TO: The Academic Senate
FROM: Committee on Instruction and Curriculum
SUBJECT: Proposed new BS Business Administration online – WASC approval
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the new online BS Business Administration degree program; effective Fall 2009, pending WASC approval.

All backup information for this policy is available for review on the CIC Sharepoint 05/04/09 meeting workspace. The web link for this meeting on Sharepoint is

https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%20Meeting/Lists/Agenda/DispForm.aspx?ID=118&Source=https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%2520Meeting1/CIC%2520Meeting/default.aspx%3FInstanceId%3D20090406

BACKGROUND
INFORMATION: This proposal for an online BS Business Administration Online degree fits with the following University mandates: "Strong Growth and Full Enrollment with Personalized Learning and Expanded Access," and "A Tradition of Teaching, Learning, and Academic Quality - Emphasized and Reinforced." The University has recognized that its tradition of teaching, learning and academic quality must include online teaching and learning programs. 100% of the proposed instructional program will be online; however, any fieldwork component that may be required by relevant credentialing authorities will be offered at the candidate’s relevant field site.

At its meeting on May 4, 2009, CIC approved this new option (8-0-0).
WASC Substantive Change Online Proposal

B.S. in Business Administration

Section I: Institutional and Program Overview

Program Overview

A. Name of degree or program proposed:

B.S. in Business Administration

B. Percent of program being offered via distance education – If the program is not being offered fully via distance education, how will the remainder of the program be offered?

It will be offered as a degree completion program, with 100% of the upper division program available online.

C. Detailed description of the type of distance education modality being proposed and the format – Is it asynchronous, synchronous, online, teleconference, video on demand, etc.

The modality of the online degree program being proposed is asynchronous. Faculty will have the option of using chat rooms, audio streaming, video clips, simulations, and other electronic tools offered through Blackboard and other platforms. This is an ever-changing environment. As such, there is no intent to restrict the faculty or students.

D. Geographic scope of the program – Where will you market the program?

Our primary market is diverse working adults in the San Francisco Bay Area, but because the program is online, marketing will extend to all in the state, with special emphasis on students at California community colleges especially those already taking online courses who want or need to continue their education in an online format.

E. Projected number of students:

The size of the program will be dictated by student demand and faculty resources in line with AACSB accreditation standards. Faculty ratios of sufficiency and currency will be maintained in the online degree completion program, just as it is in all College of Business and Economics (CBE) programs. As a result, enrollment in the program will be limited by faculty resources, in line with AACSB standards. Given that students could complete the program in two years, the following projection has 80 students enrolling in the first year, joined by another 100 students the second year. This would result in a total of 180 students in year two. If students pursued their degrees full time, at the end of year two the first 80 would graduate and another 170 would join the continuing 100. Of course, given the anticipated nature of the student, degree completion may be
pursued at a slightly slower pace by many. For example, some may prefer to take only two classes a quarter. For now, projections for the next three years are provided based on a two years and done approach.

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F. Type of student the program geared for, i.e. adult learners, part-time or full-time

The program is geared to working adults who want to attend university in a more convenient manner to complete their B.S. in Business Administration.

G. Initial date of offering:

The initial date of offering will be September 2009 (Fall Quarter).

H. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

This will be an ongoing program with rolling admissions. When necessary due to excess demand, admission may be deferred to the following Fall and/or admission standards adjusted upward. Annual enrollment limits will be determined by faculty resources.

I. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable - If so, attach any Memorandums of Understanding (final and signed) between the requisite parties

Not Applicable

Descriptive Background, History and Context

A. Brief description of the institution including the broader institutional context in which the new program or change will exist - Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution. Note that a copy of the most recent Annual Report submitted to WASC, including the audited financial statement is to be attached.

California State University, East Bay (CSUEB) provides instruction for graduate and undergraduate students in the College of Business and Economics, the College of Education and Allied Studies, the College of Letters, Arts and Social Sciences, and the College of Science. The University fosters excellence in instruction, and encourages a lifelong
enthusiasm for intellectual activity. The majority of students attending the university are a
diverse group of working adults, many of whom are returning to school to complete their
university degrees. Flexible scheduling, advising, distance learning, and support programs
help fulfill these objectives by making the full services of the University available to as many
students as possible. CSUEB also offers courses on its Concord campus. In addition, a
PACE (Program for Accelerated College Education) bachelor's degree completion program
is offered at Contra Costa College in San Pablo. The University also extends its reach
globally through an off-campus program in Moscow, and is starting to work with
educational officials in Afghanistan to help rebuild their educational system. The University
recently went through a major strategic planning process as part of its WASC re-
accreditation process. Our new President, Mohammad Qayoumi, held 21 Town Hall
meetings across campus involving over 600 faculty, staff and students which generated more
than 1,500 comments. Seven mandates for the future came out of these meetings. The
University has recognized that its tradition of teaching, learning and academic quality must
include online teaching and learning programs. The President is committed to expanding our
online offerings in order to improve access, enrollment and learning. The University's
Academic Plan, adopted in January 2008, has as one of its goals the establishment of an
Online Campus.

