

# TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF TABLES.....	.iii
SUMMARY INFORMATION.....	1
BACKGROUND INFORMATION .....	2
ACCREDITATION PRINCIPLE	
Principle 1:	
1.1 Outcomes Assessment.....	6
1.2 Summary Evaluation of Outcomes Assessment.....	26
Principle 2:	
2.1 Strategic Planning .....	28
2.2 Summary Evaluation of Strategic Planning .....	32
Principle 3:	
3.1 Program Design.....	33
3.2 Common Professional Component .....	34
3.3 General Knowledge and Skills.....	37
3.4 Breadth and Depth of Curriculum.....	41
3.5 Curriculum Review and Improvement.....	43
3.6 Master’s Degree Curriculum.....	44
3.7 Doctoral Curriculum .....	45
3.8 Summary Evaluation of Curriculum .....	46
Principle 4:	
4.1 Faculty Qualifications .....	50
4.2 Faculty Load .....	55
4.3 Program Coverage.....	56
4.4 Faculty Evaluation .....	58
4.5 Faculty Development .....	59
4.6 Faculty Policies .....	63
4.7 Summary Evaluation of Faculty.....	64
Principle 5:	
5.1 Scholarly and Professional Activities .....	66
5.2 Summary Evaluation of Scholarly and Professional Activities .....	69
Principle 6	
6.1 Financial Resources .....	70
6.2 Facilities .....	75
6.3 Learning Resources.....	79
6.4 Educational Technology and Support .....	82
6.5 Off-Campus Locations .....	83
6.6 Summary Evaluation of Resources .....	83

Principle 7:	
7.1 Internal Relationships.....	85
7.2 Admissions Processes .....	87
7.3 Business and Industry Linkages .....	89
7.4 External Cooperative Relationships .....	94
7.5 External Oversight .....	95
7.7 Summary Evaluation of Internal and External Relationships .....	98
Principle 8:	
8.1 International Business Education.....	99
8.2 Summary Evaluation of International Business Education .....	102
Principle 9:	
9.1 Educational Innovation.....	104
9.2 Summary Evaluation of Educational Innovation.....	107

## LIST OF TABLES

Table 1: Summary of Common Professional Component (CPC) Activity.....	35
Table 2: Undergraduate General Education Requirements .....	38
Table 3: Program Curriculum Composition .....	42
Table 4: Faculty Qualifications.....	52
Table 5(U): Teaching Load and Student Credit Hours Generated .....	53
Table 6(U): Faculty Coverage Summary.....	54
Table 7: Program Coverage .....	57
Table 8: Scholarly and Professional Activities of Full-Time Faculty .....	67
Table 9: Educational and General Expenditures.....	72
Table 10: Salary Ranges by Rank.....	73
Table 11: Office Facilities by Business Faculty.....	76
Table 12: Evaluation of Educational Facilities.....	77

## SUMMARY INSTITUTIONAL INFORMATION

### **International Assembly for Collegiate Business Education (IACBE)**

Name of Institution	<u>California Maritime Academy</u>
Chief Executive Officer's Name/Title	<u>RADM Thomas Cropper/ President</u>
Chief Academic Officer's Name/Title	<u>Gerald Jakubowski/Provost</u>
Head of Academic Business Unit's Name/Title	<u>Donna Nincic/Director of the ABS School</u>
Academic Year Covered by Self-Study	<u>2012-2013</u>
Primary Contact During Accreditation Site Visit:	
Name	<u>Nipoli Kamdar</u>
Title	<u>Associate Professor</u>
Street Address	<u>200 Maritime Academy Drive</u>
City and State or Country, ZIP/Postal Code	<u>Vallejo, CA 94590</u>
Phone (with Country Code if Outside of the U.S.)	<u>(707) 654-1242</u>
FAX (with Country Code if Outside of the U.S.)	<u>(707)-654-1017</u>
E-mail	<u>nkamdar@csum.edu</u>
Date of Submission of Self-Study to the IACBE	<u>January 7, 2014</u>

## **BACKGROUND INFORMATION**

### ***1. Identify the name and title of each individual who participated in preparing the self-study.***

Faculty/Staff	Title
Nael Aly	Academic Dean, California Maritime Academy
Evelyn Andrews	Registrar
Khalid Bachkar	Assistant Professor, Maritime Policy & Management
Graham Benton	Professor and Chair, Culture and Communication
Palin Berkana-Wycoff	Interim Commandant/Lecturer, Maritime Policy and Management
James Dalske	Director, Career Center
Matthew Dudman	Lecturer, Maritime Policy and Management
Christina Harrison	Assistant Director, Career Center
Paul Hein	Lecturer, Maritime Policy and Management
Nipoli Kamdar	Associate Professor, Maritime Policy & Management
Tony Lewis	Assistant Professor, Maritime Policy & Management
Tim Lynch	Department Chair, Maritime Policy & Management
Lloyd Kitazano	Chair, Department of Science & Math
Elaine Kociolek	Early Assessment Program Coordinator, Center for Engagement in Teaching and Learning
Steve Maestro	Associate VP, Budget Office
Marc McGee	Director of Admissions
Robert Neumann	Lecturer, Maritime Policy and Management
Donna Nincic	Director, ABS School
Harry Portolos	Lecturer, Maritime Policy and Management
Rick Robison	Dean of Library Services
Philip Stilson	Associate Registrar

### ***2. In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.***

The California Maritime Academy (CMA), nationally recognized by *U.S. News and World Report* and *Forbes* as one of the best colleges in the United States, is committed to providing a superior education in business, engineering, transportation and related fields in the maritime industry.

As noted on page 4 of the 2012-2013 Academic Catalog (see link below) CMA's history goes back to 1929 when the California State Legislature founded the California Nautical School to prepare young men for service as officers in the American Merchant Marines. A decade later, its name was changed to *The California Maritime Academy*. In subsequent years, the school was moved from Tiburon, California to its present location in Vallejo, California, and began granting a Bachelor of Science degree to its graduates.

In the early 1970s, Cal Maritime became a four-year college with majors in Nautical Industrial Technology and Marine Engineering Technology. Majors in Business Administration and Mechanical Engineering were added in the 1980s. In 1995, CMA became the 22<sup>nd</sup> campus of the California State University system. The school now offers six undergraduate majors: Marine Transportation, Marine Engineering Technology, Mechanical Engineering, Facilities Engineering Technology, Global Studies and Maritime Affairs, and Business Administration -International Business and Logistics. A new online

Master of Science degree in Transportation and Engineering Management was launched in Fall 2011, and the first cohort in this program graduated in May 2013.

Link to the Academic Catalog

[https://www.csum.edu/c/document\\_library/get\\_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269)

- 3. In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.**

The Business Administration major was established in 1987. An outgrowth of business courses offered to students in Marine Transportation and Marine Engineering majors, the program was initially housed in the Department of Maritime Management. The Business Major originally consisted of a Management Option for non-license-track students and an Intermodal Transportation Option for license-track students. In 1999, this was changed to a separate Business major with concentration options in Management, Transportation and Logistics, and International Business. The options were dropped in favor of a single International Business and Logistics program in 2007. The following year saw the merger of the Global and Maritime Studies Department and the Culture and Communications area with Business Administration to establish a free-standing ABS School of Maritime Policy and Management with three programs: Global Studies and Maritime Affairs, (GMSA), Business Administration -- International Business and Logistics (IBL), and Culture and Communications (C&C). In 2012, the ABS School was reorganized into two departments – a newly formed Department of Culture and Communications and the existing Department of Maritime Policy and Management (which continues to house both GSMA and IBL majors).

- 4. a. List each business program included in the accreditation review, and identify all of the locations at which the programs are offered. These programs and locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit was granted candidacy status or applied for reaffirmation of accreditation.<sup>1</sup> If these programs differ from the ones that appear in the institution's catalog for the self-study year, provide an explanation for this difference.**

B.S. in Business Administration –International Business and Logistics

- b. If you are seeking reaffirmation of accreditation, provide the website address for the location of your public notification of accreditation by the IACBE.**

<https://www.csum.edu/web/academics/schools/abs/majors/international-business-and-logistics>

- 5. Provide the following enrollment information:**

- a. Total enrollment of the institution by headcount.**

The total enrollment of The California Maritime Academy by headcount for the 2012-13 academic year was 953

- b. For each of the programs listed in item 4 above, the total enrollment by headcount in each program (including each major, concentration, or emphasis), and the total enrollment by headcount in all programs combined. This information should be presented as shown in the sample table on the following page.**

---

<sup>1</sup> The IACBE accreditation process normally encompasses all business programs at all degree levels (i.e., associate-, bachelor's-, and graduate-level programs) and all locations at which the programs are offered (i.e., branch campuses, extension centers, or other types of auxiliary operations). Any exclusions of programs or locations from the accreditation review must be approved by the IACBE Board of Commissioners during the candidacy process or when the academic business unit applies for reaffirmation of accreditation.

The total enrollment by headcount is provided in the table below.

6. *For each of the programs listed in item 4 above (including each major, concentration, or emphasis), provide the number of such degrees conferred during the self-study year and the previous two academic years. This information should be presented as shown in the sample table on the following page.*

The total number of degrees conferred is provided in the table below.

PROGRAM	HEADCOUNT ENROLLMENT SELF-STUDY YEAR (2012 -2013)	NUMBER OF DEGREES CONFERRED		
		SELF-STUDY YEAR (2012-2013)	YEAR PRIOR TO SELF-STUDY YEAR (2011-2012)	TWO YEARS PRIOR TO SELF-STUDY YEAR (2010-2011)
<b>ASSOCIATE-LEVEL PROGRAMS</b>				
Associate of Science in Business Administration	NA	NA	NA	NA
<b>BACHELOR’S-LEVEL PROGRAMS</b>				
Bachelor of Science in Business Administration-International Business and Logistics	131	23	16	13
<b>MASTER’S-LEVEL PROGRAMS</b>				
Master of Business Administration	NA	NA	NA	NA
<b>DOCTORAL-LEVEL PROGRAMS</b>				
Ph.D. in Business Administration	NA	NA	NA	NA
<b>TOTALS<sup>1</sup></b>	131	23	16	13

7. *Describe any situations present at your institution requiring a special understanding during the accreditation process.*

It should be noted that Cal Maritime’s small size belies a complex structure. As a campus of the California State University system, it is enjoined with that system’s educational aims, objectives, and mandates. But Cal Maritime is also a federally-sponsored maritime academy under the auspices of the U.S. Maritime Administration. It is therefore bound by specific regulations and requirements overseen by the U.S. Coast Guard for the certification of merchant marine officers under U.S. law and the International Standards of Training, Certification, and Watchkeeping (STCW).

During the self- study year, there were several changes in the executive structure of The California Maritime Academy. A new president, RADM Thomas Cropper, and a new academic dean, Dr. Nael Aly, were appointed at the beginning of the year. Former Associate Vice President of Academic Affairs (AVPAA) Steve Kreta is now the new Vice President of Student Affairs, and the AVPAA position has

been eliminated. Dr. Donna Nincic, Director of the ABS School, was appointed to the newly created position of Director of International Studies. Current organizational charts are provided in Appendix P.

The institutional environment for the IBL program has been challenging due to fiscal constraints, exacerbated by the small number of students. Faculty retirements and relocations have affected the program, reducing the number of full-time faculty. During the self-study year, the department hired two tenure-track faculty members (both of whom joined the institution in Fall 2010), one full-time lecturer, and four part-time lecturers.

The business program has been committed to a process of continuous improvement. However, when senior business faculty left the department in Spring 2011, knowledge of IACBE assessment requirements and how they differed from WASC requirements did not filter down to the newly-hired faculty. As a result, there are some gaps in the data collected for this self-study. These will be discussed further in the relevant sections.



# **Principle 1: Outcomes Assessment**

## **1.1 Outcomes Assessment**

*In the self-study:*

1. *Provide a copy of the academic business unit's outcomes assessment plan that encompasses each degree level as described above (this should be placed in the appendix of the self-study).*

The current version of our outcome assessment plan can be found in Appendix A. The direct and indirect measurement tools used to assess the listed outcomes and the associated results can be found in Appendices B-G.

2. *Provide a statement of the academic business unit's mission and its broad-based student learning and operational goals.*

The mission of the program in Business Administration/International Business and Logistics is to graduate students who are readily employable and highly qualified for further education. Students will have a practical balance of theoretical knowledge, experiential learning, strong ethical values, and global leadership skills. We enhance learning in the ABS School of Maritime Policy and Management (MPM) through close involvement in international maritime affairs, unique educational platforms, vibrant industrial partnerships, and diversity of faculty, staff and cadets.

The broad-based student learning and operational goals of the program are listed in the tables below.

<b>Broad-Based Student Learning Goals:</b>	
1.	Students will acquire the relevant disciplinary knowledge and competencies appropriate to their area of concentration.
2.	Students will acquire an understanding of the nature of social, cultural, and legal environments and their impact on business practices.
3.	Students will be able to lead collaboratively and strategically in an ethical manner.
4.	Students will be able to communicate effectively, orally and in writing, in a professional context.
5.	Students will demonstrate the ability to apply analytical thinking and quantitative methods to analyze data and make decisions to a variety of business problems.

<b>Broad-Based Operational Goals:</b>	
1.	Attract and retain highly qualified faculty who are effective teachers and are engaged in significant service and professional development activities.
2.	Offer strong degree programs that prepare students for a wide variety of careers as business professionals in diverse organizational settings or for continued academic study.
3.	Provide a learning environment that fosters active and collaborative student learning.

3. *Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide assessment results for each of the following areas:*
- a. *Intended student learning outcomes: Provide student learning data relating to the intended business-specific content outcomes and business-related professional skills outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*

<b>Student Learning Outcomes for the IBL Program</b>	
SLO1	Students will be able to lead a team project or activity in a responsible and professional manner.
SLO2	Students will be able to demonstrate well developed critical thinking and problem solving skills in discipline-specific areas by analyzing data and information from a variety of sources.
SLO3	Students will be able to communicate effectively in business situations orally and in writing,
SLO4	Students will be able to use mathematical, computer, and communication technology effectively in business settings.
SLO5	Students will be able to demonstrate an awareness of ethical conduct and corporate social responsibility.
SLO6	Students will be able to demonstrate an understanding of diverse cultural norms and institutions and their impact on business practices through an international experience.

### **Assessment Measurement Tools for Intended Student Learning Outcomes**

#### **End of Program Comprehensive Exam (Direct Measure)**

The California State University Business Assessment Test (CSU-BAT) was developed by business faculty across 12 campuses of the CSU system and comprises of 80 multiple-choice questions covering the following subject areas: accounting, global business perspectives, economics, finance, business law, management, professional ethics, information systems, marketing, production operations management, and statistics. During the self-study year, the CSU-BAT exam was administered to our students by two faculty members in their capstone courses: MGT 400 and MGT 440. Student responses were sent to CSU Long Beach for grading and data analysis

#### **Results**

It was expected that all students in the IBL program will score at least 40% on the CSU-BAT exam. As it can be seen in the table below, our students perform comparatively well by scoring an average of 48.92% and therefore slightly exceeded the criteria for this measure.

<b>Subject area</b>	<b>Average CSU-BAT Score</b>
Accountancy	39.44%
Economics	40.43%
Finance	42.28%
Law	32.64%
Management	60.10%
Information Systems	44.44%
Marketing	50.56%
Statistics	52.50%
Productions and Operations Management	53.24%
Global	37.78%
Ethics	84.72%
<b>Overall Average Score</b>	<b>48.92%</b>

### Capstone Experience Capstone Experience (Direct Measure)

In the IBL program, we require that our senior students take the following four courses that comprise their capstone experience.

