



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

College	CBE
Department	Dean's Office
Program Unit	Bachelor of Science in Business Administration (BSBA)
Reporting for Academic Year	2012-2013
Department Chair	Xinjian Lu (Director of Undergraduate Programs)
Date Submitted	8/9/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

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| <ol style="list-style-type: none"> 1. Scholarship <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 3.1 Address facilities and teaching support 3.2 Address networking system 4. People <ol style="list-style-type: none"> 4.1 Retain and maintain equity for senior and junior faculty 5. External Relations <ol style="list-style-type: none"> 5.1 Reactivate Advisory Board of Bay Area leaders |
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B. Five-year Review Planning Goals Progress

<p>Significant or satisfactory progress has been made in all of the goals. Details can be found in CBE's fifth year report, submitted to AACSB in August 2012.</p>
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C. Program Changes and Needs

<p>The Accounting option was found to exceed the 180-unit limit. To address this issue, a 4-unit course was removed from the list of 12-unit core electives for this option.</p>
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CBE plan to restart its in-house test in Fall 2014 for students to fulfill the PC Proficiency requirement. This action will help to address issues related to unit limits.

The demand for the BSBA online degree completion program continues to grow. Currently, about 14 online sections are offered for the students in the program each quarter. It is becoming more and more important to ensure quality of instruction in online classes. It takes extra time and effort for an instructor to develop knowledge, skills and experience for online teaching.

The BSBA program was developed a number of years ago. It needs to be revised.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Learning Goals for students who graduate with a BS in Business Administration:

Goal 1. Students who graduate will be knowledgeable and integrative in their approach to business management.

Goal 2. Students who graduate will be effective data driven decision makers.

Goal 3. Students who graduate will be effective communicators in a diverse and global environment.

Goal 4. Students who graduate will be ethical when making business decisions.

Note: Curriculum map showing alignment of the SLOs and CSUEB ILOs will be developed in Fall 2013 as part of CBE's overhaul of the existing mapping(s) to address AACSB's concerns.

B. Program Student Learning Outcome(s) Assessed

The following Learning Objectives were assessed in Spring 2013:

Objective 3A. Students who graduate will apply effective oral communication skills.

Objective 4A. Students who graduate will be ethical when making business decisions.

The following Learning Objectives were assessed in Spring 2013 through a piloted simulation program:

Objective 1A. Students who graduate will recognize and recall foundation knowledge relevant to business management.

Objective 2A. Students who graduate will integrate and think critically across functional areas to solve business problems.

C. Summary of Assessment Process

Two Learning Objectives were assessed at the undergraduate level using course-embedded assignments. Below is a list of the Learning Objectives assessed in Spring 2013 with the following information: (1) the course the assessment was conducted in, (2) the course-embedded assignment used, and (3) the rubric that was applied. The remaining two Learning Objectives were assessed in the BSBA capstone course using a simulation and exam-based metric that were assessed using established proficiency levels.

Learning Objective: Oral Communication

Course: MGMT 4650 (multiple sections)

Assignment: Group/Individual Presentations

Rubric: AAC&U VALUE Rubric for Oral Communication

Learning Objective: Ethics
 Course: MGMT 4500
 Assignment: Case papers
 Rubric: AAC&U VALUE Rubric for Ethical Reasoning

Learning Objective: Foundation Knowledge & Functional Areas
 Course: MGMT 4650 (all sections)
 Assignment: CAPSIM Simulation and Exam (Pilot Study)
 Rubric: Simulation and Exam-based metric assessed using established proficiency levels.

D. Summary of Assessment Results

Performance targets for Oral Communication for undergraduate students:

- 80% of students will meet or exceed expectations.
- Less than 10% of students will score “1” (below expectations) on any “trait” in the rubric.

Brief Summary of findings:

- Students’ overall oral communication skills fell considerably short of our performance targets by far. Only 17% of groups met expectations and only 63% of individuals met expectations.
- Both scores (group and individual) fall below the targeted 80% of students meeting and exceeding expectations. Thus, the gap between our students’ oral communication skills and our performance targets is significant and must be attended to.
- With regard to the individual components of oral communication that are described on our rubric, our goal was that less than 10% of our students would score “below expectations” on any of these traits. Again, our students’ performance fell short of our targets on each trait, particularly “delivery,” which refers to the students’ delivery techniques including posture, gesture, eye contact, and vocal expressiveness, “organization,” which refers to organizational patterns such as specific introduction and conclusion, sequenced material within the body, and transitions, and “central message,” which looks at how compelling and consistent is the core message.

Closing the Loop:

To improve student learning in the area of Oral Communication, CBE has begun developing plans to implement an Oral Communication Workshop. The workshop will roll out as a pilot in Fall 2013.

3. STATISTICAL DATA (about 1 page)

- Student demographics (Fall 2012)

Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White	Multiple ethnicity	Race/ethnicity unknown	Nonresident aliens
93	4	559	184	313	36	241	375

College total = 1805. Note: the above data include students in ALL of CBE’s programs: BSBA, BA Economics, MBA, MA Taxation, but do NOT include those students in pre-business. Demographic data for students in the BSBA program only could not be found in the system.

In Fall 2012, there were 1407 students in the BSBA program, not including those in pre-business.

- Student level of majors (e.g. Juniors, Seniors): Data about level of majors could not be found in the system.
- Faculty and academic allocation
In Fall 2012, CBE's Instructional FTE Faculty (FEEF)=48.8. SFR for the BSBA program is thus $1407/48.8=28.83$.

Note: If pre-business students were included, the SFR for the BSBA program would be much higher.

- Course data

In Fall 2012,

Number of sections = 126

Total enrollment 5870

Average section size = 46.58

Note: These data include undergraduate ECON classes because ECON classes can also be taken by students in the BSBA program.