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 and 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 and support for paper presentations at the top conference in each major field has increased from $2,250 to $2,750. In semesters, we have approved increase assigned time support such that faculty who achieve the SA categorization will be eligible for a 6 unit per year course reduction.

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 though the MBA for Global Innovators program. International program opportunities will continue to be examined. The BSBA program has worked to simply study abroad for students by preapproving courses at key partners in UK and France.

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 while implemented several years ago, has been a problem from the reliability of the computers to the need for an alternative setup to promote lecturing. It replaced the computers about 1.5 years ago but they keep shutting down and are not reliable. We have submitted plans for rearranging the lab to promote teaching but facilities and finance have not provided feedback.

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. This will increase to a two course reduction in Semester. 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: We have prepared the semester curriculum including a new BSBA course on professional skills to help students communicate more professionally and work in teams. Going forward the UWSR and UWST need to be worked on to improve student satisfaction. Also we need to look at our calculus requirement and the lack of free electives in our program.

Students: Our faculty worked together to adopt Dale Carnegie, professional communications, and teamwork material into a new course to improve students skills.

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 2: 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 1: 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. The first round of data collection for the 2017-2022 five-year cycle will take place in the 2018-2019 academic year.

Program Learning Objectives & Assessment History:

PLO 1: Recognize and integrate foundation knowledge across functional areas.
  o 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.
  o For assessment history, click here and click on the hyperlink for “Comprehensive Capsim.”

PLO 2: Apply critical thinking skills to solve business problems.
  o 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.
  o For assessment history, click here and click on the hyperlink for “Comprehensive Capsim.”

PLO 3: Understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.
  o Round 1 Assessed in Spring 2014; Round 2 in Winter 2016; Round 3 in Spring 2016
  o Click here for links to assessment history.

PLO 4: Apply technology to analyze data and provide solutions to business problems.
  o Round 1 Assessed in Spring 2014; Round 2 in Winter 2016; Round 3 in Spring 2016
  o Click here for links to assessment history.

PLO 5: Apply effective oral communication skills in a diverse and global environment.
  o Round 1 Assessed in Spring 2013; Round 2 in Winter 2015; Round 3 in Spring 2016; Round 4 in Spring 2017
  o Click here for links to assessment history.

PLO 6: Apply effective written communication skills in a diverse and global environment.
  o Round 1 Assessed in Winter 2015; Round 2 in Winter 2016; Round 3 in Winter 2017; Round 4 in Spring 2017
  o Click here for links to assessment history.

PLO 7: Apply effective team skills to work in a diverse and global environment.
  o Round 1 Assessed in Winter 2015; Round 2 in Spring 2016; Round 3 in Spring 2017
  o Click here for links to assessment history.
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  
  - Click here for links to assessment history.

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 Manager of Assurance of Learning (AOL) contacts the Department Chair and/or Program Director(s) to discuss courses scheduled for assessment. The Department Chair and/or Program Director(s), with input as needed from the Manager of AOL, 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 Manager of AOL.

Data Analysis:  
Faculty provide the results of their assessments to the Manager of AOL within four weeks of the end of term. The Manager of AOL then analyzes the assessment findings for each learning objective and prepares a report of the results.

D. Summary of Assessment Results

*No assessment was conducted for the 2017-2018 academic year. The main findings below show results for past terms.*

Main Findings of Past Assessments:

PLO 1: Recognize and integrate foundation knowledge across functional areas.  
  - Data is gathered every quarter and aggregated over time for assessment purposes.  
    - 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.
    - 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
  - Round 2 Assessed in Winter 2016
    - 55% met expectations
  - Round 3 Assessed in Spring 2016
    - 75% met expectations

PLO 4: Apply technology to analyze data and provide solutions to business problems.
  - Round 1 Assessed in Spring 2014
    - 77% met expectations
  - Round 2 Assessed in Winter 2016
    - 83% met expectations
  - Round 3 Assessed in Spring 2016
    - 75% met expectations