- MGT 440
- BUS 405
- MGT 400
- HUM 400

#### ➤ **Capstone Experience: Logistics Case Analysis MGT 440**

Students enrolled in MGT 440 (Logistics Case Study Analysis) should have completed the following courses:

- MGT 340: Global Logistics
- MGT 410: Quantitative Managerial Methods
- MGT 415: Operations Management
- MGT 420: Supply Chain Management

The capstone course in logistics management requires students to integrate knowledge acquired in prior courses relating to supply chains, transportation, and logistics. Case studies requiring written reports and presentations teach students to apply modern principles and practices to achieve competitive advantage. A case study is assigned to a group of 3-4 students who are responsible for presenting their analysis. Students must be prepared to lead the subsequent discussion on a daily basis. The “questioning team” is responsible for questioning the presenting group and potentially providing alternative solutions. Both teams are assessed based on their performance and their contribution to the class discussion. During the self-study year, assessments of Student Learning Outcome 2 were conducted in MGT 440. Students were assessed on their ability to demonstrate well developed critical thinking and problem solving skills in discipline-specific areas by analyzing data and information from a variety of sources. A case study

including all elements of the rubric attached in Appendix C was used as a direct measure to assess the SLO2. The specific elements and tasks of the assignment included:

1. Identify the problem, question or issue
2. Perspective/position
3. Hypothesis/Solution
4. Identifying/ Assessing assumptions
5. Synthesis: Suggest ways to improve/strengthen the chosen solution
6. Conclusion: Evaluate original solution, identify and discuss relevant conclusion, implications, and consequences

## Results

It was expected that at least 70% of students in the IBL program will achieve an “Acceptable” or “Exemplary” Rating on each learning outcome-related evaluation criterion. As it can be seen in the table below, on average 88% of our students achieved “Acceptable” or “Exemplary” across the six learning outcome-related evaluation criteria. Therefore, our students exceeded the target criteria.

Percent of Students	Not Satisfactory (1)	Near Satisfactory (2)	Acceptable (3)	Exemplary (4)	Total	Top Two Levels (3) & (4)
Identify the problem, question or issue	3%	3%	38%	57%	100%	95%
Perspective/Position	5%	16%	27%	51%	100%	78%
Hypothesis/Solution	0%	22%	27%	51%	100%	78%
Identifying/Assessing Assumptions	0%	8%	35%	57%	100%	92%
Synthesis: Improve the chosen solution	3%	3%	46%	49%	100%	95%
Conclusion	0%	8%	27%	65%	100%	92%
Average						88%

### ➤ Capstone Experience: Business Leadership and Group Dynamics (BUS 405)

The Business Leadership and Group Dynamics (BUS 405) course focuses on behavioral and psychological aspects of leadership in the business environment. Behavioral concepts include practical training in how to follow, development of skills in leadership, communication, team membership, and management of personal stress. Psychological concepts include attitude development, corporate culture values, and personality assessment. Central to the pedagogy is the required leadership project. Students must create, lead, and evaluate a team project. This project effectively provides a “laboratory” in which students experiment with using various skills, identified in the course learning objectives and introduced in class, that support effective leadership. They also apply various concepts, frameworks, and models to their project work in support of reflective leadership. Students perform a detailed leadership case study of their project, resulting in a professional paper, and an oral presentation in class. During the self-study year, assessments of Student Learning Outcome 1 (Leadership) were conducted in BUS 405, Business Leadership and Group Dynamics. These assessments included the required leadership project and a formative and summative self-assessment using the Leadership Identity Development Model (LID).

## Results

It was expected that at least 70% of students in the IBL program will achieve an “Acceptable” or “Exemplary” Rating on each learning outcome-related evaluation criterion. Referring to the table below,

it is clear that learning outcome targets for the leadership project were exceeded by more than 20 percentage points. Conversely, targets for the LID were missed by 30-40 percentage points. However, institution-wide and program learning objectives for leadership are best represented by the leadership project, as all identified learning outcomes and objectives are directly tied to this course requirement. Our students exceeded the criteria for this measure.

Learning Outcome - Related Evaluation Criterion	Percentage of Students Achieved an “Acceptable” or “Exemplary” Rating
1. Leadership Project	90.91%
2. Leadership Identity Development Model (LID)	42.42%

While outcomes for the leadership project were favorable, the late start of many of the projects limited their overall success. This delay kept outcomes from further exceeding targets. The course schedule was designed to provide students with some foundational learning prior to embarking on their projects. Students reported in their evaluations of the course that it would improve the learning experience dramatically if the first weeks of class were devoted to getting the projects organized and initiated, followed by instruction in relevant theory and training in relevant practices. The course schedule has been reordered to provide the students with more project time.

Two issues impacting the outcomes of the LID self-assessments became apparent when assessing the results reported by students in their case studies. First, insufficient time was spent acquainting students with the model. It appears that they simply did not understand the relevance of the model and how to apply it. Second, the model was presented in a two-page format (Stages 1-3 on the first page and Stages 4-6 on the second page), as it appeared in the original journal article. When referencing the model to use in their final self-assessments, students appear to have failed to reference the second page. This left them assessing themselves in relation to only the first three stages of the model. As a result, students did not demonstrate the expected development along the continuum during the term of the course. More time in subsequent terms will be devoted to introducing the model and a one-page version of the model will be used in the future.

Both assessments appeared to have value and, with the proposed changes in course design, are expected to generate valid, reliable assessments of learning outcomes.

➤ **Capstone Experience: Strategic Management MGT 400**

Assessment for MGT 400, Strategic Management, was conducted using several instruments; three midterm exams, team presentations, individual reports and presentations analyzing a specific industry. Each of these five assessment tools was given equal weight for the final grade.

Exams were based on the assigned readings, lectures, and student presentations. Midterm exams were not comprehensive. They measured understanding and application of material in specific chapters of the text (Contemporary Strategy Analysis, by Robert M. Grant, ISBN 978-0-470-74709-4) and in lectures related to those chapters. The team presentations on scenario creation encouraged and measured cooperation and information sharing through the application of a long-range planning exercise. The strategic industry analysis was comprehensive and required the students to apply the entire range of analytic tools presented in the course and in prior coursework.

The Capstone research project included a required paper and oral presentation of the findings. Each student selected one industry that included both domestic and international companies. These industries

were chosen because of the student’s desire to explore the possibilities of a career in that particular field. The project began with a brief history of the industry and the current dimensions of the overall industry. Students then examined a representative set of companies participating in that industry and analyzed each in terms of strengths, weaknesses, threats and opportunities, focusing primarily on marketing, finance and management. Accounting was generally not included in the analysis unless there were irregularities that altered the dynamics of the competitive structure. Each of the firms chosen for the student’s representative set of competitors operated in a globally competitive arena. Students were required to consider the legal, social, and economic environments of both the home country and of the international markets in which the firm competes. Students shared information on competitive conditions in particular countries even though they were studying different industries.

**Results**

It was expected that at least 70% of students in the IBL program will achieve an “Acceptable” or “Exemplary” Rating on each learning outcome-related evaluation criterion. As it can be seen in the table below, on average, 70% of our students achieved “Acceptable” or “Exemplary” ratings across the four learning outcome-related evaluation criteria. Therefore, our students met the target criteria. However, only 60% of students achieved “Acceptable” or “Exemplary” on criterion 4. In fact, written capstone reports were for the majority of students very thoroughly researched, well written, and appropriate for business usage (60%), with some exceptions. Due to the unforeseen necessity of scheduling two days of standardized testing during the times previously allotted to oral presentations, not all students had the opportunity to give the oral presentation portion of their project. Those that were able to present a briefing to the class of their industry were very good. The others submitted the slide deck that would have been used in conjunction with their presentation. Professionally acceptable writing ability eludes about 40% of students. Tutoring is available, but hours are limited. Also, the students most in need of improvement do not recognize the necessity of solid skills in this area. More will be done to stress this in all classes.

Learning Outcome-Related Evaluation Criterion	Percentage of Students Achieved an “Acceptable” or “Exemplary” Rating
1. Explanation of concepts in functional areas	75%
2. Evaluation of legal, social & economic environment	70%
3. Description of global business environment	75%
4. Professional written and oral communication	60%
<b>Average</b>	<b>70%</b>

➤ **Capstone Experience: Ethics (HUM 400)**

One of the direct measures of Student Learning Outcome 5 (Students will be able to demonstrate an awareness of ethical conduct and corporate social responsibility) is an Ethics Assessment administered in in HUM 400. Students are required to select four sections from the Nautical Institute Code of Ethics and describe four critical incidents from their own personal experience that illustrate either exemplary behavior or a breach of conduct. They are to apply material covered in the Ethics course, as well as other courses in the Business program, discuss the motivations for and consequences of actions, and provide a brief analysis of the situation and alternative courses of action. The criteria used for evaluating this assignment are:

- 1) Recognize Ethical Issues
- 2) Knowledge of Ethical Reasoning
- 3) Apply Ethical Reasoning
- 4) Communicate the Conclusion.

### **Results**

It was expected that at least 70% of students in the IBL program will achieve an “Acceptable” or “Exemplary” Rating on each learning outcome-related evaluation criterion. It was found that 88.24% of our students achieved “Acceptable” or “Exemplary” across the four learning outcome-related evaluation criteria. Therefore, our students exceeded the target criteria.

### **Course Embedded Tools (MGT 305, International Experience Assessments)**

#### **➤ Information Systems Management (MGT 305)**

MGT 305 provides an overview of microcomputer applications including Microsoft Office Word 2007, Microsoft Office Excel 2007, Microsoft Office Access 2007, and Microsoft Office PowerPoint 2007. This practical hands-on course builds understanding of concepts and principles involved in using current application software included in Office 2007. During the self-study year, assessment of student Learning Outcome 4 was conducted in MGT 305. Students were assessed on their ability to use mathematical, computer, and communication technology effectively in business settings, and to develop and apply innovative technological solutions on their own.

### **Results**

It was expected that at least 70% of students in the IBL program will achieve an “Acceptable” or “Exemplary” Rating on each learning outcome-related evaluation criterion. It was found that 90% of our students achieved “Acceptable” or “Exemplary” and, therefore, exceeded the target criteria.

#### **➤ International Experience Assessments**

International experiences are part of Cal Maritime's specialized, experiential curriculum that requires all students to travel abroad to gain experiences important to each major. The international experiences are one important way that Cal Maritime ensures each of its graduates obtains an international perspective that prepares them for success in today's global economy. In the self-study year, the IBL program organized four trips to the following countries.

- Netherland, Belgium, Germany and France
- France and Morocco
- Vietnam
- Costa Rica

Students were required to submit a reflection paper describing how this experience helped them meet the following goals:

1. Students understand their culture in a global and comparative context – i.e., recognizes that his/her culture is one of many diverse cultures and that alternative perceptions and behavior may be based on cultural differences.
2. Students demonstrate knowledge of the host country's culture (beliefs, values, perspectives, practices, and products).
3. Students demonstrate knowledge of the host country's economy.

4. Students demonstrate knowledge of global and policy issues, (economic and political interdependency, environmental-cultural interaction, global governance bodies).
5. Students demonstrate an understanding of international business and logistics practices in different cultural contexts.
6. Students visit locations that are important in international trade and international relations.

Additionally, students were required to complete a 20 item questionnaire designed to measure cultural intelligence or CQ, which refers to the ability to function effectively in diverse cultural settings. A total of 66 survey questionnaires were distributed to students at the end of their trips. Of this number, 44 questionnaires were returned, yielding a response rate of 66.67 %. Questionnaire responses were analyzed to assess Student Learning Outcome 6 (Students will be able to demonstrate an understanding of diverse cultural norms and institutions and their impact on business practices through an international experience.)

### **Results: Reflection Essays**

It was expected that at least 70% of students would achieve an “Acceptable” or “Exemplary” rating on each learning outcome-related evaluation criterion. As it can be seen in the table below, on average 79% of our students achieved “Acceptable” or “Exemplary” across the six learning outcome-related evaluation criteria. Therefore, our students met the target criteria. However, only 60% of students achieved “Acceptable” or “Exemplary” on criterion 5. In their papers, several students addressed cultural issues and domestic economic issues such as ecotourism and agricultural sustainability. Conversely, students did not do as well on issues germane to international business and logistics practices as only a few students touched on these issues in their reflection papers. There are a few possible explanations for this. The first is that not all faculty members instructed their students to explain how the experience enhanced their understanding of global business and logistics. We propose to remedy this by providing all trip leaders with a common prompt for the essay. The prompt and the associated rubrics will be disseminated to students at the beginning of the trip. An alternative explanation may lie in the different nature of the four trips. For instance, the trip to Costa Rica focused on ecology, ecotourism, agriculture, biodiversity, and the like, rather than visits to port facilities, international businesses and/or multinational corporations. A final explanation may lie in inadequate preparation. Students usually take the International Experience trip after their Sophomore year, at which time they might not have adequate exposure to courses in international business and logistics. One way to remedy this is to strengthen the course offerings in these areas.



Percent of Students	Initial (1-2)	Acceptable (3-4)	Exemplary (5)	Total	Top Two Levels (3-4) & (5)
Student understands his/her culture in a global and comparative context	6%	54%	40%	100%	94%
Knowledge of the host country's culture	8%	62%	30%	100%	92%
Knowledge of the host country's economy	14%	72%	14%	100%	86%
Knowledge of global and policy issues	26%	56%	18%	100%	74%
Student demonstrates an understanding of international business and logistics practices in different cultural contexts	40%	48%	12%	100%	60%
Student visits locations that are important in international trade and international relations	30%	36%	34%	100%	70%
<b>Average</b>					<b>79%</b>

### Results: Cultural Intelligence Scale (CQS) Questionnaire

In regard to the questions listed in the post-trip survey, we found that on average 73% of our students agreed or strongly agreed that they are able to demonstrate an understanding of the diverse cultural norms and institutions and their impact on business practices through international experience. Therefore, our students met the target criteria (70%).

- b. Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*

Intended Operational Outcomes for the IBL Program
1. The Business Program will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis.
2. Students in the Business Program will graduate in a timely manner.
3. Faculty members in the Business Program will be highly-qualified in their teaching disciplines.
4. Faculty members in the Business Program will be engaged in appropriate scholarly and professional activities on an annual basis.
5. The Business Program will be successful in providing effective academic advising to its students.
6. The Business Program will be successful in providing high-quality learning and technological resources to its students.

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures/Methods:
1. Annual Report of the Career center	The Business Program will place 90% or more of its undergraduate students in degree-related positions or in graduate school within six months of graduation.
2. Graduation Data from the Registrar's Office	The Business Program will have a four-year undergraduate student graduation rate of at least 65%.
3. Faculty Credentials Files	At least 75% of the Business Program's full-time and adjunct faculty members will be either doctorally-or professionally-qualified to teach in their respective disciplinary area.
4. Faculty Performance Reviews	Each tenure-track faculty member will attend at least one relevant disciplinary or instructional-development conference or workshop each year; At least 20% of the Business Program's full-time faculty members will undertake one work of scholarship each year.
5. Student Satisfaction Survey	On the Student Satisfaction Survey, at least 70% of graduating students will indicate that they were "satisfied" or "very satisfied" with their academic advisors.
6. Student Satisfaction Survey	On the Student Satisfaction Survey, at least 70% of graduating students will indicate that they were "satisfied" or "very satisfied" with the Business Program's learning and technological resources.

**Operational Outcome #1:**

The Business Program will place 90% or more of its undergraduate students in degree-related positions or in graduate school within six months of graduation.