B. To address prior experience, list the number, variety and longevity of other similar
programs that have been or are being offered via distance education - Include a
summary or profile of one of the programs being offered via distance education to
demonstrate prior experience.

Cal State East Bay has a history of successfully offering fully online master’s degree
programs to working adults. One example of this is our MS in Education, Option in Online
Teaching and Learning which was approved by WASC in 1999 and has been offered
continuously. This program has over 350 alumni, many of whom are now teaching online
courses at two and four year institutions in California and other locations. Our Online
Teaching and Learning degree is recognized as one of the leading online programs designed
to train people to teach online. The University has four other WASC approved online
degree programs for a total of five.

A copy of the most recent Annual Report submitted to WASC, including the audited
financial statement, is attached as an appendix.


Institutional Accrediting History Relevant to Substantive Change

A. Brief response to issues noted in prior substantive change reviews since the
institution's last comprehensive review:

Cal State East Bay’s last comprehensive review was the Educational Effectiveness Review
that time, we have submitted four Substantive Change Proposals, each of which has been
approved: a Proposal for an Independent Ed.D., a Fast Track Proposal for Online Degrees,
a proposal for an online BS in Hospitality and Tourism and for a MS in Recreation and Tourism.

The major issues in the Ed.D. proposal involved the establishment of a doctoral culture, faculty workload including assigned time for research and policy on research for probationary faculty. Each of these issues were resolved to the satisfaction of the reviewers. The Online Fast Track, BS in Hospitality and Tourism, and MS in Recreation and Tourism were well received by the WASC reviewers in fact the University was asked by WASC for permission to used them as examples of good Substantive Change Proposals on the WASC website to which we readily agreed.

The approval letters for the BS in Hospitality and Tourism and the MS in Recreation and Tourism encouraged these degree programs to embed in the courses student learning outcomes from external disciplinary accreditation bodies and to assess the student learning outcomes. The two programs are committed to doing this.

B. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change:

Cal State East Bay has had six online Substantive Change Proposals approved; five were for degree programs and one was a Fast Track Proposal for Online Degrees. The major issue raised in the approval letters related to assessment of student learning outcomes. The approval letters encouraged the programs and the university to see that measurement of student learning outcomes was implemented. The university is fully committed to implementing and measuring student learning outcomes in our online degree programs and using the results for program improvement.

C. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include in the appendix a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

All programs in the College of Business and Economics are AACSB accredited. They have been accredited by AACSB since 1973. A copy of the latest accreditation reaffirmation letter and the team evaluation report (Sixth Year Review) is attached. AACSB does not require the proposed program be submitted for review prior to its implementation. AACSB will review it, during the next review cycle (2012-13).

Attachment: Team Report Sixth Year Review
Section II: Program Need and Approval

Program Need

A. Program need/rationale framed by the institution's mission and strategic goals

The demand for online education has grown significantly in the past five years, with business education one of the fastest growing. The impetus for putting the program in place at this time results from the encouragement of our University President, Dr. Mohammed Qayoumi and the need for the CBE to generate additional revenue sources to augment existing, diminishing operating funds. The online degree completion program in Business Administration allows the CBE to meet increased student demand for online Business education. Many of our surrounding community colleges has encouraged us to offer the BS in Business Administration degree online. The College remains steadfast in its commitment to quality education, whether on ground or online. As such, maintenance of AACSB standards of quality prevail.

B. Process and results used to establish the need - Please provide a summary of the findings, not the full study

In December 2007, CSUEB received the results of a contracted study to provide an “Assessment of New Online Program Opportunities,” conducted by Hezel Associates. That report states:

“Bachelor of Science in Business Administration: Hezel Associates did not identify any CSU campuses that offer an online BA or BS in Business Administration program. Although there are many online BSBA or similar programs available nationwide, the lack of any programs offered by a CSU or UC campus makes this a strong opportunity. A BSBA is often an ideal program for prospective students wishing to complete a baccalaureate degree, and all of the demand factors are positive in this market. CSU East Bay should include a BSBA in its initial Online Campus Initiative portfolio.”

Some of the competitors which exist in this market include:

- National University, [http://www.nu.edu/](http://www.nu.edu/)
- University of Phoenix, [http://www.phoenix.edu](http://www.phoenix.edu)
- Walden University, [http://www.waldenu.edu/c/home.htm](http://www.waldenu.edu/c/home.htm)
- California National University for Advanced Studies, [http://www.cnuas.edu](http://www.cnuas.edu)

None of these business programs have the professional accreditation of AACSB International.

