped as introductory, developed or mastered. Faculty discussed weaknesses identified pertaining to this learning objective and possible solutions at the course and program level. No changes now.

PLO 5: Apply effective oral communication skills in a diverse and global environment.

- 2014/2015:
 - Faculty discussed and identified new assessment tools to use under new Assurance of Learning system.
 - New rubric adopted to assess Oral Comm learning objective.
 - Piloted using faculty other than teaching faculty to assess oral communication. This relieves teaching faculty of the duty so that they can focus on grading presentations.
 - Piloted oral communication workshops led by CBE faculty and external consultants. Began with small group of 30 students to test for effectiveness
- 2015/2016:
 - Expanded Oral communication workshops to target more students. Workshops targeted to all entering students during Orientation week. Workshops also extended to alumni.
 - Online tools in Blackboard (Voice thread and Zoom) adopted by faculty to support oral communication and Teamwork skills.

PLO 6: Apply effective written communication skills in a diverse and global environment.

- 2014/2015:
 - Faculty discussed and identified new assessment tools to use under new Assurance of Learning system.
 - New rubric adopted to assess Written Comm learning objective.
 - Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepancies in the past due to different interpretations of problematic rubrics.
- 2015/2016:
 - Integrating embedded writing associate (WPA program with SCAA) with Helen Le (separate from SCAA supplemental instruction tutors)
 - (Summer 2016) Developed program with SCAA and created outline for program.

PLO 7: Apply effective team skills to work in a diverse and global environment.

- 2014/2015:
 - Faculty discussed and identified new assessment tools to use under new Assurance of Learning system.
 - New rubric adopted to assess Teamwork learning objective.
- 2015/2016:
 - Piloted required lab time so students can better work in groups
 - New online applications, Voice Thread and Zoom in Blackboard, introduced to support oral communications and teamwork.

PLO 8: Identify and assess ethical issues and properly articulate ethical decisions.

- 2014/2015:
 - Faculty discussion regarding need for additional ethics component/course in core curriculum. AOL Task force reviewed discussion items and proposed adding core ethics course to the Admin Council.

- Admin Council met and agreed to present proposal to curriculum committee to add MGMT/PHIL 3560 to core. Proposal was approved and course was offered in Fall 2015.
- New rubric adopted to assess Ethics learning objective.
- Assessing and teaching faculty piloted new process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course. Norming sessions were created to address issues of data discrepancies in the past due to different interpretations of problematic rubrics.
- 2015/2016:
 - Newly added core course emphasizing ethics continues to be offered with multiple sections available for student enrollment beginning Fall 2015.
 - Faculty developed new methods to assess Ethics for pilot as potential use in future courses. This included quizzes that posed ethical dilemmas for students to respond to and paper templates that also presented ethical dilemmas for student analysis.

Next Step(s) for Closing the Loop:

PLO 1: Recognize and integrate foundation knowledge across functional areas.

- Results have generally met benchmark with initial year and this year just missing. Continue to monitor and consider hiring student TA's to help with hands-on instruction.
- Adjustments made to Capsim/Comp-XM modules following feedback from faculty in Winter 2017 assessment meetings. Adjustments include removing HR module to better represent program curriculum.
- Computer lab scheduling to be provided to all faculty to implement in-lab classes based on pilot program.

PLO 2: Apply critical thinking skills to solve business problems.

- Results have generally met benchmark with initial year and this year just missing. Continue to monitor and consider hiring student TA's to help with hands-on instruction.
- Adjustments made to Capsim/Comp-XM modules following feedback from faculty in Winter 2017 assessment meetings. Adjustments include removing HR module to better represent program curriculum.
- Computer lab scheduling to be provided to all faculty to implement in-lab classes based on pilot program.

PLO 3: Understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

- Results have not improved and have not met benchmark. Improvements needed.

PLO 4: Apply technology to analyze data and provide solutions to business problems.

- Results have met revised benchmark and stayed fairly consistent depending on the assessment - perhaps a slight improvement. May consider raising the benchmark.

PLO 5: Apply effective oral communication skills in a diverse and global environment.

- Overall score has not improved much since beginning despite higher score in previous year. Need to monitor and see if new Q2S course helps.
- New communication course, BUS 335, being developed for Q2S.

PLO 6: Apply effective written communication skills in a diverse and global environment.

- Latest scores not meeting benchmark. Opportunities for improvement include delivery and language.
- New communication course, BUS 335, being developed for Q2S.

PLO 7: Apply effective team skills to work in a diverse and global environment.

- Latest scores not meeting benchmark. Opportunities for improvement include facilitating and fostering constructive climate.
- New communication and teambuilding course, BUS 335, being developed for Q2S.

PLO 8: Identify and assess ethical issues and properly articulate ethical decisions.