*Measures and Assessment Criteria*

*Assessment Measure:* Annual report of the Career Center.

*Performance Target:* The Business Program will place 90% or more of its undergraduate students in degree-related positions or in graduate school within six months of graduation.

*Results*

For the class of 2011, 16 out 17 graduating students were employed within four months of graduation, yielding a job placement rate of 94.12%.

For the class of 2012, 12 out 14 graduating students were employed within four months of graduation, yielding a job placement rate of 85.71%.

Companies who have employed our recent Business Graduates:

- Alaris Companies
- Alliant Insurance
- BNSF Railway
- Damco Distribution
- East Bay Concepts

E-Freight Solutions Worldwide  
Enterprise Rent-A-Car  
Inchape Shipping Services  
Kuehne Nagel  
Maine Freight  
Northern California Regional Intelligence Center  
Otis Elevator  
Pacific Gas & Electric  
Pacific Maritime Association  
Patriot Contract Services  
Pepsico  
Port of Seattle  
Ports America  
Samsung Electronics America  
SWAT Energy  
Total Trans International  
Toyota Motor Corporation  
Verizon Wireless  
Yusen terminal

Career Center records indicate that at least two graduates of the IBL program pursued graduate studies over the last decade. One attended Gonzaga Law School and another attended Sacramento State University.

**Intended Operational Outcome #2**

Students in the Business Program will graduate in a timely manner.

*Measures and Assessment Criteria*

*Assessment Measure:* Graduation rate data provided by the Office of the Registrar

*Performance Target:* The Business Program will have a four-year undergraduate student graduation rate of at least 65%.

*Results:*

The California Maritime Academy is committed to the graduation rate initiative of the CSU. On average the 4-year graduation rate is 50%, the **highest** rate in the 23-campus CSU system. The 6-year graduation rate at CMA is 69%, the **second-highest** in the CSU. Given the small size of the campus, we have not tracked graduation rates by program, until recently. While the numbers fall short of the performance target reported in the Outcomes Assessment Plan, we are proud of the fact that among CSU campuses we have the highest percentage of students graduating in a timely manner, bar none.

**Intended Operational Outcome #3:**

Faculty members in the business program will be highly-qualified in their teaching disciplines.

*Measures and Assessment Criteria*

*Assessment Measure:* Faculty Credentials Files

*Performance Target:* At least 75% of the business program’s full-time and adjunct faculty members will be either doctorally or professionally-qualified to teach in their respective disciplinary area.

*Results*

All faculty are doctorally or professionally- qualified to teach in their respective discipline area.

**Intended Operational Outcome #4:**

Faculty members in the business program will be engaged in appropriate scholarly and professional activities on an annual basis.

Measures and Assessment Criteria

*Assessment Measure:* Faculty Credentials Files

*Performance Target:* Each tenure track faculty member will attend at least one relevant disciplinary or instructional-development conference or workshop each year; At least 20% of the Business Program’s full-time faculty members will undertake one work of scholarship each year.

*Results*

All tenure-track faculty members attended multiple professional development conferences and workshops and completed several works of scholarship during the self-study year (see Section 5 for details).

**Intended Operational Outcome #5**

The business program will be successful in providing effective academic advising to its students

Measures and Assessment Criteria

*Assessment Measure:* Student Survey

*Performance Target:* At least 70% of graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advisors.

*Results:*

A survey that included several questions about student satisfaction with the quality of advising was administered to graduating students in Spring 2013 (see Appendix G). The results were generally positive but only 67% of students either agreed or strongly agreed with the statement, “Overall, I am satisfied with my Academic Advisor.”

<b>Summary Table of Assessment Results</b>		
<b>Bachelor of Science in Business Administration –International Business and Logistics (IBL)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
End of Program Comprehensive Exam (CSU-BAT Exam)	All graduating seniors in the Business Program will score at least 40% on the comprehensive examination.	On average, our students perform comparatively well by scoring an average of 48.92%.
Capstone Experience: Strategic Management MGT 400	On the case study evaluation rubric, at least 70% of students in the in the Business Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.	On average 70% of our students achieved “Acceptable” or “Exemplary” across the four learning outcome-related evaluation criteria.
Capstone Experience: Logistics Case Analysis MGT 440	On the evaluation rubric, at least 70% of students in the in the Business Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.	On average 88% of our students achieved “Acceptable” or “Exemplary” across the six learning outcome-related evaluation criteria
Capstone Experience: Business Leadership and Group Dynamics (BUS 405)	On the evaluation rubric, at least 70% of students in the in the Business Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.	On average 90.91% of our students achieved “Acceptable” or “Exemplary” on the Leadership Project.
Capstone Experience: Ethics (HUM 400)	On the evaluation rubric, at least 70% of students in the in the Business Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.	It was found that 88.24% of our students achieved “Acceptable” or “Exemplary” across the four learning outcome-related evaluation criteria.
Course Embedded Tools: Information Systems Management (MGT 305)	On the evaluation rubric, at least 70% of students in the Business Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.	It was found that 90% of our students achieved “Acceptable” or “Exemplary” and, therefore, exceeded the target criteria.
Course Embedded Tools: Reflection Essays and Cultural Knowledge Survey	On the evaluation rubric, at least 70% of students in the Business Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion	On average 79% of our students achieved “Acceptable” or “Exemplary” across the six learning outcome-related evaluation criteria.  <u>Post-trip survey:</u> On average 73% of our students agreed or strongly agreed that they are able to demonstrate an understanding of the diverse cultural norms and institutions and their impact on business practices through international experience

## **INDIRECT MEASURES**

In 2011-12, the IBL program used a student focus group and an internship supervisor survey (ISS) as indirect measures of assessment. However, it was felt that these tools were not adequately aligned with the Outcomes Assessment Plan (OAP). During the self-study year, the focus group was replaced with a senior student survey and the ISS was completely redesigned. The two new surveys are comprised of questions that specifically target the student learning outcomes and operational outcomes mentioned in the Outcomes Assessment Plan. These surveys are provided in Appendices F and G.

### **Survey of Intern Supervisors**

All business majors at the California Maritime Academy are required to complete an internship before graduation. Each intern is assigned to a designated supervisor who is expected to complete an evaluation of the intern's knowledge, skills and behavior in the workplace. This evaluation influences the final grade the student receives for the internship course. The first indirect measure used by the IBL program is a survey of those individuals who supervised CMA business interns in the summer of 2013. The survey and results are provided in Appendix F.

### **Results**

Internship supervisors were contacted at the end of July 2013. 13 responses were received by the middle of August 2013. Internship supervisors were extremely positive in their evaluation of CMA interns. On average, 90% of respondents agreed or strongly agreed that the CMA student exhibited the specified competency. Target levels of performance for each criterion were set at 80% and these targets were exceeded in all but two categories. These two categories were: 1) the intern's ability to analyze and use data from a variety of sources and 2) professional behavior in the workplace. In each of these two categories, only 77% of respondents either agreed, or strongly agreed, that the intern demonstrated the desired skill or behavior.

### **Use of Results to Improve the Program**

The data from the ISS do not seem sufficient to merit any programmatic changes. The internship supervisor will remind students to conduct themselves in a professional manner, before they begin internships. The internship supervisor will also work with the Career Center to explain what professional behavior entails.

It is not clear at this stage whether our students are perceived as lacking the ability to collect and synthesize information from a variety of sources or whether supervisors find their analytical skills deficient. We need more data before deciding the appropriate course of action (or inaction).

Supervisor Survey			
Criteria	Assessment Results (% Agree or Strongly Agree)	Target Percentage	Target Met or Not Met
The intern demonstrated the ability to listen carefully and understand requirements	92	80	Exceeded
The intern was able to communicate effectively in business situations	85	80	Exceeded
The intern demonstrated effective writing skills	92	80	Exceeded
The intern demonstrated an ability to work effectively in teams	100	80	Exceeded
The intern demonstrated well-developed critical thinking and/or problem solving skills	85	80	Exceeded
The intern demonstrated the ability to analyze data and information from a variety of sources	77	80	Not Met
The intern was able to use mathematical, computer, and communication technology effectively.	100	80	Exceeded
The intern demonstrated an awareness of business ethics and corporate social responsibility.	92	80	Exceeded
The intern demonstrated professional behavior in the workplace (attendance, punctuality, general attitude).	77	80	Not Met
I am satisfied with the intern's overall performance.	100	80	Exceeded

### **Student Survey**

The second indirect measure, the student survey, is comprised of fourteen questions designed to measure the extent to which student learning outcomes and select operational objectives were met. The survey was administered in Spring 2013 as a supplement to an online exit exam designed by Peregrine Academic Services. The survey report is provided in Appendix G.

### **Results**

The student survey was completed by thirty-three students in Spring 2013. The results indicate that the targeted level of performance was exceeded for five of the six learning outcomes. Of the thirty-three students who returned the surveys, thirty-one agreed or strongly agreed that they had achieved the stated learning outcomes. Unfortunately, we were unable to collect data on Student Learning Outcome 2

(students' critical thinking and problem solving skills) due to the accidental omission of one question in the distributed survey.

Indirect measures of the operational assessment revealed that while 82% of respondents were satisfied with their learning and technological resources, they were not as satisfied with the quality of Advising in the business program. Sixty seven percent of respondents indicated that they were satisfied with their Advisor, three percentage points shy of the 70% target for this measure. It should be noted that given the small number of total respondents, one student can have a large impact on the percentages. In this case, if one more student had been satisfied with the quality of advising received, the target would have been met.

### Use of Results to Improve the Program

The results of the survey indicated that some students felt that their Advisors did not take the time to listen carefully to their needs and discuss their progress towards their academic goals. This may be because heretofore students were advised by non-business faculty, in departments like Culture and Communication, who did not have a clear understanding of program requirements and/or the potential career paths of IBL graduates. After reviewing the results of the survey, the department has decided that all new IBL majors will assigned an Advisor who is part of the business faculty.

Student Survey			
Criteria	Assessment Results (% Agree or Strongly Agree)	Target Percentage	Target Met or Not Met
SLO1. Ability to lead a team project or activity in a responsible and professional manner.	94	80	Exceeded
SLO2. Students will be able to demonstrate well developed critical thinking and problem solving skills in discipline specific areas by analyzing data and information from a variety of sources.			No data collected as question was accidentally omitted from survey
SLO3. Ability to communicate effectively in business situations orally and in writing.	97	80	Exceeded
SLO4. Ability to use mathematical, computer, and communication technology effectively in business settings.	94	80	Exceeded
SLO5. Ability to demonstrate an awareness of business ethics and Corporate Social Responsibility.	97	80	Exceeded
SLO6. Ability to demonstrate an understanding of diverse cultural norms and institutions and their impact on business practices through international experience.	94	80	Exceeded
OA1. Overall, I am satisfied with my advisor.	67	70	Not Met
OA2. Overall, I am satisfied with the Business Program's learning and technological resources.	82	70	Met



**4. Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.**

One of the main challenges the business program faced during the process of applying for reaffirmation of accreditation was an incomplete understanding of current IACBE requirements for outcomes assessment, particularly the requirement that *all* student learning outcomes were to be assessed *every* year.<sup>2</sup> The result was that while courses were indeed assessed, they were assessed in accordance to WASC requirements, meaning that some selected outcomes were assessed each year on a cyclical basis. This error in understanding was discovered during the 2012 annual IACBE meeting. Acting on the advice of the Commissioners, the IBL program requested, and was granted, a one year extension. The extended time was used to draft and implement a new outcomes assessment plan.

The following is a summary of the plans of action and achieved outcomes within the IBL program between the 2011-2012 academic year and the 2012-2013 academic year.

2011-2012 to 2012-2013 Needed Changes and Improvements

The following is a summary of the changes implemented:

1. During the 2012-2013 academic year, a new outcome assessment plan was developed using the template provided by IACBE. This provided the department an opportunity to reflect on the direction we wanted to take the program. Student learning outcomes were streamlined and aligned with the institution wide learning outcomes.
2. Prior to the self-study year, the business program had never administered an exit exam. When we decided to adopt a comprehensive exit exam as one of our direct measures of assessment we also had to choose between an in-house and an external exit exam. Faculty members discussed several options and finally narrowed the choice down to two externally created exit exams, both of which were administered to students in Spring 2013 -- the CSU-BAT and the Peregrine exit exam. Based on the ease of administering the two exams, the quality of benchmarking and analytical information provided with the results reports, we have determined that we will move forward with the Peregrine exam.
3. New rubrics were developed for each of the revised learning outcomes. These rubrics will be adjusted further now that we have had a chance to review the collection of assessment data and the results.
4. During the 2011-2012 academic year, a new international experience course (MPM 190 and MPM 195) was developed that requires all students at the IBL program to travel abroad for 21 days. The international experience course is one important way that IBL program ensures each of its graduates obtains an international perspective that prepares them for success in today's global economy. Our faculty are truly aware of the importance of enhancing our students' cross-cultural skills and optimizing our students' understanding of diverse cultural norms and institutions and their impact on business practices.
5. The International Experience survey was initially completed using Google forms. However, the response rate was rather low and there was no way to identify students who had not completed the survey because we did not collect identifying information. During the 2012-

---

<sup>2</sup> This was partly due to a spate of retirements and the sudden departures of two faculty members, which left the business program with just two tenure-track faculty members, both of whom joined the school in Fall 2010, and had no prior experience with business accreditation. Moreover, IACBE requirements have evolved over the years and it is unclear whether the faculty member who was previously in charge of assessment was aware of the changes in the standards.

2013 academic year, we handed out the survey forms during a mandatory pre-trip meeting and all trip leaders ensured that students filled out their post-trip assessments before they arrived back in the US.

6. Formed a Business Advisory Board to review the curriculum and keep the program informed of industry needs and practices.
7. Improved connections with alumni to better understand how effectively we train our graduates for their future careers and to provide networking opportunities for current students.
8. Administered an exit exam to all graduating students.

2012-2013 to 2013-2014 Needed Changes and Improvements

Based on the results from implementing the outcome assessment plan in 2012-2013, the following changes need to be addressed in the 2013-2014 academic year.

1. Improve scores on end-of-program comprehensive exam for Accounting, Global, and Business Law.
2. Reexamine the courses that are a part of the Capstone Experience to reduce the assessment burden on faculty.
3. Increase the number of faculty involved in assessing the Capstone Experience and prepare norm rubrics for them to use.
4. Start using MGT 440 as a direct measure to assess the students' ability to use mathematical and communication technology effectively in business settings.
5. The Cultural Intelligence Scale (CQS) questionnaire will be administered to students at the same time as the end-of-program comprehensive exam (Peregrine Exam) so that this indirect assessment of global awareness takes place as near to graduation as possible.
6. Increase Students' satisfaction with academic advising.
7. Enhance the tracking process of our students after graduation
8. Redesign the assessment rubric for international experience reflection essays and distribute it to students to help them better understand their obligations and the standards of performance expected.