*Attachment: Executive Summary of Hezel report*
C. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels - If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

Based upon our research and competitive analysis, we believe the demand for an easily accessible high quality online B.S. degree completion program in Business Administration will be large. That said, we will limit enrollment based on our faculty resources and in line with maintenance of AACSB accreditation standards. If we receive approval to offer this online program, we plan to market the degree to working adults in the San Francisco Bay area. In addition, because the program is online, marketing will extend to all in the state, with special emphasis on students at California community colleges. The University and College are now well positioned to offer support for the online degree completion B.S. in Business Administration program.

Given students could complete the program in two years, the following projection has 80 students enrolling in the first year, joined by another 100 students the second year. This would result in a total of 180 students in year two. If students pursued their degrees full time, at the end of year two the first 80 would graduate and another 170 would join the continuing 100. Of course, given the anticipated nature of the student, degree completion may be pursued at a slightly slower pace by many. For example, some may prefer to take only two classes a quarter. For now, projections for the next three years are provided based on a two years and done approach.

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This proposal for an online degree completion program for a B.S. in Business Administration has been developed in part as response to a meeting in the fall of 2006 between the Chancellor of the Foothill/DeAnza Community College District, Martha Kanter, and the President of Cal State East Bay, Mo Qayoumi. Chancellor Kanter informed President Qayoumi that both Foothill College and DeAnza College have online Associate of Arts Degrees with good enrollments. The District wants to provide a pathway for the graduates from their online A.A. degree to an online bachelor’s degree. They are doing this now through agreements with two out of state institutions. Chancellor Kanter asked President Qayoumi if Cal State East Bay would like to be a partner institution which would be advantageous for the students in terms of its closer location.

President Qayoumi was strongly supportive of this proposed partnership and encouraged the development of the online B.S. in Business Administration degree completion as a way
of responding to this request. Associate Vice President, Carl Bellone, had a follow up meeting with Robert Johnstone, Vice President of Instruction at Foothill College who said he was looking forward to developing a linked partnership between their online A.A. degree and online bachelor's degrees from Cal State East Bay.

Other local community colleges, most notably Cañada College, Diablo Valley College, and Las Positas College have encouraged us to offer a BS in Business Administration degree online.

D. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.

“California faces a severe shortage of college graduates — a looming gap of nearly 1 million by the year 2025, according to a Public Policy Institute of California report issued today.”

Times-Herald 4/17/2009 Workforce needs of the future show a growing demand for college graduates, especially in technical areas of business. As such, the proposed online degree completion program for the B.S. in Business Administration will serve an important need to allow current working adults to complete their bachelor's degree while still working.

E. Attach the recruitment and/or marketing plan for the program

Attachment: to be developed by DCIE

Planning/Approval Process

A. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.

The proposed online degree completion program in Business Administration is not a new program and does not have new curriculum. What is new is the “location” of the offering of the program – online. The review process for the online degree completion program followed the Academic Senate policy for approving online degree program which includes consideration and action by the following groups in sequential order: 1) the CBE Administrative Council; 2) the CBE curriculum committee; 3) the University-wide Committee on Instruction and Curriculum; 4) the Executive Committee of the Academic Senate; and 5) the Academic Senate.

Section III: Program Description and Evaluation

Curriculum

A. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.
The College of Business and Economics is committed to providing a broad and flexible professional education. The program offers students the knowledge and skills necessary to understand the changing global business environment and to prepare students for success in their professional careers. Recognizing the importance of ethics in the business community, business ethics is an important component in three of our required core classes.

The Business Administration major program is structured around a set of core courses enabling students to develop general business perspective and skills. Students are required to choose an area of specialization (option) corresponding to their desired career path. The online degree completion program will have limited options available initially (e.g., Finance and Supply Chain Management).

B. Has the method of design of the program been reflected in the curricular design and pedagogy?

The program is being designed for the needs of a diverse population of working adults through the delivery of the courses in an asynchronous online environment. Each faculty will have the opportunity of training in Online Course Design at Cal State East Bay and will have the help of an instructional designer from the university's Online and Hybrid Support Center. The courses are not solely reading and posting but use learning activities to have students explore a subject. Students will also be asked to apply new knowledge in their settings and report back to the group. By using "real life" examples from the students in the class, the learning is contextual and immediate. Our goal is to connect theory and practice. This is the goal of many university programs but this has been the way it has been most successful in our experience. Course will also be designed to require "group" assignments. In corporations around the globe, teams of people are required to create products and services and those teams never meet in person. Learning this skill and being able to successful function in a virtual team will serve all graduates well.

C. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree:

Students graduating with a B.S. in Business Administration from Cal State East Bay will have achieved the following:

1. **International/Global Perspective.** Each student can identify and communicate the variety of risks and opportunities of doing business in a global environment.

2. **Ethical Responsibilities in Organizations and Society.** Each student can identify and evaluate ethical issues and articulate defensible resolutions for practical situations involving financial issues, human resource management and marketing.