PLO 5: Apply effective oral communication skills in a diverse and global environment.
  - Round 1 Assessed in Spring 2013
    - Pilot assessment
  - Round 2 Assessed in Winter 2015
    - 67% met expectations
  - Round 3 Assessed in Spring 2016
    - 94% met expectations
  - Round 4 Assessed in Spring 2017
    - 68% met expectations

PLO 6: Apply effective written communication skills in a diverse and global environment.
  - Round 1 Assessed in Winter 2015
    - 74% met expectations
  - Round 2 Assessed in Winter 2016
    - 62% met expectations
  - Round 3 Assessed in Winter 2017
    - 93% met expectations
  - Round 4 Assessed in Spring 2017
    - 68% met expectations

PLO 7: Apply effective team skills to work in a diverse and global environment.
  - Round 1 Assessed in Winter 2015
    - 57% met expectations
  - Round 2 Assessed in Spring 2016
    - 68% met expectations
    - 93% met expectations
  - Round 3 Assessed in Spring 2017
    - 57% met expectations

PLO 8: Identify and assess ethical issues and properly articulate ethical decisions.
Round 1 Assessed in Spring 2013
  - Pilot assessment
Round 2 Assessed in Spring 2015
  - 32% met expectations
Round 3 Assessed in Spring 2016
  - 80% met expectations
  - 92% met expectations online

Click [here](#) for detailed reports of results listed above.

For a report on past Capsim results, click [here](#) and click on the hyperlink for “Comprehensive Capsim.”

**Recommendations for Program Improvement/Actions Taken for Improvement:**

**PLO 1:**
- Online faculty developed video to assist students online with Capsim simulation.
- Faculty piloted a class in the computer lab for open questions on business simulation and to aide team usage
- Developed training videos to be used in capstone course MGMT 4650 to facilitate faculty implementation of Capsim simulation

**PLO 2:**
- See bullet points for PLO 1 above.

**PLO 3:**
- 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.
- Implemented 2 pilots with faculty teaching MGMT 3100 involving the use of curated videos and motivational videos.

**PLO 4:**
- See bullet points for PLO 3 above.

**PLO 5:**
- Development of new communication course: Communication in Teamwork will be using Dale Carnegie Teaching and Training (impacts PLO 5, 6 and 7).
- 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:**
- Sent syllabus inserts to all courses in all 6 programs aligned to written communication learning objective on curriculum map to encourage students to use university writing tutoring services.

**PLO 7:** Apply effective team skills to work in a diverse and global environment.
Increased use of software: VoiceThread and Zoom to improve student teamwork skills for online students.

Staff coordinated lab dates to implement and develop teamwork skills in capstone course MGMT 4650.

PLO 8:

- N/A

Next Step(s) for Closing the Loop:

See above, Recommendations for Program Improvement.

Other Reflections: N/A

E. Assessment Plans for Next 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:

BSBA Enrollment trends held steady in 2017-2018, but we saw early enrollments for Fall 2018 dip. We think this is because we increased the number of sections in Spring 2018 classes to help students graduate faster. BSBA online enrollment has continued steady growth upward with us surpassing 100 students for the first time.

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

Assuming all the current faculty searches happening this year will be filled, the College of Business and Economics is expected to request one new faculty hire next year. This faculty member will be in the Department of Management within the Human Resources and
Organizational Behavior group. Based on course demand and the percentage of courses being taught by lecturers, this request is justified to maintain full-time faculty to adjunct teaching ratios as required by our accreditors and to help satisfy the demand for human resources related courses in the BSBA, BSBA Online Degree Completion, and MBA programs. Our college is required to maintain a ratio of 75% of courses taught by full-time faculty. Currently our human resources full-time faculty are teaching 61.3% of human resources courses. If approved, hiring a human resources faculty member now, will help prepare us for our next accreditation report.

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. CBE is requesting use of CBE funds to create additional office space.