**5. Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.**

<b>Changes and Improvements</b>	<b>Action Plan</b>	<b>Responsible Party</b>	<b>Timeline</b>
Improve scores on End-of-Program Comprehensive Exam for the following subject area: Global Business Accounting Law	Develop a new course on the Global Economy.  Faculty need to increase accounting coverage in their courses as appropriate  - Faculty need to increase business law coverage in their courses as appropriate	Dr. Nipoli Kamdar  Mr. Harry Portolos  Dr. Matthew Dudman	Spring 2014  Follow-up Fall 2014
Reexamine and streamline assessment of the Capstone Experience	Prepare new rubrics and identify the appropriate assessment activities	Dr. Khalid Bachkar Dr. Tony Lewis Mr. Palin Wycoff Mr. Robert Neuman	Spring 2014
Start using MGT 440 as a direct measure to assess the students' ability to use mathematical, computer, and communication technology effectively in business settings	Prepare a new rubric and identify the appropriate assessment activity	Dr. Khalid Bachkar	Fall 2014
Administer the CQ survey to graduating seniors, along with the exit exam.	Contact Peregrine testing services to include the assessment of students' understanding of diverse cultural norms in the End-of-Program Comprehensive exam	Chair, MPM Program	Spring 2014
Increase students' satisfaction with academic advising	All new IBL majors will be assigned an Advisor who is part of the business faculty  Create curriculum flow sheets that list all courses and prerequisites to help with advising	Chair, MPM Program  All full-time faculty at the IBL program	Spring 2014
Track graduation rates for IBL majors	Work with the Registrar's office to obtain annual reports on the graduation rates of IBL majors	Academic Dean  Registrar	Spring 2014
Enhance the tracking process of our students after graduation	Work with the Career Center to improve the tracking process of our students after graduation	Career Center	Spring 2014
Design and prepare norm rubrics and conduct a norming process for all IBL faculty involved in assessing student learning outcomes.	Organize an assessment meeting for all IBL faculty at the beginning of every year and at the end of each semester.	Chair, MPM Program	Spring 2014

<b>Changes and Improvements</b>	<b>Action Plan</b>	<b>Responsible Party</b>	<b>Timeline</b>
Increase the level of involvement of faculty and staff in the assessment process to improve and streamline the process of collecting assessment data.	Host workshops for faculty and staff involved in the assessment process to improve and streamline the process of collecting assessment data.	Academic Dean, Cal Maritime Academy Director, ABS School Chair, MPM Program	Fall 2014
Redesign the assessment rubric for reflection essays for international experience and distribute it to students in order to help them better understand their obligations and the standards of performance expected.	Organize an assessment meeting for all faculty involved in the international program	Chair, MPM Program	Fall 2014

**6. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.**

The institution's strategic planning process envisions significant growth in programs under the umbrella of the ABS school. Of the six majors offered at CMA three are 'impacted,' meaning that they have more students who wish to declare that major than can be accommodated. The President, Provost and Academic Dean realize that future growth in enrollment must come from the non-licensed programs and extremely supportive of the business program in particular. The Academic Dean has a background in business with retreat rights in the IBL program and is extremely supportive of growth in the program. A new tenure-track faculty member was hired for the 2013-14 academic year and there are plans to add additional tenure-track faculty as the program grows.

While there is no formal connection between the academic business unit's action plan and the institutional budgeting process, the department submits any funding requests to the Academic Dean, who is usually supportive of requests for needed resources. For example, when the IBL program wished to test two alternative exit exams, the Department Chair submitted the request for funds to the Academic Dean. The Office of the Academic Dean approved and funded the purchase of two different exit exams that were administered in 2012-13. In 2013-14, exit exams for IBL students will continue to be funded from the budget of the Academic Dean.

Additional examples of action plans being integrated into the strategic planning process for the academic business unit include the following:

Assessment results for 2011-12 were discussed in a series of meetings and action plans for 2012-13 were formulated. These plans included items such as creating a new outcomes assessment plan and choosing an exit exam.

After analyzing the assessment data from 2012-2013 we decided to strengthen our course offerings in the area of International Business. A newly developed elective course on the Global Economy will be offered in Spring 2014.

7. ***Provide a summary of the realized outcomes that resulted from the execution of the action plans***
- A new outcome assessment plan was developed using the template provided by IACBE.
  - We have determined that we will move forward with Peregrine exam (End-of-Program Comprehensive Exam).
  - New rubrics were developed for each of the revised learning outcomes.
  - A new international experience course (MPM 190 and MPM 195) was developed that requires all students in the IBL program to travel abroad for 21 days.
  - The international experience surveys are handed out during a mandatory pre-trip meeting and all trip leaders ensured that students filled out their post-trip assessments before they arrived back in the US.
  - A new Business Advisory Board was created composing CMA alumni, industry experts, and academicians.
  - A meeting was held with alumni by the department chair to better understand how effectively our graduates should be trained for their future careers and to provide networking opportunities for current students.
  - Only senior students will be enrolled in capstone experience courses.
  - Alignment of program learning outcomes and with institution-wide outcomes.

## **1.2 Summary Evaluation of Outcomes Assessment**

1. ***Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.***

We believe that the IBL program has made great strides over the past two years in creating and executing an outcomes assessment plan that will help us realize our mission and broad-based goals. Institutional culture is hard to change, but we are beginning to establish a culture of evidence-based practices that supports excellence in business education.

2. ***Identify any changes and improvements needed in the academic business unit's outcomes assessment process.***

Based on the results of the 2012-2013 outcomes assessment process the following changes and improvements are needed.

1. Improve scores on end-of-program comprehensive exam for Accounting, Global, and Business Law.
2. Reexamine the courses that are a part of the Capstone Experience to reduce the assessment burden on faculty. Increase the number of faculty involved in assessing the Capstone Experience and prepare norm rubrics for them to use.
3. Start using MGT 440 as a direct measure to assess the students' ability to use mathematical and communication technology effectively in business settings.

4. The Cultural Intelligence (CQS) questionnaire will be administered to students at the same time as the end-of-program comprehensive exam (Peregrine Exam) so that this indirect assessment of global awareness takes place as near to graduation as possible.
5. Increase Students' satisfaction with academic advising.
6. Enhance the tracking process of our students after graduation
7. Redesign the assessment rubric for international experience reflection essays and distribute it to students to help them better understand their obligations and the standards of performance expected.

**3. *Describe proposed courses of action to make those changes and improvements.***

- A new course on the Global Economics will be developed to strengthen the course offerings in the area of Global Business and Economics.
- Faculty need to increase accounting coverage in their courses as appropriate
- Faculty need to increase business law coverage in their courses as appropriate
- Prepare new rubrics and identify the appropriate assessment activities
- Contact Peregrine Testing Services to add the CQ survey to the exit exam
- All new IBL majors will be assigned an Advisor who is part of the business faculty. As this will imply that Advising loads will increase from 30 to approximately 40-45, the Registrar's Office will be asked to extend the Advising period by an additional week so that faculty can meet with all advisees over a three week period prior to registration for the next semester.
- Create curriculum flow sheets that list all courses and prerequisites to help with advising
- Work with the Registrar's office to track 4 – and 6- year graduation rates for IBL majors
- Work with the Career Center to improve the tracking process of our students after graduation.
- Organize an assessment meeting for all faculty involved in the international program to discuss common essay prompts and associated rubrics.

# Principle 2: Strategic Planning

## 2.1 Strategic Planning

### Self-Study Guidelines

*In the self-study:*

1. *Describe the academic business unit's strategic planning process. In this description:*
  - a. *Explain the ways in which the academic business unit's mission is consistent with the mission of the institution, and the ways in which it focuses and directs the unit's decision making toward defined goals and objectives. In addition, discuss the ways in which the academic business unit and institutional strategic planning processes are consonant with each other.*

The California Maritime Academy (CMA), a specialized campus of the California State University system, has a vision statement and a well-defined mission. The vision of CMA is to “be a leading educational institution, recognized for excellence in the business, engineering, operations and policy of the transportation and related industries of the Pacific Rim and beyond.” To achieve this vision, Cal Maritime has a mission that defines our purpose as an institution.

This mission is to:

- Provide each student with a college education combining intellectual learning, applied technology, leadership development, and global awareness.
- Provide the highest quality licensed officers and other personnel for the merchant marine and national maritime industries.
- Provide continuing education opportunities for those in the transportation and related industries.
- Be an information and technology resource center for the transportation and related industries.

The first aspect of this mission statement is itself codified in the four points of our “campus compass.” This is intended to drive all programs, courses, and other educational activities. The Business major fulfills the four elements of the **CMA Mission** by:

1. Enhancing **Global Awareness** by providing the foundation for understanding and analyzing the ongoing processes of International Business and Logistics.
2. Improving **Leadership** skills through team-based projects and the required Business Leadership course to help create decision-makers who understand the complexities and trade-offs involved in International business decisions.
3. Augmenting **Intellectual Learning** by grounding students in key maritime business issues, while providing the theoretical understanding upon which these issues are based.
4. Offering an understanding of **Applied Technology** and how the global supply chain maritime technologies affect international trade and the process of globalization.

The institution has a set of ten clearly-defined Student Learning Outcomes (IWSLOs). These IWSLOS are carried through to each of the six degree-granting programs. The program in International Business and Logistics itself has six program SLOs, all of which are mapped to the

IWSLOs and, by extension, the institution’s mission. The goal of this process is to increase student learning and programmatic efficacy. The ways in which the IBL SLOs map to the IWSLOS and the institutional mission are shown in the table below.

Student Learning Outcomes for the International Business and Logistics Program								
		Lead Team Project	Critical Thinking & Problem Solving	Communicate	Mathematical Computer, & Communication Technology	Business Ethics	Diverse Cultural Norms	
Institution –Wide Student Learning Outcomes	Intellectual Learning	Communication		X	X			
		Lifelong Learning						
		Discipline-specific Knowledge		X				
		Critical & Creative Thinking		X				
	Applied Technology	Quantitative Reasoning				X		
		Scientific Reasoning		X		X		
		Information Fluency				X		
	Leadership	Leadership and Teamwork	X					
		Ethical Awareness					X	
	Global Awareness	Global Stewardship						X

The program in Business Administration: International Business and Logistics (IBL) is administratively housed in the ABS School of Maritime Policy and Management (MPM). Together with the degree-granting program in Global Studies and Maritime Affairs, it is part of the Department of Maritime Policy and Management. Neither the MPM department nor the IBL program currently has strategic planning documents. The institution as a whole has just embarked on the process of developing a strategic plan. A Strategic Vision document was created in 2003 and an Academic Master Plan was developed in 2009. In addition there were campus construction



plans, athletic plans, a strategic plan for IT but no over-arching strategic plan. In Fall 2012 with the appointment of the new President, efforts to create a unified planning document accelerated. The strategic vision of the campus was updated in a series of Futures Conferences that took place throughout 2013. In 2014 the Academic Master Plan will be revised and updated and it will be the cornerstone of the campus strategic plan, which should be ready in 2015. In tandem with the institutional initiative the IBL program has conducted a SWOT analysis and begun a preliminary discussion of future growth and goals which will guide the development of its strategic plan.

- b. Describe the processes used by the academic business unit for developing action items for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements.***

The program regularly assesses all its courses for both subject-matter competencies and IWSLOs. Various methods are employed, ranging from external exams to department surveys and institutional rubrics. The results of these assessments are collected and analyzed with discussions involving all full-time faculty and appropriate administrators (Department Chair, ABS Director, and Academic Dean). As a result of these discussions, we have implemented several changes to our curriculum. These include: adding and removing prerequisites; changing the sequence of courses; implementing caps on all students (no more than 21 units per term; no pre-requisite waivers unless certain criteria are met). A new International Experience has been created where Cal Maritime faculty lead short-term trips to various international destinations to study logistics, maritime operations and international business.

- c. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its goals and objectives.***

The program regularly assesses all its courses for both subject-matter competencies and IWSLOs. Various methods are employed, ranging from external exams to department surveys and institutional rubrics. The results of these assessments are collected and analyzed with discussions involving all full-time faculty and appropriate administrators (Department Chair, ABS Director, and Academic Dean).

- d. If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.***

Departmental goals have not been formally or directly linked to the institutional budgeting process. Needs identified by assessment data drive changes in curriculum. If those changes involve budgetary decisions, the Department Chair communicates the request to the Academic Dean. The Academic Dean, in conjunction with the Vice President for Academic Affairs and the President of the University, must make the decision to fund or deny the request. If approved, the resources are included in the budget for the following fiscal year.

- e. Describe the ways in which various stakeholders of the academic business unit (e.g., faculty, staff, students, etc.) are involved and participate in its strategic planning process.***

The faculty routinely hold meetings, retreats, and workshops where curricular reform is addressed. These decisions are made based on the results of intensive assessment efforts and meetings with student focus groups, alumni surveys, an institution-wide external industry

advisory board, and a recently-formed Business Advisory Board which focuses specifically on matters germane to the IBL program.

- 2. Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, or other documents used in the planning process; these should be placed in the appendix of the self-study).***

The IBL program and the Department of Maritime Policy and Management do not currently have a strategic planning document. Minutes of meetings where assessment and department plans were discussed are provided in Appendix H.

## **2.2 Summary Evaluation of Strategic Planning**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.**

### **Description**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the overall performance of the academic business unit in the context of its mission. In particular, excellence in business education requires the academic business unit to evaluate the sufficiency of its strategic planning process in promoting the overall effectiveness of its activities and operations and in advancing academic quality in its business programs.

### **Self-Study Guidelines**

*In the self-study:*

*Provide a summary evaluation of the academic business unit's strategic planning process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education.***

Due to the very small size of the business unit (3 full time faculty during the self-study year) our strategic planning process have been rather informal.

- 2. Identify any changes and improvements needed in the academic business unit's strategic planning process.***

Develop a formal strategic plan for the IBL program to guide future growth in programs and faculty.

- 3. Describe proposed courses of action to make those changes and improvements.***

Currently the institution is working on developing a new strategic plan that reflects our growth and aspirations for the next ten years. Consequently, the IBL faculty will also working on developing a formal strategic plan that will be aligned with the institution's plan.

# **Principle 3: Curriculum**

## **3.1 Program Design**

*In the self-study:*

- 1. Describe the curricular requirements for each business program included in the accreditation review. If this information is included in the institution's catalog, provide the page numbers for the relevant sections.***

The program in Business Administration - International Business & Logistics at CMA is focused on both the international component and the special activities of logistics and supply chain management. Several worldwide trends in business have affected the content of the courses offered at The California Maritime Academy. Among these are increasing global networks of goods and services, the use of low-cost offshore locations, the growth of global markets, and the need for businesses to restructure themselves to operate globally. To respond to these important changes in the field, we have developed specialized courses in International Business, Logistics, and Supply Chain Management to supplement traditional business course disciplines in Accounting, Economics, Finance, Marketing, and Management. Recognizing that we have a comparative advantage in maritime matters, the curriculum is designed to ensure that students gain expertise on issues that affect broad segments of the maritime and transportation industries.

The curricular requirements for the International Business and Logistics major are stated on page 70 of the California Maritime Academy's Academic Catalog ([https://www.csum.edu/c/document\\_library/get\\_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269)):

120 total credit hours are required, comprising of 48 units of General Education courses, 66 units of courses required for the major, three units of a major elective, and 13 units of other courses required for the degree.

During the self-study year, Principles of Management was dropped as a required course as it was felt that much of the content of the course was or could be covered in Environment of Modern Business and Organizational Behavior and Labor Relations.

- 2. Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review. If online or hybrid delivery modes are used, describe the kinds and amount of both student and faculty activity and effort required.***

The business program is delivered in the traditional format of on-site classes and face-to-face meetings between the students and the instructor. Most 3-credit courses meet on either a MWF schedule for 50 minutes each or a TTH schedule for 75 minutes each. Some evening classes are held once a week for 3 hours. Classes meet for 3 hours a week for 15 weeks for a total of 45 hours of class contact for a 3-credit course.

- 3. State the number of contact hours required to earn one unit of academic credit for each business program. If the academic business unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face-to-face programs.***

In general 1 contact hour (50 minutes, to be more precise) is required to earn one unit of academic credit.