3. **Knowledge of Technological and Analytical Tools Necessary for Solving Complex Business Problems.** Students can identify how information technology and analytical tools are used to aid decision-making in organizations. They can identify, analyze and solve complex business problems using appropriate technological and analytical tools.
4. **Communication Skills and Teamwork.** Each student can communicate in a variety of domains that include writing, speaking, listening, reading and the impact of technology in a variety of communication situations.

5. **General Management Knowledge.** Each student will demonstrate knowledge in the following management areas including computer information systems, accounting, marketing, economics, finance, management, and management science.

D. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels:

**Course Mapping to SLOs: BSBA – degree completion (upper division)**

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<tr>
<th>SLO (Student Learning Outcomes)</th>
<th>SLO1</th>
<th>SLO2</th>
<th>SLO3</th>
<th>SLO4</th>
<th>SLO5</th>
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<td>SLO1 International/Global Perspective</td>
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<td>SLO2 Ethical Responsibilities in Organizations and Society</td>
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<td>SLO3 Knowledge of Technological and Analytical Tools Necessary for Solving Complex Business Problems</td>
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<td>SLO4 Communication Skills and Teamwork</td>
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<td>SLO5 General Management Knowledge.</td>
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I = instruction is provided in the course  
A = is applied/used in the course  
P = mentioned in passing in the course

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<tr>
<th>Course</th>
<th>SLO1</th>
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E. Listing of courses, identifying which are required

A. **Upper Division Core Requirements (60 units)**

All lower division core requirements must be completed prior to admittance into the online degree completion program.

- ITM 3060: Information Technology Management (4)  
- ECON 3107: Global Economic Analysis (4) or MGMT 4670 Multinational Business (4)  
- ECON 3551: Managerial Economics and Business Strategy (4)  
- FIN 3300: Financial Management (4)  
- MGMT 3100: Decision Science (4)
- MGMT 3614: Organizational Behavior (4)
- MGMT 3620: Introduction to Production and Operations Management (4)
- MGMT 4500: Business, Government and Society (4)
- MGMT 4650: Seminar in Strategic Business Management (4)
- MKTG 3401: Marketing Principles (4)
- MKTG 3495: Business Communication (4)*

Sixteen (16) units of any upper division ACCT, ECON, ENTR, FIN, ITM, MGMT, or MKTG course that is not counted toward the student’s primary option if that primary option is any other than ACCT (excluding 3898, 4900; ACCT 3228, 4226, 4227, 4915; ECON 3000)

*Note: Students must take MKTG 3495 before they reach 135 units (senior year) or registration for business and economics courses may be blocked.

B. Option Requirements (16 units)
Initially, option choices will be limited to at least two, with one being Finance.

C. Upper Division GE Requirements (12 units) – GE course offerings may change. These are merely presented to be illustrative of some online GE course offerings.

- D4: Upper Division Social Science
  ECON 3551 Managerial Economics and Business Strategy
- C4: Upper Division Humanities
  Philosophy 3332 Philosophy of Science
- B6: Upper Division Science Elective
  Geography 3120 Climatic Change

D. University Writing Skills Requirement
0-8 units depending on UWS Test score (MKTG 3495 is a tier two writing course and is required as part of the Business major.)

F. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes 2) materials are current 3) pedagogy is appropriate for the modality of the course

Syllabi for initial offerings of all online courses are reviewed by the Department Chair and approved by the CBE Curriculum Committee. Part of the approval process includes a review to ensure that materials are current and that pedagogy is appropriate for the modality of the course. During the regularly scheduled (five year intervals) program and course assessment, the CBE Outcome Assessment Team and the Curriculum Committee investigate whether the courses remains linked to program learning outcomes, and takes steps to correct any inconsistencies or omissions.

G. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and are appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library
Sample syllabi from three courses and the capstone course will be attached.

*Attachments: ECON 3107,*

**H. Internship requirements and monitoring procedures, if an internship is required**

No internship requirement

**I. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.**

There are no special requirements for graduation. In addition to major requirements, every student must also complete the University requirements for graduation which include the General Education-Breadth requirements; the second composition (ENGL 1002) requirement; the cultural groups/women requirement; the performing arts/activities requirement; the U.S. history, U.S. Constitution, and California state and local government requirement; the University Writing Skills Requirement; and the residence, unit, and grade point average requirements.

**Schedule/Format**

**A. Length of time that the typical student is expected to complete all requirements for the program**

Going fulltime, a student is expected to complete all requirements for the program in six quarters, i.e., two academic years. If a student does not pursue study on a fulltime basis, the program will take longer to complete.