- Addition of new required ethics course appears to have helped assessment scores.

Other Reflections: N/A

E. Assessment Plans for Next Year

Since 2014, CBE underwent a number of changes, which coupled with the quarter to semester conversion, allowed for a reevaluation of various aspects of the program's assessment processes and procedures. As a result, the following AOL components have been developed for the BSBA program.

1. A curriculum map that indicates in which courses each learning objective is being introduced, developed and mastered.
2. Assessment Tools – Identified, customized by departments
3. Assignments – To be used for each learning goal assessment.
4. A 5-year plan for assessment activity, including:
 - When learning objectives will be assessed.
 - In which course they will be assessed.
 - Which assignments will be used as artifacts.
 - When there will be program review of (1) assessment plans, (2) tools, (3) processes, (4) mappings, and (5) goals/objectives.
 - When reports of assessment results will be produced and shared w/Chairs & Program Directors (who would then share with faculty).
 - When assessment results will be reviewed and improvement actions are discussed.
 - When improvement actions will be tracked for impact.
 - These 5-year plans also align with the university quarter to semester conversion timeline, as well as the timeline for the university program review board (CAPR).

Currently, the BSBA program has completed all scheduled assessments to fulfill its accreditation requirement that each learning objective is assessed twice in a five-year period. There are no scheduled assessments for any PLO for the 2017-2018 academic year.

The BSBA program will (1) continue to implement the assurance of learning system in place by following appropriate processes and protocols and (2) prepare for the upcoming quarter-to-semester conversion.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends:

Increased undergraduate enrollments in the BSBA are partly due to removal of our impacted status several years ago. We have gone from a student headcount of 1,134 in 2014 to 2,162 in 2016. Our race/ethnicity mix has changed such that Black/African Americans and Hispanic now make up 30.2% of our overall student population versus 18.9% five years ago. Most of

this increase came from the growth of our Hispanic population, which corresponded with a decrease in the proportion of Asian and Non-Resident Alien populations.

With respect to graduation rates and achievement gaps, our overall freshman 4 year graduation rate has dropped from 18.2% to 9.4%, while this is not good, URM and NonURM now have the same 9.4% rate. The change has been predominantly from NonURM freshman taking longer to graduate. Freshman 6 year graduation rates have increased from 47.3% to 48.2%. This improvement has been driven by improvements in URM graduation rates. Transfer student 2 year graduation rates have dropped while 4 year rates have remained steady. Here again the dropped in 2 year rates was driven by NonURM students. URM student improved some in their 2 year graduation rates. While the 4 year rates have remained steady, the opposite change occurred where URM rates worsened but were offset by improvements in NonURM rates.

Reflections on Trends and Program Statistics:

The shift in student population to more Hispanic and Black/African American students is significant and should be taken as a challenge to further analyze the needs of these students to see if there is anything we can do to better serve them. For example, URM 4 year freshman and 2 year transfer graduation rates have stayed relatively stable, the URM 6 year freshman rate has improved, but the URM 4 year transfer graduation rates have worsened. These results seem inconsistent and more work to identify the issues needs to be done. Are there changes we need to make to the classroom experience or the overall campus experience for these students? Besides URM status, are there other factors we should take into account? Are they living further from home? Are they working off-campus more or less? Is their academic preparation different? Understanding their whole situation might help us better design a program and student activities to promote success.

B. Request for Resources

1. Request for Tenure-Track Hires

CBE will request two to four new hires depending on potential retirement announcements. These requests break out as follows:

The accounting and finance department will likely request one to two new hires in the area of finance. The finance group has one faculty member that will likely announce retirement and will need to be replaced. The finance group has another faculty member that has been on full-time temporary assignment in the Dean's office since March 2017. Together, these faculty members have accounted for between eighteen to twenty sections per year.

Depending on the outcomes of these situations, it is likely the finance department will need one to two new hires. Separately, the accounting group will carryover of two approved faculty hires from the previous year.

The economics department does not anticipate any hiring requests next year.

The management department will likely request one to two tenure-track hires due to retirement of a faculty member who has normally taught eleven sections per year and the

likely retirement of another faculty member who has normally taught nine sections per year.

The marketing department does not anticipate any hiring requests next year.

2. Request for Other Resources

CBE is in process of requesting resources to upgrade the VBT 221 and 222 computer labs. These labs are key to course offerings not only in the BSBA program but also in other CBE programs that rely on the use of technology to learn the theory and practice of business and economics. The request is driven by the need to make the rooms more lecture friendly so students are all facing the professor and to increase the capacity of the rooms to match our normal class sizes.

Office space has become an issue with new tenure-track faculty having to share office space. Going forward we need to explore opportunities for additional office space.