4. *State the number of semester hours, or quarter hours, of academic work that are required to earn an associate degree in a business field.*

N/A

5. *State the number of semester hours, or quarter hours, of academic work that are required to earn a bachelor's degree in a business field.*

120 semester hours of academic work are required to earn a Bachelor of Science degree in Business Administration –International Business and Logistics.

6. *State the number of semester hours, or quarter hours, of academic work that are required to earn a master's degree in a business field.*

Not applicable.

7. *State the number of semester hours, or quarter hours, of academic work that are required to earn a doctoral degree in a business field, including the dissertation.*

Not applicable.

## **3.2 Common Professional Component**

*In the self-study:*

1. *Provide an Abbreviated Course Syllabus for each required course in your bachelor's-level business programs (these should be placed in the appendix of the self-study).<sup>3</sup>*

Please see Appendix I for an abbreviated course syllabus for each required business course.

2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor's-level program included in the accreditation review that contains different required courses.*

Table 1 is provided on pages 35 and 36 of the self-study.

3. *If your bachelor's-level programs contain majors, concentrations, specializations, or emphases that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, or emphasis.*

Not Applicable.

4. *For any bachelor's-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.*

Not Applicable.

---

<sup>3</sup> If you have a required course in your bachelor's-level business programs that is taught by an academic department **outside** of your academic business unit, prepare an Abbreviated Course Syllabus for the course, and include it and the contact hours with this section of the self-study (e.g., calculus taught by Math Department).

**Table 1: Summary of Common Professional Component (CPC) Activity  
BBA (Required Courses Common to All Concentrations)  
(Contact Hours)**

CPA AREA CORE COURSES	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	GLOB	INT	TOTALS
	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
<b>BUS 100</b>	45	0	3	0	0	0	0	0	0	6	3	0	3	0	60
<b>BUS 101</b>	45	0	15	0	0	0	3	0	0	3	0	3	0	0	69
<b>Bus 120</b>	3	3	3	6	5	3	3	3	3	3	3	1	3	3	45
<b>BUS 165</b>	3	3	3	9	9	6	6	6	3	6	6	6	3	3	72
<b>BUS 200</b>	2	45	2	0	0	0	0	0	0	2	0	0	6	0	57
<b>BUS 300</b>	0	1	1	1	0	1	0	3	6	2	0	0	45	1	61
<b>BUS 301</b>	0	45	1	4	2	1	2	2	4	4	3	1	45	4	118
<b>BUS 310</b>	12	0	45	0	0	0	0	0	15	3	0	6	3	0	84
<b>BUS 405</b>	0	0	0	3	24	5	2	0	0	1	0	0	2	8	45
<b>CEP 300</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	45	45
<b>ECO 100</b>	2	1	1	0	0	1	0	1	45	1	0	6	6	0	64
<b>ECO 101</b>	0	6	0	0	1	1	0	1	45	0	0	14	4	0	72
<b>HUM 400</b>	3	3	3	8	3	4	4	8	2	42	1	1	4	12	98
<b>LAW 100</b>	0	0	3	20	9	6	3	45	6	18	3	3	9	6	131

**Table 1Continued: Summary of Common Professional Component (CPC) Activity  
BBA (Required Courses Common to All Concentrations)  
(Contact Hours)**

CPA AREA CORE COURSES	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	GLOB	INT	TOTALS
	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
<b>LAW 300</b>	0	1	1	21	18	6	3	24	6	24	3	1	39	3	150
<b>MGT 100</b>	0	0	0	45	0	0	0	0	0	0	0	0	0	0	45
<b>MGT 205</b>	0	1	2	6	45	10	2	2	2	2	1	2	3	3	81
<b>MGT 305</b>	0	0	2	0	0	0	0	0	0	0	45	2	0	0	49
<b>MGT 340</b>	0	1	1	0	0	0	45	0	0	0	0	0	45	1	93
<b>MGT 400</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	45	84
<b>MGT 410</b>	0	0	2	0	0	0	5	0	0	0	4	45	0	0	56
<b>MGT 415</b>	0	1	1	0	0	1	45	0	0	0	4	2	2	1	57
<b>MGT 420</b>	0	1	1	5	0	1	15	0	0	0	7	20	2	1	53
<b>MGT 440</b>	0	1	1	10	3	2	9	0	0	1	4	11	1	2	45
<b>MPM 190</b>	0	0	0	0	0	0	0	0	0	0	0	0	15	0	15
<b>MPM 195</b>	0	0	0	0	0	0	0	0	0	0	0	0	45	45	90
<b>TOTALS</b>	118	116	94	141	122	51	150	98	140	121	90	262	288	183	1974

### **3.3 General Knowledge and Skills**

*In the self-study:*

- 1. Provide the page numbers for the section in the institution's catalog that describes its general education requirements.***

Executive Order 1065 specifies the General Education breadth requirements for all 23 campuses in the CSU system (see <http://www.calstate.edu/EO/EO-1065.html>). All students must complete a **minimum of forty-eighty (48)** semester units of general education courses, including thirty-nine (39) semester units of lower-division (**GE-Breadth**) and at least nine units (9) of upper-division courses. Most IBL students at CMA actually take more than the minimum number of GE courses and often graduate with as many as 53 credit hours of GE. The business program is in compliance with CSU requirements that The GE-Breadth Requirements comprise of 39 credit hours with specified courses in the areas of:

- **Area A** — English Language Communication and Critical Thinking (9 units)
- **Area B** — Scientific Inquiry and Quantitative Reasoning (9 units)
- **Area C** — Arts and Humanities (9 units)
- **Area D** — Social Sciences (9 units)
- **Area E** — Lifelong Learning and Self-Development (3 units)

The current version of the Academic Catalog does not have a dedicated section for General Education (GE). Most of the GE courses are taught through the Department of Culture and Communication (description provided on page 57 of the Academic Catalog) and through the Department of Science and Mathematics (see page 87 of Academic Catalog). A description of the CSU-mandated Graduate Writing Assessment Requirement is provided on page 52 of the catalog. Other than that, GE is just implied through each of the individual curriculum sheets.

- 2. Provide Table 2: Undergraduate General Education Requirements. The information in this table should be presented as shown in sample Table 2 in these guidelines. The table should include both the number of credit hours in the institution's general education requirements and the percentage of the total number of credits required for graduation that is composed of general education credits. Table 2 should provide the required information for each business program at the associate and bachelor's level included in the accreditation review.***



Table 2: Undergraduate General Education Requirements

PROGRAM	CREDIT HOURS		CREDIT HOURS REQUIRED FOR GRADUATION
	MINIMUM <sup>4</sup> CREDIT HOURS IN GENERAL EDUCATION		
	Hours	Percentage	
<b>ASSOCIATE-LEVEL PROGRAMS</b>			
Associate of Science in Business Administration	NA	NA	NA
<b>BACHELOR'S-LEVEL PROGRAMS</b>			
Bachelor of Science in Business Administration –International Business and Logistics	48	40%	120

2. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

All new students entering the California State University system are required to take the EPT (English Placement Test) and the ELM (Entry Level Mathematics) unless they satisfy certain exemptions. (Students may be exempt from the test if they have scored well on other specified tests or have completed appropriate courses. The exemptions can be found here: <http://www.csum.edu/web/admissions/ept-english-test-exceptions> These tests are used to determine if students are ready for college-level work or if remedial work is required.

### ELM

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills of students entering the California State University (CSU). Students who score 50 or above on the ELM are placed in college-level mathematics classes while those who score below 50 must complete remedial work in mathematics.

Whereas other CSU campuses offer multiple sections of math remediation at multiple levels, CMA only offers one level of math remediation, and that is: *Intermediate Algebra* (MTH 001). The reason why we only offer *Intermediate Algebra* is that this course provides students with the necessary preparation for MTH 100, *College Algebra and Trigonometry*, which in turn is the entry-level math course for *all* majors, except Mechanical Engineers.

During the self-study year and for several years prior to that, *Intermediate Algebra* was only offered through CMA's Sponsored Projects and Extended Learning (SPEL) Program, and incoming students who needed math remediation would have to pay an extra fee to take the course. Beginning in Fall 2013,

<sup>4</sup> The table provides the minimum number of GE units mandated by the Chancellor's Office . In actuality IBL students at CMA often take as many as 53 credit hours of GE courses or up to 44% of the 120 units required for graduation.

*Intermediate Algebra* will be offered through the regular schedule of classes, and students will be able to enroll for the course along with their other fall courses through the normal registration process.

## **EPT**

The EPT is designed to assess the level of reading and writing skills of entering undergraduate students. Those undergraduate students who do not demonstrate college-level skills (with a score of less than 147 points on the placement test) are enrolled in courses or programs designed to help them gain these skills. Students scoring 137 points or less on the EPT are required to take an Early Start Program and can do so through any CSU campus in the system that provides this service. Early Start Program information can be found here: <http://www.csum.edu/web/admissions/early-start-program>

Students scoring between 138 and 147 points on the EPT are deemed as requiring remediation (but not Early Start). They can take English 001 on campus (for a fee) through SPEL, or they can take a remediation class at a different, accredited institution. More information can be found here: [http://www.csum.edu/c/document\\_library/get\\_file?uuid=b1f910a7-ce7e-42f0-a5a7-c02dc296d7b1&groupId=62629](http://www.csum.edu/c/document_library/get_file?uuid=b1f910a7-ce7e-42f0-a5a7-c02dc296d7b1&groupId=62629)

Additionally, all students must either pass the GRE or a course in Advanced writing in order to graduate.

## **Academic Coaching**

Academic Coaching services assist students in realizing their academic potential. Peer tutors are available for one-on-one tutoring at the Center for Engagement in Teaching and Learning.

The CETL offers peer tutoring twenty hours per weeks (7 p.m.-11 p.m.). They offer extended hours during finals, for a total of over 650 hours of open Tutoring Center hours in the academic year. This past year, there were thirteen tutors on staff. Depending on the load of students on any given day, between two and ten tutors are on duty. Peer tutors are selected on a basis of academic merit (generally over a 3.5 GPA), recommendations from instructors, and their ability to communicate with instructors in the tutor role, as this is an expectation of the position.

The CETL currently offers tutoring in the following areas: Math, Engineering, Science, Deck, Business, English, GSMA, Chinese, and specific remedial math tutoring. Depending on the day, the Tutoring Center hosts anywhere between 5 and 50 students.

In addition to peer tutoring during normal Tutoring Center hours, the CETL offers a flexible group tutoring option. If groups of three or more students taking the same course need assistance, the CETL assigns a peer tutor to meet with their group during a time the group has selected.

In 2013-14, the CETL will be piloting a program called Momentum for freshmen in all majors entering Cal Maritime with remediation needs in math and English. Members will agree to participate in weekly tutoring sessions in the CETL with group members, as well as monthly meetings that focus on study skills and team building. The importance of group support in college success will be emphasized. Specially designated developmental math and English tutors will be assigned to work with group members every Monday night, thus affording one-on-one/ small group attention to students in need of extra assistance. Participants will receive access to study aids such as LiveScribe pen and NCR notebooks, as well as instruction on utilizing these resources.

## **Disability Services:**

Policy from our Disability Services handbook:

"The California Maritime Academy is committed to providing reasonable accommodations for students with documented disabilities. The DSO works in collaboration with the faculty and other campus departments to provide support for students with disabilities. This coordination of efforts complies with the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

At the post-secondary school level, a student must disclose his learning disabilities in order to receive reasonable academic accommodations. The Application for Disability Services (Form 101) is available in the Disability Services Office or for ready download on the Cal Maritime website. Once the disclosure form is completed, a student must submit documentation from a qualified professional clinician stating the nature of the disability and its impact on the student's learning in the university environment. This evaluation documentation must be current.

Depending upon the nature of the disability, students may be eligible for one or more of the following accommodations:

- Additional time for quizzes and tests (not to exceed time and one half
- unless specifically recommended by the clinician including specific
- subject areas where applicable)
- Preferential seating
- Reduced distraction area for testing
- Course notes and additional course information when available from the
- instructor
- Word processor use or spell check use or spelling waived
- Use of tape recorder for lectures
- Alternative text(s) if and when available
- Use of calculator
- Use of other accessible technologies

Reasonable accommodations will be arranged for a student provided the accommodation does not substantially alter the fundamental nature of the academic class or program.

Disability services are currently being offered to nine IBL students. This includes students receiving a range of services, from those who opened a file in regards to housing accommodations to those taking every exam for every class with CETL staff in order to receive extra time. Of the accommodations listed above, extended test time/ testing in the CETL is the most common among our students.

## **Early Warning Program/Graduation Rate Initiative**

An Early Warning Program was implemented in 2010 to improve the percentage of students who completed their degree programs in a timely manner. As part of this program, all instructors are urged to regularly post grades to the learning management system, Moodle, so that students are kept apprised of the quality of their academic work. Instructors are urged to identify "at risk" students at or before the midpoint of the semester and are also asked to suggest appropriate forms of assistance such as mandatory tutoring, regular attendance, timely completion of HW, etc. (see at-risk notification in Appendix K). The Academic Dean sends a letter to all at risk students advising them to meet with the Instructor and/or

advisor to discuss strategies for greater success in the course as well as encourage these students to seek more help and assistance from the tutoring center and CETL.

### **3.4 Breadth and Depth of Curriculum**

#### **Self-Study Guidelines**

##### ***Bachelor's-Level Programs:***

*In the self-study:*

- 1. Provide Table 3: Program Curriculum Composition. The information in this table should be presented as shown in sample Table 3 in these guidelines. For each business program included in the accreditation review (including each major, concentration, specialization, or emphasis contained within the program), the table should include the number of credit hours in the common business core, the required courses beyond the core, and the business and business-related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area.***

***If your programs contain no majors, concentrations, specializations, or emphases, then (i) list the credit hours for the required courses in each program in the column labeled “Common Core Requirements” and (ii) list the credit hours for any elective courses in each program in the column labeled “Business and Business-Related Electives.”***

The number of credit hours in the common business core and the business and business-related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area are provided in Table 3 below.

- 2. For any program listed in Table 3 in which less than 40% of the total credits required for the degree is dedicated to business and business-related courses, provide a rationale explaining why this is the case.***

As can be seen in Table 3, more than 40% of the total credits required by the IBL program are dedicated to business and business-related courses.

- 3. For each program listed in Table 3, describe the extent to which the business and business-related courses in the program are upper-level courses.***

An upper-level course is defined as any course at the 300 level or above. All CSU students are required to take six credit hours of upper-division GE courses. Of the mandatory business-related courses in the curriculum sheet for the Class of 2016, a minimum of 56% (12 courses, 36 credit hours) comprises of upper-level units. In addition, students may take either upper-division or lower-division courses to satisfy their three unit Major Elective Requirement. Hence, 56-58% of business and business related units are upper-division units.

Table 3: Program Curriculum Composition

PROGRAM	BUSINESS AND BUSINESS-RELATED CREDIT HOURS							CREDIT HOURS REQUIRED FOR GRADUATION	PERCENTAGE OF CREDIT HOURS REQUIRED FOR GRADUATION DEDICATED TO BUSINESS AND BUSINESS-RELATED COURSES
	COMMON CORE REQUIREMENTS		REQUIREMENTS BEYOND THE CORE		BUSINESS AND BUSINESS-RELATED ELECTIVES		TOTAL BUSINESS AND BUSINESS-RELATED CREDIT HOURS		
	Hours	Pct.	Hours	Pct.	Hours	Pct.			
Bachelor of Science in Business Administration –International Business and Logistics	64	53.3%			3	2.5%	67	120	56%

## **3.5 Curriculum Review and Improvement**

### **Self-Study Guidelines**

*In the self-study:*

- 1. Describe your process of continuous evaluation of the curricula in your business programs. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic business unit.**

Each course syllabus must contain student learning outcomes. These course objectives are themselves mapped to the programmatic, departmental and institutional SLOs. On a periodic basis, business unit faculty assess the performance of our students in each of these courses using data collected by their colleagues, often via a rubric which has been developed either wholly or in part by business department faculty. We set benchmarks and evaluate performance in areas germane to our degree. Based on this data, we have moved our curriculum forward by introducing prerequisites, rearranging the sequence of courses, and otherwise improving the flow of our program.