**B. Description of the cohort or open registration model being used - Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time**

The program is designed using an open registration model. Initially, up to 80 students will be admitted into the proposed online degree completion program in Business Administration. Students must apply for admission to the program. Admission requirements include those for all transfer students into the undergraduate Business program. In addition, students must have completed all lower division requirements for the B.S. in Business Administration before being admitted. Successful participants in this online program are expected to fully participate in all assigned online activities. Individual faculty will develop their own policies regarding the make-up of assignments. Students who drop out of the program would be eligible for re-admission to either the online or on ground B.S. in Business Administration program, as long as they are in good standing with the university, including academic eligibility.

**C. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?**
Blackboard is one platform that facilitates the immediate and ongoing communication between students and faculty via email, discussion boards and chat rooms. Other platforms may also be used. Course taught in the proposed online degree program may have special Discussion Threads (asynchronous) dedicated to communication between 1) faculty and students; and 2) students and other students. Faculty and students also have the option of communicating and interacting using other technologies at the individual’s discretion (e.g., telephone, video-conference, text communiqué (e.g., Twitter)).

D. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. - If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.

The College of Business and Economics currently offers courses in a variety of time frames, including the traditional CSUEB model of ten weeks per quarter, with the eleventh week serving as final examination week. Courses may be offered in any time frame consistent with meeting the course and unit requirements. That said, initially courses will be offered in the standard 10 week time frame.

E. Sample schedule of courses for a full cycle of the program with faculty assignments, if available:

Faculty assignments are not available at this time. They will be made consistent with maintaining AACSB standards of currency and sufficiency.

Year One: Business Core Courses

Fall Quarter:
- ECON 3170  Global Economic Analysis
- ITM 3060  Information Technology Management
- MGMT 3100  Decision Science
- MKTG 3495  Business Communication

Winter Quarter:
- FIN 3300  Financial Management
- MGMT 3614  Organizational Behavior
- MGMT 3620  Intro to Production and Operations Management
- MKTG 3401  Marketing Principles

Spring Quarter:
- GE course
- Business Option Course
- ECON 3551  Managerial Economics and Business Strategy
- Business Elective
Year Two: Senior Core Courses and Business Option Courses

Fall Quarter:
- MGMT 4500  Business, Government and Society
- Business Option Course
- Business Option Course
- GE Course

Winter Quarter:
- Business Option Course
- Business Elective
- Business Elective

Spring Quarter:
- MGMT 4650  Seminar in Strategic Business Management
- Business Elective
- Business Elective

Admissions

A. Admissions requirements

Admission requirements include those the University currently has for all transfer students into the undergraduate Business program. In addition, students must have completed all lower division requirements for the B.S. in Business Administration before being admitted into the online degree completion program. Students become eligible for the proposed online degree program once they have been accepted as a student into the program. In order to be accepted at CSUEB as transfer students they must have completed a minimum of 60 transferable semester (90 quarter) units; have a grade point average of 2.0 or better in all transferable units attempted; be in good standing at the last college or university attended, and have completed at least 30 semester (45 quarter) units of college coursework with a grade of "C" or better in each course. Further, for this program, students must have successfully completed all lower division course work required for the B.S. in Business Administration degree. An additional GPA requirement may be added after the program launch, depending upon student demand. Students will be encouraged to self-evaluate their suitability for an online degree completion program.

B. Identification of the type of student targeted and qualifications required for the program

This program will target a diverse group of adult working students who find it difficult to attend face to face classes. The minimum qualifications include successful completion of all lower division courses required for the B.S. in Business Administration degree, in addition to meeting the other requirements for admission to the university as an upper division transfer student. A limited number admission slots will be available, so some additional Grade Point Average academic coursework may be required (e.g., GPA ≥ 2.5). It is possible for students to complete their admissions application totally online. In addition, students who have
completed their first two years successfully at CSUEB are eligible to apply for the program. Admission into the program is not automatic.

C. Credit policies including the number of credits that students may transfer in

For University admission as an Upper Division transfer student, a minimum of 60 semester or 90 quarter transferable units is required. For admission into the B.S. in Business Administration online degree completion program, students will need to meet the minimum 60 semester or 90 quarter transferable units. This will insure that students can complete the program in two years of upper division work, resulting in the completion of all the requirements for graduation (180 quarter units)

D. Process for awarding credit for prior learning (applicable only to undergraduate level)

There are no provisions in the program to award credit for prior learning. All students must take and successfully complete all required courses in the degree program.

E. Residency requirements, if applicable

California State University, East Bay requires at least 45 quarter units to be in residency at the University.

F. Sample brochure or admissions material

The University provides online and print admissions material; a sample is attached.

*Attachments* [Admissions_Material.ppt](university.admissions_material.ppt), [Why_Cal_State_East_Bay.htm](university.why_cal_state_east_bay.htm)

Plan for Evaluating Educational Effectiveness

A. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program

CBE has a long history of assessing learning in all its programs, including those offered in a distance learning environment. Student Learning Objectives (SLO) are assessed biannually in the BSBA and MBA programs, but annually in smaller and distance learning programs (CBE has a WASC approved MBA program in Moscow). The BSBA online degree completion program will be folded into the CBE overall assessment schedule in the 2011-2012 academic year.

