

**Program:** BSBA

**Year:** 2009-2010

**Department/College:** College of Business & Economics

**(a) Organizational Changes:**

Associate Dean/Director of Undergraduate Program:	Jagdish Agrawal
Chair, Department of Accounting/Finance:	Micah Frankel
Chair, Department of Economics	Leo Kahane
Chair, Department of Marketing/Entrepreneurship	Joanna Lee

**(b) Faculty Changes:** Three tenure-track faculty resigned since July 1, 2009.

**(c) CBE Faculty or Program Awards and Honors:**

- Dean Terri Swartz was selected as one of San Francisco Business Times' Most Influential Women in Business in the Bay Area.
- Dr. Nancy Mangold was chosen by the Security & Exchange Commission to be a 2009-2010 SEC Accounting Academic Fellow and to work in Washington, D.C. with the SEC for the year.
- Dr. Yi He was selected as one of the four recipients of 2010 Wang Family scholarship of CSU.
- Grants: Dr. Nan Maxwell: "Evaluation of the California Science and Technology Policy Fellowship Program." 2010-2014. (\$56,250) California Council on Science and Technology; and "Developing and Piloting a Model for Analyzing the Economic Returns of Professional Science Master's (PSM) Degree Programs." 2010. (\$45,000) Alfred P. Sloan Foundation.
- Scholarship: Dr. Jane Lopus: Fulbright Scholar to the Academy of Economic Studies in Bucharest Romania in 2010

**(d) Curriculum Changes:**

- Launched BSBA Online degree completion program in Winter 2010 (self-support)
- Mktg 3495: Business Communication course was dropped from BSBA core effective 2011/2012. Number of units required in the core reduced by 4.
- Fin 4315: Derivatives Market was introduced as a new course effective 2011/2012.

**(e) Faculty Assigned time and Instructional Coverage:**

The program draws on all faculty in the CBE, which has 60 TT/tenured faculty excluding Dean and Associate Dean. Their expected teaching load was 537 sections. They taught 396 sections. Additionally, part time faculty taught 61 sections. Assigned time of 141 sections was distributed as follows: assessment (3) research support committed by faculty contract (44 sections); administrative (dept chairs/program heads): (33); reimbursed assigned time (22); unpaid leave of absence (15); sabbatical (15); maternity/paternal leave (6); medical leave: (3); and advance quarter off (3). It should be noted that faculty teach in multiple programs in the CBE.

**(f) Outcomes Assessment, Enrollment data:** Outcomes Assessment is coordinated centrally throughout the CBE and more a detailed reporting for each program in the College can be located at: [www.hire.csuhayward.edu/hire/labor/ProgAssPapers.asp](http://www.hire.csuhayward.edu/hire/labor/ProgAssPapers.asp). A copy of the report containing a compilation of the 5-year change is attached as is a 1-page program summary.

**(g) New Tenure Track Requests:** None.

## **Summary of Outcomes Assessment: BSBA**

CBE is dedicated to conducting outcome assessments of its programs regularly and has an outcome assessment plan it follows. It conducts outcome assessments through a variety of indirect (surveys of graduating students, alumni, and employers) and direct (exams, essays, standardized tests, etc.) measures. A summary of the results from assessments conducted in 2007-2008 is presented below:

### **Results of 2007-2008 Exist survey of graduating students and AACSB/EBI benchmarking survey:**

- 4/5 of the respondents were satisfied with their education.
- Almost all the respondents indicated that education met their expectations.
- 4/5 of the respondents were satisfied with the quality of faculty, curriculum and overall learning environment. Only about half of the respondents were satisfied with course offerings, availability of classes, and career planning advisement.
- About 4/5 of the students surveyed indicated that they will “say positive things about CBE”, “hire CBE graduates” and “recommend program to friends/family.”

Students ranked CBE among the top three of the seven schools in peer group in 11 out of 16 categories evaluated. CBE received the lowest rank among seven schools evaluated in facilities and computing resources.

### **Results of 2007-2008 direct assessment of student learning outcomes (exams, essays, standard tests, etc.):**

- % of students achieving complete proficiency in student learning outcomes: Ethical Responsibilities (68%), Communication & Teamwork (73%), International/global Perspective (75%), Technological/Analytical Tools (60%) and General Management Knowledge (16%). (Note: General Management Knowledge was measured through a subset of a standardized test which is being revised. Both the test and how it is administered within the CBE is being revised. The absolute score is not an indicator of general management knowledge.)

### **Results of surveys of CBE alumni and employers:**

- Although most of the employers and alumni agree that communication skills are important, only about 3/4 of the alumni believed that they were well prepared in communication skills.
- About 4/5 of employers and alumni regarded interpersonal skills to be important although a smaller percentage of alumni felt prepared in these skills.
- A larger percentage of alumni valued the leadership and negotiation skills than the percentage of employers. Less than 50% of the alumni felt prepared in these skills.
- About 4/5<sup>th</sup> of employers and alumni regarded problem solving skills to be important. Only about 2/3 of the alumni indicated prepared in different dimensions of problem solving skills.