- 2. Document the involvement of your faculty in the periodic review of business programs and curricula.**

The program faculty meets regularly to discuss issues involving curricular reform and revision. These discussions have allowed us to modify and improve our course offerings, ensuring that the classes are offered in a common-sense sequence, and that prerequisites are met. This requires a somewhat burdensome process, but one that is built upon the principles of shared governance and faculty ownership of the curriculum. Faculty members propose alterations on which the entire department must vote. If the change affects another department or academic unit, it must be vetted and approved by that body. Next, the proposal moves on to the Curriculum Committee for discussion and debate. Proposals also need the approval of the Academic Dean and Provost before any change can be made. These policies are determined by our institution's Academic Senate.

- 3. Describe the ways in which your alumni, the business community, and other external groups are involved in the periodic review of your business programs and curricula.**

Semiannual meetings of the External Advisory Board review department curricula and represent the interests of various stakeholders in our programs. These have also led to increased internship and co-operative education agreement opportunities for our students. Informal sessions (e.g., roundtable discussions at our annual Industry Night) have suggested that industry partners value certain skills and attributes of Cal Maritime cadets. They have also led us to consider new course offerings (particularly in Marine Chartering and Insurance). We would like to involve our alumni in a more meaningful manner and will be working closely with both our Alumni Office and our Career Center to make this a reality.

- 4. If the institution has formal general education requirements, describe the extent to which the business faculty is involved in the evaluation of these requirements.**

Most of the general education courses are administered by our colleagues in the Department of Culture and Communication. This department is housed in the ABS School of Policy and Management, and we have very close relations with their faculty. Additionally, at least two members of the Department of Maritime Policy and Management currently serve on the Institution-Wide Assessment Council, which is responsible for assessing all student learning outcomes, including those related to general education. Informally, the MPM department works closely with the Department of Sciences and Mathematics to review the extent to which that department's offerings is serving the needs and interests of our major.

**5. Describe the process for changing your curricula or developing a new program for your academic business unit. If this process is described in your Faculty Handbook, provide the page numbers for the relevant section.**

The processes for changing the curricula and/or developing a new program are explained in Section III of Academic Senate Policy 572, which describes Curriculum Committee policies and procedures. A copy of the policy is provided in Appendix L and a link to the document is provided here.

([https://www.csum.edu/c/document\\_library/get\\_file?p\\_l\\_id=44680&folderId=4107348&name=DLFE-11009.pdf](https://www.csum.edu/c/document_library/get_file?p_l_id=44680&folderId=4107348&name=DLFE-11009.pdf) )

Discussions of curricular change generally begin within the department. The person initiating the change fills out a Curriculum Change Request Form documenting the proposal and rationale for the requested change. After the proposal is discussed in an open forum and voted upon by the members of all departments affected by the change, it is reviewed by the Academic Dean and then sent to the Curriculum Committee. All requests for substantive modifications must generally be submitted to the Curriculum Committee for review no later than 60 days from the end of the semester that precedes the semester in which they will take effect.

New degree programs require the approval of both the local campus and the CSU Chancellor's Office. Once the Chancellor's Office approves of the program concept, the proposal must be reviewed by the Curriculum Committee and discussed and voted upon in an open forum of the Academic Senate. Detailed procedures are provided in Appendix L.

## **3.6 Master's Degree Curriculum**

### **Self-Study Guidelines**

*In the self-study:*

**1. List all of the master's-level business programs included in the accreditation review (including each major, concentration, specialization, or emphasis contained within the programs), and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution's catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.**

Not applicable.

**2. Identify those master's-level courses that are not reserved exclusively for graduate students, and provide an explanation for this procedure where applicable.**

Not applicable.

**3. Describe the ways in which you are handling the coverage of the undergraduate CPC topical areas for students entering your master's-level programs who have not completed an undergraduate business degree.**

Not applicable.

- 4. For any master's-level business program included in the accreditation review that requires fewer than thirty semester credit hours (forty-five quarter hours), provide a rationale explaining why this is the case.*

Not applicable.

## **3.7 Doctoral Curriculum**

### **Self-Study Guidelines**

*In the self-study:*

- 1. For each doctoral-level business program included in the accreditation review, describe the ways in which the curriculum of the program contributes to the professional and scholarly development of your doctoral students. Include a description of the ways in which ethical principles are reinforced through the curricula and administrative policies of the program.*

Not applicable.

- 2. Provide syllabi for all doctoral courses (these should be placed in the appendix of the self-study).*

Not applicable.

- 3. Provide an analysis of the curricular requirements for the doctoral-level business programs included in the accreditation review. For each program, this analysis should list each course and indicate whether the course is reserved for doctoral students, and should provide the percentage of courses in the program that can be taken only by students enrolled in the doctoral program.*

Not applicable.

- 4. Describe the research components in each doctoral-level business program included in the accreditation review, and indicate the percentage of the total hours required for the degree program that is dedicated to courses in statistical and research methods and to a rigorous research project such as a thesis or dissertation.*

Not applicable.

- 5. Provide a copy of your dissertation manual. This manual should describe the dissertation process, including courses required, composition of the dissertation committee, requirements for the dissertation, etc.*

Not applicable.

- 6. Provide a list of students who completed their dissertations/theses during the self-study year along with the title of each dissertation/thesis.*

Not applicable.



## **3.8 Summary Evaluation of Curriculum**

### **Self-Study Guidelines**

*In the self-study:*

*Provide a summary evaluation of the academic business unit's curricula and curricula-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.***

The International Business and Logistics curriculum offers students both breadth, in the form of knowledge in a range of subjects consistent with the CSU GE-Breadth requirements, and depth, as evidenced by its coverage of the Common Professional Component. Foundational theories, terms, and concepts, as well as writing and analytical skills, are introduced in lower-division classes and are reinforced in upper-division courses.

In general, our lower-division courses are basic courses that can be found in most business curriculums, such as Economics, Accounting and Marketing. It is in our upper-division courses that we differentiate our program by offering courses that reflect and emphasize the specialized nature of our institution. Upper-division courses like Global Logistics and Logistics Case Analysis and electives like Admiralty Law, Economics of Transportation and Ports and Terminal Management have been developed to capitalize on our comparative advantage in areas related to maritime trade and management. We believe that this curriculum effectively prepares our students with the knowledge and skills they will need for future success.

The full time faculty of the IBL program met several times during the past two years to review the curriculum, discuss the bottlenecks, and recommend changes to the Curriculum Committee. Some of these changes have already been approved and will be implemented as early as Fall 2013. These changes are discussed further in the next section.

- 2. Identify any changes and improvements needed in the academic business unit's curricula and/or curricula-related processes.***

Career opportunities for students in non-licensed shore-side maritime logistics and transportation logistics programs will grow substantially. However, these occupations are becoming more and more dependent on quantitative analysis and specialized knowledge. We would like to see a more rigorous Business major evolve over the next five years- one that keeps pace with the changes taking place in the industry. The program is well positioned at present, with five required courses in quantitative and information analysis in the curriculum. In fact, results from the exit exam indicate that our graduating students have stronger quantitative skills than those in comparable business programs. However, the mathematical ability of incoming students is insufficient, and we may need to amplify our ability to train our students in these areas as completely as they will need to be, when the trend of increasing analytics continues. Some of this might be accomplished with the assistance of the Math and Science Department or with remedial and tutoring work through the CETL.

The review of the curriculum also reveals that our students have almost no flexibility in their curriculum. All but one of the business courses offered by the IBL program are required. GE options are also limited with students choosing one of two courses to satisfy the Physical and Life Science requirement and one of a handful courses to satisfy the upper-division Humanities requirement. The IBL faculty are exploring the possibility of providing greater choice to students by developing two tracks: one would be quantitative in focus and would culminate in students earning the Certification in Transportation and Logistics (CTL) and the other, in recognition of the international character of most maritime and transportation operations, would focus on preparation of students for International Business. Logistics is one the fastest growing fields with employment projected to grow close to 25% in the next decade and increasing globalization will continue to create a need for students well trained in international commerce and business environments.

We also believe that procuring an internship in another country is an excellent way for our students to gain a competitive edge over other graduates, and we would like to explore ways to make that happen. Furthermore, students choosing the International Business concentration will be encouraged to pursue fluency in a second language. At present, our program requires two semesters of a foreign language (Spanish or Chinese). We do not believe this is adequate to prepare students for international careers in the long term. An attempt put forth by program faculty to insert another semester of language through a curriculum change floundered in the 2009-2010 school year. In Spring 2012, just prior to the self-study, we were able to offer a third semester of Spanish. Students who were able to successfully complete that class were then eligible for an intensive language study program at a maritime university in Barcelona. Seventeen students took advantage of the opportunity, taking both a Spanish class and a class on the European Union for three weeks. In Spring 2013, however, lacking the draw of an international trip, there was insufficient enrollment in a third semester of Spanish and it was cancelled. We believe language study followed by a semester abroad or a faculty-led study tour is an excellent model and it something that we should be striving to replicate in the coming years.

During the self-study year, a review of the curriculum led us to overhaul the prerequisites for many of the courses. Some prerequisites had previously been put into place to act as a “gate-keeper,” to ensure that students were not permitted to enroll in advanced business courses before they completed the introductory courses. However, this created a number of scheduling problems for many of our transfer students. Often, a student had to return for an additional semester just to take one or two courses. To help transfer students complete their degree in a timely manner, some of these “bottleneck prerequisites” will be removed in the coming academic year, and enrollment will be limited to those with the requisite class standing (Junior, Senior) instead.

While we want our students to graduate in a timely manner, we do not wish to compromise the quality of their education. Our review of the curriculum showed that it was important to *add* prerequisites to certain courses and change the prerequisites for a couple of courses. Details are provided in the answer to question 3 below.

After reviewing the curriculum, the faculty believed that some changes were necessary in the sequence in which courses were taken. Microeconomics was moved from the spring semester of sophomore year to immediately follow Macroeconomics in the spring semester of the First year. This was done to eliminate the need to review some of the foundational material in depth. Currently, the first 3-4 weeks of Microeconomics are spent reviewing basic concepts like opportunity cost, comparative advantage and supply and demand. These are all concepts that are first introduced in Macroeconomics for the benefit of the non-majors who take just one course in Economics, as part of their GE requirement. Microeconomics builds on that foundational knowledge of supply and demand, but many students do not remember those concepts as well as they need to after the intervening 3 semesters. We expect that by teaching

Microeconomics immediately after Macroeconomics, we will be able to reduce the weeks devoted to review and cover more real world applications and new material. An added benefit is that by moving Microeconomics, which is quite a challenging and quantitative course, to the first year, we are sending a signal to incoming students about the level of rigor and mathematical proficiency we expect of them. To help prepare them for the course MTH 100 will be added as a pre-requisite.

Since students need to be better prepared for their International Experience trips, which are typically taken in the summer of their Sophomore year. International Business will be moved from the Junior year to the Sophomore year so that students will be exposed to the theory of International Business before they participate in the mandatory faculty-led study abroad tour. This move is a small part of a larger effort to improve our International Business offerings. Furthermore students will be encouraged to take an additional course on the Global Economy which will focus on the parts of the world that students will be visiting.

The university through the Corps of Cadets has a marvelous opportunity for students to engage in leadership experiences through their four years. The Corps procedures and practices call for leadership training for all students. However IBL (and GSMA) students feel that Corps based activities such as standing watch, safety and security patrols, and others are, as currently planned and executed, add little of value to their educational experience. This is a source of discontent for students in the MPM department and it would clearly enhance the program experience if students could be prepared for meaningful assignments.

### ***3. Describe the proposed courses of action to make those changes and improvements.***

A complete list of the changes to the curriculum, effective Fall 2013, is provided below. We will be monitoring enrollment and performance to determine if these changes have the desired impact.

#### ***Removal of pre-requisites***

1. Speech Communication (EGL 110), Advanced Writing (EGL 300) and Business Industry Co-op were dropped as pre-requisites for Business Leadership, which was also renamed Leadership and Group Dynamics, to more accurately reflect the content of the course.
2. Global Logistics (MGT 340) and Quantitative Managerial Methods (MGT 410) were dropped as pre-requisites for Operations Management (MGT 415).

#### ***Addition of Pre-requisites***

3. Supply Chain Management (MGT 420) was added as a pre-requisite for enrolling in Logistics Case Analysis (MGT 440).
4. College Algebra and Trigonometry (MTH 100) was added as a pre-requisite for Microeconomics (ECO 101)

#### ***Substitution of Pre-requisites***

5. Microeconomics (ECO 101) will replace Macroeconomics (ECO 100) as the pre-requisite for Managerial Economics (ECO 300).
6. Statistics (MTH 107) will replace the pre-requisite of “Junior Class Standing” for Supply Chain Management.

***Rescheduling Existing courses***

7. Microeconomics will be moved from Spring semester of Sophomore year to Spring semester of the first year.

8. International Business I will be moved from the Junior year to the Fall semester of the Sophomore year.

***Creating a new course***

9. A new course in Global Economics will be offered as a pilot program in Spring 2014. In addition to covering selected topics in International Trade and Finance, the course will allow students an opportunity for in-depth exploration of the cultural, political and socio-economic characteristics and of the countries they will be visiting and their impact on business practices. This course is specifically designed to target those who will be participating in the International Experience trips in Summer 2014.

***Leadership Task Force***

10. The Academy is currently embarking on a major project to restructure and improve its leadership program in order to make it one of the best in the country. A committee, the Leadership Task Force, is currently working on achieving this goal under the complete support of the University President. The business program is represented on this Task Force by two individuals -- the Director of the ABS School, Dr. Nincic and Interim Commandant Berkana-Wycoff, who teaches the leadership course in the Capstone Experience.

# **Principle 4: Faculty**

## **4.1 Faculty Qualifications**

1. *Provide the page numbers for the section in the institution’s catalog that describes the academic credentials of each full-time and part-time faculty member.*

The academic credentials for the full-time and part-time faculty members in the ABS School can be found at <http://www.csum.edu/web/academics/faculty>.

2. *Provide a current vita for all full-time and part-time business faculty members*

Current vitae for all full-time and part-time business faculty members are located in Appendix I. Complete portfolios (including current vita, graduate transcripts, biographies, and scholarly and professional activities for each business faculty member will be available for the site visit team.

3. *Provide Table 4: Faculty Qualifications. The information in this table should be presented as shown in sample Table 4 in these guidelines. All faculty who teach courses offered by the academic business unit must be included, with full- and part-time faculty members listed separately and in alphabetical order. In cases where a faculty member teaches at more than one program level (undergraduate, master’s, doctoral levels) and/or in more than one major discipline during the self-study year, list each program level and discipline on a separate line under the headings “Program Level” and “Assigned Teaching Disciplines,” respectively. Then, indicate the faculty member’s qualification status for each program level and teaching discipline under the heading “Level of Qualification.” For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status. In determining whether a faculty member is doctorally-, professionally-, or minimally-qualified, see the definitions above (4.1, Description).*

All faculty members who teach courses in the IBL program have been included in Table 4: Faculty Qualifications. During the self-study year, the IBL program had two doctorally-qualified and one professionally qualified full time faculty member. Among part time faculty, one was doctorally-qualified and two were professionally-qualified. A credentials justification has been provided for Managerial Accounting and Financial Accounting, both of which are taught by Harry Portolos. The completed credentials justification form will be available in his portfolio during the site visit. No full time faculty has been indicated to be either doctorally- or professionally- qualified in a teaching discipline outside of his/her degree.