In the first two years of the program (2009-2010 and 2010-2011) the HIRE Center, the CBE unit charged with assessing learning in its programs, will conduct a process assessment to ensure that the program is unfolding in a manner such that it will achieve the learning outcomes developed in the BSBA. Specifically, it will examine syllabi to ensure that course learning objectives are covered. It will also have faculty teaching in the online degree completion program apply the rubrics developed for learning in the BSBA in appropriate
courses. Knowledge will be compared to levels in the on-grounds program. Should either the examination of syllabi or the direct assessment of learning suggest that the program falls short of achievement in the on-grounds BSBA, the program director will take corrective action.

The two-year individualized assessment focus on the BSBA online degree completion program will afford the program feedback during its formative years. Although data will continue to be collected annually in the online program, reporting will coincide with the biennial reporting of learning in the BSBA program starting in 2011-2012 (see schedule attached). In this way knowledge of students in the on-grounds and online programs can be directly compared.

Attachment: 10-Year Prospective of Data Collection: Online BSBA Degree Completion

B. Plan for incorporating assessment of this program into the school and/or institution's existing program review process

The CBE has an on-going assessment plan and cycle, such that every program is reviewed every five years. This policy is in accordance with the university’s five year program review policy. The online degree completion program for the B.S. in Business Administration will be reviewed at the same time that the B.S. in Business Administration program is reviewed by the university’s Committee on Academic Program Review. Results from the two programs will be compared and adjustments made as appropriate. AACSB standards require continuous improvement, with assessment and feedback critical to that process.

C. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs

As mentioned above as part of the university's program review process and the CBE review process, the online B.S. in Business Administration will have an on-going assessment plan and cycle, with a formal university review every program every five years. The online degree completion program for the B.S. in Business Administration will be reviewed at the same time that the B.S. in Business Administration program is reviewed. Results from the two programs will be compared and adjustments made as appropriate.

D. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program

Discussions about learning objectives and indirect assessments (i.e., exit surveys, interviews with key employers) were instrumental in the radical restructuring of the BSBA program. For example stakeholders’ observations that the BSBA program was rigid and outdated led to revisions to increase flexibility and the replacement of core requirements with “business electives.” Other curriculum changes were undertaken to update material and coverage, problems uncovered during stakeholder discussions. For example, MGMT 3100 (Quantitative Business Methods) became a decision science course. An ethics component
was added to three required core classes: MGMT 2701 (Legal Environment of Business), MGMT 4500 (or ACCT 4911), and MKTG 3401 (Marketing Principles).

Once more direct assessment of learning data became widely disseminated, a relatively large number of courses and curricula were restructured to increase learning at the undergraduate level. For example, in response to poor levels of proficiency in problem solving and technologies, the Computer Information Systems (CIS) requirements for the BSBA were changed to increase the unit requirement and coverage of the lower division course (1270), thereby allowing for increased coverage and rigor in the upper division course (3060). Arguably, the most radical change in CBE occurred when the outdated CIS/TC (Computer Information Systems/Telecommunication) program was completely restructured to become an Information Technology Management curriculum for the BSBA, MBA and MSBA. This curriculum draws on the strength of CBE faculty and responds to market place demands. It became effective Fall 2008.

E. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions

Students will be strongly encouraged to participate in self-assessment to determine whether or not online education is appropriate for them. All students will be directed to http://www20.csueastbay.edu/online/is-online-right-for-me/index.html prior to application to the program. Students will self-select into the program, since other options for the program are also available at CSUEB.

F. Procedures to evaluate teaching effectiveness in the distance education modality

CSUEB has an online faculty evaluation program, Class Climate from Scantron, that will be used in every course. The course evaluation will have questions specific to the effectiveness of the online modality.

Section IV: Resources

Faculty

A. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness

The B.S. in Business Administration degree program was developed and modified by the faculty. The proposed online degree completion program for the B.S. in Business Administration is based entirely on the existing B.S. in Business Administration degree program. Currently, there are over 60 tenure track faculty in the college, with a number of part-time lecturers. In addition, there is one full time lecturer. The CBE faculty will deliver instruction to the students. There are no internships or dissertations in our program. The educational effectiveness of the program will be evaluated by the CBE
Outcome Assessment Team and the CBE Curriculum Committee.

B. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising

AACSB standards of sufficiency and currency will be maintained for this and all other CBE degree programs. As such, at least 75% of CBE’s annual teaching and at least 60% of CBE’s teaching in any program must come from participating faculty.

C. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

There will be no change in the faculty workload - courses taught will be part of the usual teaching load. Other tenure-track faculty members and lecturers will teach courses no longer being taught by faculty involved in the online degree program.