4. *Provide Table 5: Teaching Load and Student Credit Hours Generated. The information in this table should be presented as shown in sample Tables 5(U), 5(M), or 5(D) in these guidelines. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 5(U) if you have only undergraduate programs, Table 5(M) if you have master’s programs, and Table 5(D) if you have doctoral programs. Full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the business programs during the self-study year, including both required and elective business courses and courses taught at all off-campus locations. The qualification level of each faculty member for the credit hours taught, and totals, by faculty qualification level (doctorally- and professionally-qualified, and other) should be shown, as well as a grand total for undergraduate-, master’s-, and doctoral-level student credit hours taught. If the institution is operating on a quarter system, the table will require a slight modification to include three quarters*

***rather than two semesters. This table should also include the number of sections, course preparations, and disciplines taught by each faculty member.***

Teaching loads and student credit hours generated are displayed in Table 5(U). The IBL program had three full time faculty members during the self-study year. Two of the full time faculty were doctorally-qualified and one was professionally-qualified. An additional doctorally-qualified tenure-track faculty member was hired after the self-study year in Fall 2013 (but not included in Table 5(U)).

- 5. Provide Table 6: Faculty Coverage Summary. The information in this table should be presented as shown in sample Tables 6(U), 6(M), or 6(D) in these guidelines. The data for this table come directly from the totals in Tables 5(U), 5(M), or 5(D): Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 6(U) if you have only undergraduate programs, Table 6(M) if you have master's programs, and Table 6(D) if you have doctoral programs.***

As seen in the summary of faculty coverage presented in Table 6(U): Faculty Coverage Summary, 97% of student credit hours were taught by either doctorally-or professionally- qualified faculty members.

Table 4: Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
<b>FULL-TIME FACULTY</b>								
Bachkar, K.	2010	PhD	Transportation and Logistics		Logistics Management	Undergraduate Undergraduate	Doctoral	No
Kamdar, N.	2010	PhD	Economics		Economics	Undergraduate	Doctoral	No
Neumann, R.	2006	MBA	Business		Management International Business	Undergraduate Undergraduate	Professional	N/A
<b>PART-TIME FACULTY</b>								
Berkana-Wycoff, Robert	2012	MA	Psychology (Organizational Development)		Leadership	Undergraduate	Professional	N/A
Dudman, Matt	2007	JD MBA	Law Business		Law Management	Undergraduate Undergraduate	Doctoral Professional	N/A
Hein, Paul	2011	MS	Procurement and Logistics Management		Management	Undergraduate	Professional	N/A
Portolos, Harry	2006	MBA	Business		Accounting Finance Marketing Management	Undergraduate Undergraduate Undergraduate Undergraduate	Minimal Professional Professional Professional	N/A

**Table 5(U): Teaching Load and Student Credit Hours Generated (For use by academic business units with only undergraduate programs)**

Faculty Members	Fall Semester 2012				Spring Semester 2013				Summer Semester 2013				Qualification Level (Undergraduate)		
	UG	# of	# of	# of	UG	# of	# of	# of	UG	# of	# of	# of	DQ	PQ	Other
	Sch	Sect	Prep	Disc	Sch	Sec	Prep	Disc	Sch	Sect	Prep	Disc	Sch	Sch	Sch
<b>FULL-TIME FACULTY</b>															
Bachkar, Khalid	435	4	3	2	312	3	3	2	56	2	1	1	803		
Kamdar, Nipoli <sup>1</sup>	363	3	1	1	231	3	2	1					594		
Neumann, Robert	534	4	3	1	480	4	3	1	234	2	1	1		1248	
<b>PART-TIME FACULTY</b>															
Berkana-Wycoff, RobertDavis, C. <sup>2</sup>	99	1	1	1	NA	NA	NA	NA						99	
Dudman, Matthew.	468	4	3	2	414	4	3	2					573	309	
Hein, Paul	NA	NA	NA	NA	318	3	1	1						318	
Portolos, Harry	450	4	4	3	222	3	2	2						528	144
<b>Totals</b>	2349	20	15		1977	20	14		290	4	2				
<b>Total student credit hours taught by Doctorally-qualified faculty</b>													1970		
<b>Total student credit hours taught by Doctorally- and professionally- qualified faculty</b>													4472		
<b>Total student credit hours taught by business faculty during the self-study year</b>													<b>4616</b>		

1. Dr. Kamdar taught a course for the online Masters program in Transportation and Engineering Management, as part of her regular workload. As this program is not currently seeking IACBE accreditation, the associated SCH are not included in the above table.

Column Headings: UG = Undergraduate Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified



**Table 6(U): Faculty Coverage Summary**  
**(For use by academic business units with only undergraduate programs)**

<b>STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR</b>	<b>UNDERGRADUATE SCH</b>
Total SCH Taught by Business Faculty	4616
SCH Taught by Doctorally- and Professionally-Qualified Faculty	4472
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	97%
SCH Taught Only by Doctorally-Qualified Faculty	1970
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	43%

## **4.2 Faculty Load**

### **Self-Study Guidelines**

*In the self-study:*

- 1. Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:**

- a. The institutional policy that determines the normal teaching load of full-time faculty.**

All CSU full-time faculty are assigned 15WTU (weighted teaching units) of which 3 are assumed to be used for various administrative tasks (committee work, in particular). Most academic courses are 3 WTU, meaning a typical teaching load for all FT faculty is four courses per term. Our department strives to make sure that no faculty member has more than three preps per term, usually by offering multiple sections of courses. This cannot always be done. All first-year full time faculty are given a reduced teaching load of 3-3 to acclimatize them to our institution.

- b. A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.**

Per our collective bargaining agreement, faculty are limited to 125% of their usual load of 15 WTU per term/30 WTU per year. Compensation for “extra classes” are handled by offering either a separate contract (if the course is offered, for example, through our Office of Extended Education) at the vacant market rate (currently defined as \$6500 per course, inclusive of benefits). Handshake deals, where faculty will teach overloads in one term and will be rewarded with a reduced teaching load in the following term, are sometimes implemented.

- c. An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.**

There are no variations in policies governing academic loads across the various departments on campus.

- d. The policy on teaching loads for part-time and/or adjunct faculty.**

Teaching loads for adjuncts and part-timers are determined by the Collective Bargaining Unit. No faculty member may teach in excess of 15 WTU in a given term. Priority is first given to tenured professors, then to probationary (tenure-track) faculty. Lastly to long-term lecturers who have three-year contracts, followed by those with annual appointments, and finally, those who are hired on a per-course contract.

- e. An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.**

Statements on faculty load can be found on page25 of the Faculty Handbook:  
[https://www.csum.edu/c/document\\_library/get\\_file?uuid=62f35683-e404-4ba2-8189-a73cff2782d8&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=62f35683-e404-4ba2-8189-a73cff2782d8&groupId=72269)

- 2. Referring to Table 5(U), (M), or (D): Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution’s academic load policy.**

No deviation.

- 3. List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reason.**

*Khalid Bachkar (3 WTU reduction, Spring 2013) -*

*Nipoli Kamdar (3 WTU reduction, Spring 2013)—IACBE reaccreditation*

*Nipoli Kamdar (3 WTU reduction, Fall 2012) – Course development for the newly created Master of Science Program in Transportation and Engineering Management.*

### **4.3 Program Coverage**

***Provide Table 7: Program Coverage. The information in this table should be presented as shown in sample Table 7 in these guidelines. This table should list all programs included in the accreditation review (including majors, concentrations, specializations, and emphases contained within the programs), and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in that program.***

**Table 7: Program Coverage**

<b>PROGRAM</b>	<b>FACULTY MEMBER</b>	<b>QUALIFICATION LEVEL</b>
<b>ASSOCIATE-LEVEL PROGRAMS</b>		
NA	NA	NA
<b>BACHELOR’S-LEVEL PROGRAMS</b>		
Bachelor of Science in Business Administration	N. Kamdar	Doctorally-Qualified
<b>MASTER’S-LEVEL PROGRAMS</b>		
Master of Science in Transportation and Engineering Management	NA	NA
<b>DOCTORAL-LEVEL PROGRAMS</b>		
NA	NA	NA

## **4.4 Faculty Evaluation**

### **Self-Study Guidelines**

#### ***In the self-study:***

- 1. Describe the faculty evaluation process for your academic business unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers for the relevant section.***

Evaluation of teaching faculty is determined by both Academic Senate Policy and by the Collective Bargaining Unit. Instructional faculty are evaluated by the Department Chair or her/his designee, and student satisfaction with each course must be evaluated via student surveys. Tenure-track faculty provide yearly self-studies and lengthier Working Personnel Action Files (WPAF) that are used to determine retention, tenure, and promotion. The WPAF contains documents such as course syllabi, teaching evaluations by students and peers, a CV, statement of teaching philosophy, evidence of service and scholarship and a self-evaluation. The institutional process by which RTP decisions are made involve multiple levels of review (at least six for each candidate, every two years) and are codified in Academic Senate Policy 526, which is included here:

[http://www.csum.edu/c/document\\_library/get\\_file?uuid=64f899c1-a88d-4b0f-b16a-d6489bd59888&groupId=72269](http://www.csum.edu/c/document_library/get_file?uuid=64f899c1-a88d-4b0f-b16a-d6489bd59888&groupId=72269)

The Department Chair works closely with each faculty member in interpreting and evaluating the results of the student satisfaction surveys for each course. Faculty are assessed on a five point Likert scale, with “1” being poor, and “5” being excellent; however there is no fixed “baseline” for acceptable performance. This said, scores in the “4” and above range are generally deemed acceptable, while a persistent track record of student evaluations with scores below “4” may be considered problematic. In either case, however, the goal is for the faculty member to show efforts at improvement, and actual improvement over time.

- 2. Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used (these instruments should be placed in the appendix of the self-study).***

The instruments used in the faculty annual evaluation process and the tenure and promotion process can be found in Appendix M. During the self-study year CMA changed the university-wide student evaluation form from the purely summative SUMMA form to the new form that allows for both summative and formative feedback. The original annual faculty evaluation documents are returned to the faculty but copies of these evaluations are kept in faculty member’s personnel file. Copies of the annual self-evaluation for each faculty member will be available for the site visit team.

## **4.5 Faculty Development**

### **Self-Study Guidelines**

#### *In the self-study:*

- 1. Describe the faculty development program for your institution and for your academic business unit. If this information is contained in your Faculty Handbook, provide the page numbers for the relevant sections.*

Faculty development funds are available to support faculty in their research, scholarly and creative activities, and professional development. There are various funds available and more than one type of fund can be applied for at the same time. Detailed information can be found in Appendix F of the Faculty Handbook, in pages 50-55. In brief, the types of faculty development funds are

- The Campus President awards Mission Achievement Grants. This grant is for activities that are recommended by the faculty development committee and approved by the president as having a strong tie to achieving the stated mission of the institution. These consist of supplemental salary and expenses up to a maximum of \$3500 each. Usually, one or two are awarded each year.
- The Vice President of Academic Affairs awards Presentation Travel Grants, of up to \$500 for domestic travel and \$1000 for international travel to conferences and symposia. These grants are awarded to presenters only.
- For 2012-13 the President committed \$75,000 for general Faculty Development. It is anticipated that similar funding will be available for 2013-14. This fund is available to cover remaining presentation expenses, and also funds activities such as attendance at workshops and continuing education courses.
- For 2012-13 and then again in 2013-14, \$25,000 was set aside in the Scholarship of Teaching and Learning Fund (SoTL). A member of the IBL faculty, P. Berkana-Wycoff, received a grant from this fund in 2012-13 for his work on teaching and learning techniques for embedding leadership development into all types of courses, irrespective of degree path or discipline.
- The Applications for all of the above sources of funding are made by faculty to the Faculty Development Committee, which reviews the application as well as a recommendation by the department chair. The committee then recommends whether or not funding should be awarded. This committee consists of the chairs of each academic department plus two at-large faculty members. Typically, the amounts allocated to faculty development have been sufficient to fund all the proposals which have been recommended by the committee. No member of the academic business unit has had to pay out-of-pocket for any expenses related to scholarly or creative pursuits.
- In addition to the above, the Chancellor's Office provides Mini-grants for Research, Scholarship and Creative Activity (max. \$5,000).
- Cal Maritime like every campus of the CSU collects Instructionally Related Activity (IRA) fees from students and these fees are designated for use to support classroom activities, lab experiences, and field trips. The Instructionally Related Activities Committee will put out a call annually for applications for the IRA fund and faculty can apply for IRA support at that time. The IRA Committee will collect and evaluate IRA applications and notify applicants with their decisions.

- Finally, the Center for Engagement, Teaching and Learning and the Director of Faculty Affairs (Steve Browne) work together to sponsor on-campus faculty development events, such as workshops, faculty learning communities and lunch time brown bag discussions. The goal of these events is to help faculty in their teaching and to provide an opportunity where faculty can come together share their research and teaching experiences.

2. ***Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic business unit.***

Full-time faculty have used departmental and institutional faculty development funds to attend regional, national, and international conferences. These include IACBE conferences, colloquia, and workshops, as well as discipline-specific conventions. These range from topics dealing with the Scholarship of Teaching and Learning to those focused on maritime-based research. Detailed information about these activities can be found in the vitae of the respective faculty member but a brief summary is provided below.

**Khalid Bachkar**

- Dr. Bachkar has submitted in collaboration with Dr. Tom Nordenholz a proposal for the U.S. Department of Energy (National Renewable Energy Laboratory) Grant for teams of students to compete in the design, fabrication and business plan development for a small wind turbine. Our team was awarded 75K in this competition. It is a yearlong project starting Fall 2013 and going through spring 2014. CMA has been chosen (through a competitive process) as one of ten schools participating in the US DOE's first inaugural Collegial Wind Competition.
- Dr. Bachkar served as co-Chair for the 12th Annual International Academy of African Business and Development Conference (IAABD), Morocco, May 15-19, 2012. More than 300 scholars from 50 nations attended the IAABD conference. The annual conferences of the IAABD are open to scholars, professionals, and graduate students of any nationality who are interested or actively engaged in the research and performance or administration of business and economic development issues as they relate to Africa. These conferences aim at facilitating multidisciplinary research on Africa's related issues, stimulating collaborations between Africa based researchers and their counterparts around the world, broadening and deepening global understanding of the various challenges facing African development and business, and advancing alternative solutions to Africa's business and development challenges. Dr. Bachkar was awarded with the International Academy of African Business and Development (IAABD) Distinguished Service award in May 19, 2012.
- Dr. Bachkar has organized in collaboration with the Career Center the 4th Annual Industrial Night -"Careers in Logistics and Transportation." The event focused on the booming popularity and need for careers in logistics and transportation. In this panel discussion, five executives from industry shared their thoughts on the current and prospective demands for professionals in the field of transportation and logistics. Additionally, the event provided a venue to discuss current issues and challenges facing North Americans transport and logistics industries in the current global economic environment as well as an opportunity to share best business practices and career opportunities for our future CMA graduates.
- Dr. Bachkar served as a member of the Decision makers Conference Planning Committee that was held in Oakland on May 2013 by the Bay Planning Coalition. The Annual S. F. Bay Decision Makers Conference is the unique "go-to" educational forum of the year for Bay-Delta industry, business, citizen organization and government leaders.