D. Preparedness of faculty to support the modality of instruction – Are faculty development opportunities available? Include any faculty guidelines for online instruction.

Some faculty members are trained and experienced in online instruction. Currently, they or others interested in teaching online have stepped forward to teach in the program. All faculty have the opportunity to attend workshops and receive individual training from CSUEB's Office of Faculty Development. In addition, faculty may participate in programs offered through the Center for Teaching & Learning with Technology. Faculty guidelines for online instruction have been developed and approved by the Academic Senate, and are attached to this document. Finally, the college has also developed and approved guidelines for teaching online which are also attached.

Attachments 06-07_20BEC_205.Online-hybrid_20Instruction_20Policy.revised.pdf, AS Online Guidelines and CBE Policy 13 (Online Teaching)

E. Overview of the key credentials and experience of primary faculty responsible for the program – Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.)

A number of CBE full time faculty have self-identified as having a strong interest in teaching online. They include, but are not limited to, the following:

- Hongwei Du – Management
- Stevina Evuleocha – Marketing
- Eric Fricke – Finance
Attachments: add abbreviated vita for these faculty

Student Support Services

A. Assessment of student support needs including, but not limited to:

i. Ongoing academic advising and academic support

Students admitted to the program will be provided with an online student orientation. During the orientation, students will be given academic advising and support. Further, the CBE student Service Center will provide support to students enrolled in the online degree completion program proposed. Students may utilize advising either remotely or in person. In addition, the CBE Student Service web site will have more information available, along with a more complete list of FAQs.

ii. Financial aid advising

The Financial Aid Counselor in Planning and Enrollment Management handles all financial aid advising, including “special budget” programs such as the proposed online degree program. Students who are matriculated in a regular education program that is completely held online would be treated the same as other financial aid students with one exception: the travel component in the student budget (aka cost of attendance) would be removed since students would not have expenses associated with attending a campus for classes. All financial aid advising can be conducted online.

iii. Career placement services

The Academic Advising and Career Education Center offers a sophisticated, user-friendly website on which students can research occupations, sign up for interviews, and learn how to improve their job hunting - all online. Features on this website make available online career guides and manuals. Among the professions represented are various business careers. The site is further broken down by options; it lists job possibilities that can be
found by students who specialize in each of the various business options. Career Education staff members are available for online and telephone counseling.

**B. Availability of support services for students and faculty including helpdesk hours**

The CSUEB Help Desk supports the instructional and administrative goals of the University by coordinating help requests with appropriate technical support personnel to resolve both hardware and software problems. Students, faculty, and staff can submit requests for assistance by using online forms, email, and voicemail. Requests can be submitted twenty-four hours a day.

**Information Literacy and Library Resources**

**A. Description of the information literacy competencies expected of graduates and how they will be evaluated**

As part of their information literacy competence, students are required to seek multiple perspectives and use diverse sources of information to inform conclusions, including the library and online sources of information. They should be able to show knowledge of Copyright, Fair Use and Intellectual Property law relevant to their use of online and other education-relevant materials and demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others.

**B. Description of how library resources will be used in the curriculum**

An introduction to library resources useful in developing information literacy competencies will be part of the online orientation. Students are expected to demonstrate the above information literacy competencies throughout their required coursework for the degree as they prepare and submit written assignments and participate in discussion groups.

**C. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program**

The CSUEB’s Library website includes a list of librarians who serve as subject specialists and as liaison to academic departments on campus. They are not only available for individual students with research questions but they work with faculty as well in course planning and design. The following three courses are offered by the Library to support the development of information literacy skills:

1. **Introduction to Information Literacy** (LIBY 1210) This course introduces basic information literacy concepts and examines research strategies and appropriate techniques for effectively identifying, acquiring, evaluating, using, and communicating information in various formats. This course satisfies the General Education Information Literacy requirement. The sections are tailored to articulate with courses in first-year G.E. sequences in areas;
2. **Information Skills for the Electronic Age** (LIBY 1551) This course is designed to provide instruction and practice in finding and critically evaluating information from print, electronic, and other non-print sources. Students will learn effective
use of the Library's collections and services, as well as how to access remote information including selected Internet resources. This course satisfies the General Education Information Literacy requirement; and 3) Discipline-Based Information Research (LIBY 3200) Research techniques and computer skills for effectively identifying, acquiring, evaluating, using, and communicating information in specific disciplines. The focus will change from quarter to quarter as appropriate.

D. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program

No additional literacy and library resources are deemed necessary, beyond those needed for the existing B.S. in Business Administration program.

E. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students

The CSUEB Library has an entire link on its website entitled "Library Services for Students Enrolled in Online/Distant Education Classes." Faculty have access to this link. The University Library offers a wide range of services to help both students and faculty, including information on how to access: 1) HAYSTAC, the Library's online catalog; 2) CSUEB's more than 80 online full-text journals and databases; 3) and Off-Campus databases. Materials not located in HAYSTAC may be searched in Link+, a combined catalogue of university libraries, including many in the California State University system. Link+ provides Interlibrary loan services to students and faculty. Materials such as books, periodical articles, dissertations, musical scores and government documents can be ordered by completing an online Interlibrary Loan form; these must be picked up on campus.

F. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable

Staff and services available to students and faculty for instruction on how to use, access and support information resources include the following: 1) Instant Messaging; 2) 24/7 Chat with a professional using a web browser, 24 hours a day, 7 days a week - no special account or special software is required; 3) Email - CSUEB librarians will respond usually within 24 hours during the normal work week; 4) In Person - available at both the Hayward and Concord campuses during Reference Service Hours Monday through Thursday 8:00AM to 9:00 PM; Friday 8:00 AM to 5:00 PM; Saturday 11:00 AM to 5:00 PM; and Sunday 11:00 AM to 7:00 PM; and 5) Phone - available at both the Hayward and Concord campuses during Reference Service Hours.
Technology

A. Description of the institution’s technological capacity to support teaching and learning in the proposed program

CSUEB has a university wide implementation of the Blackboard Course Management system software. It is available 23 hours every day with 1 hour for backup and maintenance. The University also has a Center for Teaching & Learning with Technology (CTLC) with eight full-time Information Technology professional specialists involved in instructional design, development and production. The CTLC staff are available for large group, small group and individual consultations for faculty. The Center also sponsors frequent workshops on diverse areas of education-relevant technology issues. A few examples of workshop topics are the following: Making Your Power Points Accessible; Accessibility and Universal Course Design; and Online Communication Tools. An annual two day conference focusing on the most recent developments in educational technology is held by CTLC for all faculty every year just before Fall classes begin.

B. Description of the institution’s provisions for students in the proposed program to gain full access to course materials

CSUEB is on track to be in total compliance with Americans With Disabilities Act, following the guidelines and timeline established by the California State University Chancellor's Office. The proposed program will work fully within these guidelines, following the established timeline.

C. Description of the level of technology proficiency expected of students and faculty

We expect students and faculty to be able to access the internet and be able to use a browser, as well as the ability to use email and word processing. With these as a basis, we expect students and faculty to transition into discussion boards, external links and other similar online and remote communication tools.

D. Description of how students will receive training on how to utilize program required technology

Students participating in the proposed program will be provided with an online orientation at the beginning of the academic year. A large part of this orientation will focus on introducing students to various campus resources devoted to assisting them in learning and using Blackboard. For example, students will be introduced to the University Help Desk, which offers 24/7 assistance via email and phone to students who are experiencing technological difficulties.

E. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions
Students and faculty are notified in advance of scheduled service interruptions; they are notified of the status of down time during system failures. Currently the University owns the hardware and is configuring Blackboard to run in a "load-balanced" state, which in the event of a server failure will move operations to a backup server.

F. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework

Students are issued a Net ID from their first day of enrollment in the University. In order to receive this Net ID at the initial orientation program, they will have to provide documentary evidence of identity. There is a feature of Blackboard which enables each professor to track the course participation of all students in his or her courses through following the Net ID.

Physical Resources

A. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to the physical learning environment - classrooms, study spaces, student support areas

The proposed online degree program will have no impact on the physical resource capacity of the University.

Financial Resources

A. Assessment of the financial viability and sustainability of the program including:

i. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution – Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included

The College of Business and Economics is absorbing the software costs for each faculty member who teaches in the program. Also, the College of Business and Economics is committed to providing faculty in the program with the necessary hardware. New lab top replacement computers, configured specifically for online teaching (expanded memory, built-in web cam and microphone, etc.) are replacing faculty’s existing computers. Whenever possible, the Center for Teaching & Learning with Technology is used to supply technology technical support—both for students and faculty. In addition, support is provided from the Information Technology Division.

ii. Total cost of the program to students, including tuition and any special fees

The BSBA online degree completion program will be offered as a self-support program. Fees will start at $220 a credit unit. Additional info coming from DCIE
iii. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

to be added

iv. Statement of the minimum number of students per year necessary to make the program financially viable - the budget should reflect anticipated attrition and should include plans to respond to low enrollment.

The online sections in the department are the first to fill up and so there is no concern about low enrolled sections remaining low enrolled when the quarter begins. Initially, unmet capacity will be available to other students through Open University, consistent with the current university policy regarding Open University. This may change, if admission standards rise in comparison to the on-ground program.

v. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs - The budget should include all budgetary assumptions.

to be added

Section V: Teach-out

Teach-out

A. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed.

If the institution determines that the program is to be closed, students will be able to complete their degrees as part of the regular on ground B.S. in Business Administration Program. The requirements of the program are identical, so that they would be able to gain full credit for any courses already completed within the online degree program.