- Dr. Bachkar served as a moderator for the 26th Annual Planning Coalition Decision Makers Conference “Fueling California’s Economic Engine & Jobs: The Importance of Trade to Northern California.”
- Dr. Bachkar served as Track Chair in Logistics and Transportation Management for the 19th International Annual Conference on Industry, Engineering, and Management Systems (IEMS) that was held on March 24-27, 2013, at the International Palms Resort, Cocoa Beach, Florida.
- Dr. Bachkar secured the funds for 10 students to attend the Decision makers Conference that was held in Oakland on May 2013 by the Bay Planning Coalition.
- Dr. Bachkar served as Track Chair in Global Studies and Political Economy for the International Academy of African Business and Development that was held on May 15-19, 2012, in Morocco.
- Dr. Bachkar has presented the following papers.
  - “An Analytical Hierarchy Process framework to Mitigate the Security Risk in the Global Container Supply Chain.” 19th International Annual Conference on Industry, Engineering, and Management Systems (IEMS), Cocoa Beach, Florida, March 24-27, 2013
  - “Competitiveness of the Port of Casablanca from Logistics Perspective.” 19th International Annual Conference on Industry, Engineering, and Management Systems (IEMS), Cocoa Beach, Florida, March 24-27, 2013
  - “International Logistics Security.” U.S-China Business Training Center, California, July 16, 2012
  - “Effectiveness of the International Ship and Port Facility Security (ISPS) Code in improving the maritime security threat.” U.S-China Business Training Center, California, July 16, 2012
  - “Mitigating Security Risk in the Global Container Supply Chains: An Overview and Research Agenda.” International Academy of African Business and Development 2012, El Jadida, Morocco, May 15-19, 2012
  - “Managing Disruption Risks in Nigerian Healthcare Logistics and Supply Chain.” International Academy of African Business and Development 2012, E Jadida, Morocco, May 15-19, 2012
  - “Lean Management Approach to Improving Healthcare Supply Chain in Nigeria.” International Academy of African Business and Development 2012, El Jadida, Morocco, May 15-19, 2012
  - “Du rôle de l’investissement en capital humain dans le Développement économique : Cas du Maroc.” International Academy of African Business and Development 2012, El Jadida, Morocco, May 15-19, 2012



- Additionally, Dr. Bachkar has successfully co-authored two papers with four graduate students in the Transportation and Engineering Management program. The first paper entitled “Analytical Hierarchy Process Evaluation of Composite Watercraft and Composite Shipping Containers for Humanitarian Operations” was co-authored with two graduate students and accepted for presentation at the Composite Conference 2012 that was held on August 13-17, 2012, at the Las Cruces Convention Center, Las Cruces, New Mexico. The second paper entitled “An Analytical Hierarchy Process Model to Assess Buyers’ risk in Purchasing Bunker Fuel in U.S. West Coast Ports” was co-authored with g two graduate students and accepted for presentation at the Maritime Academy Higher Education Summit hosted by the SUNY Maritime College in April 2013.

### **Palin Berkana-Wycoff**

- Received (with Donna Nincic) a \$4,850 Scholarship of Teaching and Learning grant to conduct research into universally applicable methods for teaching and learning leadership competencies, with special emphasis on personal accountability within group contexts and team development and leadership, in an effort to provide leadership development in academic settings without creating discrete leadership courses. The research findings recommended a 3-course arc of “leadership enhanced” courses for each of the six undergraduate degree programs at CMA. Additionally, it was found that the introduction of leadership competencies into courses not explicitly about leadership (e.g., Comparative Maritime Policies) led to more engaged and effective student learning of course content.
- Had a presentation proposal on embedded leadership development pedagogies accepted and presented (with Donna Nincic) at the 16<sup>th</sup> Annual CSU Teaching Symposium.

### **Nipoli Kamdar**

- Was one of the two leaders of a Faculty Learning Community on the Flipped Classroom, funded by a \$5000 grant from the CSU. Participated in a Faculty Learning Community on Authentic Learning. Used knowledge gained from these FLC to implement innovative teaching practices.
- Had a presentation proposal (Bringing it to Class: E-Strategies for Reluctant Readers,” with Julianne Chisholm and Vivienne McClendon) accepted at the annual Center for Excellence in Learning and Teaching Conference, at CSU, Chico, CA. Attended conference and expenses were directly borne by the Center for Engagement in Teaching and Learning at CMA.
- Presented a paper, co-authored with R. Neumann, at the at the 2012 IACBE Western Regional Meeting. The presentation won the Third Place Award. Work on the presentation inspired ideas for improving the International Experience and laid the groundwork for a grant proposal written in Summer 2012. The proposal received an external CIBER grant of \$1200 in Fall 2013.
- Presented on the use of Jing to create online videos at a CMA faculty development workshop on Teaching with Emerging Technology.
- Had a presentation proposal on the flipped classroom accepted and presented (with Steve Runyon and Bunny Paine-Clemes) at the 16<sup>th</sup> Annual CSU Teaching Symposium.
- Acted as a Round Table Moderator for “Navigating from College to the Future,” 2<sup>nd</sup> Pearls of Power Conference, California Maritime Academy, March 2013.
- Was invited to participate in a panel presentation on the accreditation of business programs within maritime academies. Awarded \$760 from Faculty Development Funds and \$500 from the

Provost Presentation Fund for attending the Maritime Academies Council Higher Education Summit. Attended several sessions at the same conference to learn more about the maritime world and used that information to revise and update the course on Transportation Economics.

- Had two papers accepted for presentation at the 19<sup>th</sup> annual International Conference on Industry, Engineering and Management Systems. Served as a Track Chair the conference. Was awarded \$605 from the Faculty Development Fund and \$500 from the Provost Presentation Fund. Information gained from a conference presenter was used to plan and implement an International Experience trip in Summer 2013.
- Was awarded \$2500 from the Instruction Related Activities (IRA) Fund to take four students to the Maritime Academies Council Higher Education Summit. Worked with students to develop their panel proposal and presentation, which centered around the different types of study abroad tours that could be incorporated into the business curriculum.
- Three additional proposals for IRA Fund awards were accepted. \$1200 was used to arrange for two field trips in Fall 2013 and \$500 will be used towards conference registration for a student team competing in the upcoming IACBE case study competition.

### **R. Neumann**

- Presented a paper, co-authored with R. Neumann, at the at the 2012 IACBE Western Regional Meeting. The presentation won the Third Place Award. Work on the presentation inspired ideas for improving the International Experience

As can be seen from the above list, CMA provides faculty with opportunities to present in their disciplines but also supports attendance at conferences that focus on the scholarship of teaching and learning and participation in faculty development activities that directly impact our teaching. This support allows IBL faculty engage in development activities that allow for continuous improvement in our programs and courses.

## **4.6 Faculty Policies**

### **Self-Study Guidelines**

*In the self-study:*

1. ***Provide a copy of the institution's Faculty Handbook. This handbook should describe the institutional policies and practices that relate to faculty. If it is too bulky to include in the appendix of the self-study, send it as a separate document with the self-study.***

A physical copy of the Faculty Handbook will be made available to the site visit team. The link to an electronic version of the handbook is provided below.

[http://www.csum.edu/c/document\\_library/get\\_file?uuid=be68f41c-bf7a-4e05-9ebf-f544f57a0098&groupId=72269](http://www.csum.edu/c/document_library/get_file?uuid=be68f41c-bf7a-4e05-9ebf-f544f57a0098&groupId=72269)

2. ***Describe the ways in which faculty are made aware of these policies and are notified of changes.***

A copy of the faculty handbook is given to each faculty upon hiring. The Office of Faculty Affairs, directed by Professor Steve Browne, is responsible for communicating these policies to faculty and for

notifying them with any changes either directly through e-mails, Academic Senate, Senate Executive Committee, or posting it at the Office of Faculty Affairs page on the University website.

## **4.7 Summary Evaluation of Faculty**

*Provide a summary evaluation of the academic business unit's faculty characteristics and activities and its faculty-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.*

The IBL program has highly qualified faculty who are committed to excellence in business education. Since the 2011-2012 academic year, our business program has enjoyed greater stability. Our two tenure-track faculty members have been here since Fall 2010 and many of the part-time faculty have been with us over five years.

There is considerable diversity in the training, background and areas of specialization of the IBL faculty but there is much common ground as well. The tenure track faculty hold doctorates, while the lecturers hold either a Master's or a PhD in their respective fields. Consistent with the priorities of the CSU system, the program has a faculty that places teaching first, but also recognizes the importance of active scholarship and service to the academy and community. Faculty in the program have published in various academic journals, written successful grant proposals, presented their research at national and international conferences and have been invited to speak at conferences. In addition, several faculty members spent the earlier part of their careers in the business world. They accumulated extensive industry experience and developed a network of professional relationships that can be beneficial to IBL students.

Faculty members contribute actively to academic and community service. Many faculty members are on multiple committees. Individual faculty members have undertaken leadership roles in the in developing the Study Abroad program and in designing the new Master's Degree Program in Transportation Management. The small size of the faculty places a burden on all in performing service while maintaining productivity.

- 2. Identify any changes and improvements needed in the academic business unit's faculty characteristics and activities and/or its faculty-related processes.*

We need to work on retaining current full-time faculty and increase the number of full-time, tenure-track faculty hires. Additionally, we need to develop a pool of qualified lecturers for specific courses. The IBL program faculty is stretched too thin to adequately cover the demands of its existing major and its service commitment to other departments and programs. This problem will only become more acute if student enrollment increases in the coming years without adding new faculty.

The Maritime nature of the Academy and its name, does not make our business program a desirable one for prospective faculty, and increases the difficulty in hiring additional faculty. We have recently conducted several searches, but attracted few applicants. During the self-study year, we conducted two searches. Learning from the mistakes of the past, we wrote clearer job descriptions, changed where we advertised, and reached out to many business schools in the Bay Area. Despite receiving a slightly larger number of applications we made an offer for only one of the two positions. Fortunately, we were able to hire our first-choice candidate for the Management position. Our ability to attract interest from high-quality candidates continues to be problematic for future growth and development of the program and this is a pressing concern.

**3. *Describe the proposed courses of action to make those changes and improvements.***

- Working with the Provost/Vice-President of Academic Affairs and Academic Dean to fund and recruit additional full-time faculty
- Provide more faculty development funds and financial support for faculty to attend and present at professional conferences which will also spread awareness of the IBL program at CMA
- Work with the Academic Dean and the Department Chair to ensure that faculty are given a reasonable number of course preparations and other work requirements in a given semester.

# **Principle 5: Scholarly and Professional Activities**

## **5.1 Scholarly and Professional Activities**

### **Self-Study Guidelines**

*In the self-study:*

1. *Provide a current vita for all full-time and part-time business faculty members. The scholarly and professional activities of each faculty member should be referenced in the vita (these should be placed in the appendix of the self-study; See Appendix E of this manual for a suggested vita outline.)*

Current vitae for all full-time and part-time faculty members are provided in Appendix N of this document.

2. *Provide Table 8: Scholarly and Professional Activities of Full-Time Faculty. The information in this table should be presented as shown in sample Table 8 in these guidelines. Summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review. Although they do not need to be included in this summary, a current vita reflecting scholarly and professional activities for all part-time and adjunct faculty members should be available to the site visit team.*

The scholarly and professional activities of each full-time faculty member for the self-study year and the previous four years are summarized in Table 8: Scholarly and Professional Activities of Full-time Faculty.

**Table 8: Scholarly and Professional Activities of Full-Time Faculty**

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Bachkar,K. (2012-13)	PhD		e-1 f-1 g-4	a-5 d-3 h-2	d-5 f-2	c-4 d-1	e-1
Bachkar,K. (2011-12)	PhD		f-1 g-2	a-2 d-1	c-1 d-3	c-7	e-1
Bachkar,K. (2010-11)	PhD		f-2 g-2 h-1	a-2 d-1 f-1 h-1	c-1 d-3 e-5	c-2	
Bachkar,K. (2009-10)	M.A			a-1 c-1	c-1 d-3 e-4	c-2 d-1 e-2 f-2	
Bachkar,K. (2008-09)	M.A				c-1 d-3 e-8	a-1 e-2 f-2	

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				PROFESSIONAL ACTIVITIES
			SCHOLARSHIP OF:				
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Kamdar, N. (2012-13)	PhD		b-1 e-7 f-7 j-2 m-3	c-1 d-1 e-1	f-1		d-35 e-1 e-9
Kamdar, N. (2011-12)	PhD		f-1 i-3 j-2		c-1 d-3		b-2 d-3 e-1 e-12
Kamdar, N. (2010-11)	PhD		f-1 j-1 l-1 m-1		b-2 d-1 f-1	d-2	b-1 f-3
Kamdar, N. (2009-10)	PhD		f-2 j-2 m-1				.
Kamdar, N. (2008-09)	PhD					d-1	d-1 e-1 f-1

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				PROFESSIONAL ACTIVITIES
			SCHOLARSHIP OF:				
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Neumann, Robert (2012-13)	MBA MA,Ed		e - 1 f - 1	c - 1	c - 1 d - 1	c - 1	e - 3
Neumann, Robert (2011-12)	MBA MA,Ed		e - 1 f - 1	c - 2	c - 1 d - 1	c - 1	e - 4
Neumann, Robert (2010-11)	MBA MA,Ed				c - 2 d - 1	c - 2 h - 1	e - 4
Neumann, Robert (2009-10)	MBA MA,Ed		i - 1 l - 1		f - 1		
Neumann, Robert (2008-09)	MBA MA,Ed		i - 1 l - 1		f - 1		

## **5.2 Summary Evaluation of Scholarly and Professional Activities**

*Provide a summary evaluation of the scholarly and professional activities of the faculty in the academic business unit. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the scholarly and professional activities of its faculty in supporting excellence in business education.***

All IBL faculty have been active in scholarly and professional pursuits. All tenure-track faculty attended conferences, presented papers, chaired tracks and sessions, and served as reviewers for journals. Some faculty also published papers in refereed journals. Overall, the scholarly and professional activities of faculty is admirable.

- 2. Identify any changes and improvements needed in the scholarly and professional activities of the faculty in the academic business unit.***

Encourage and support faculty in continuing their scholarly efforts.

- 3. Describe proposed courses of action to make those changes and improvements.***

Provide faculty with assigned times for research and/or provide funds for scholarly activities and professional development



## **Principle 6: Resources**

### **6.1 Financial Resources**

- 1. Describe the budget development and budget amendment processes of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit's outcomes assessment plan are integrated into the budget development process.*

The Provost and Vice-President of Academic Affairs, with input from the Academic Dean, allocates the funding for the Academic Program. There is a certain amount funded annually for operations of the entire academic program. This amount is funded separately from the faculty and staffing allocation of the programs, which is considered as a recurring Position Control fund to cover the department basic faculty and staff cost including release time activities as determined by each department chair in consultation with the Dean. If extra sections are needed to accommodate increase of students and there is a need to hire more part time lecturers, the department chair, with the support of the Dean, submit a request with justifications to the Provost and VP of Academic Affairs for his approval for extra one time funds.

The Dean works with the department chair on the allocation of the operational or program budget. This money is allocated on the basis of need rather than any formula derived process such as FTE or other objective restriction. Funds are also allocated for items such as travel, student assistant support, accreditation expenses, specialized training (conferences) and other supplies. The Dean covers all costs for items such as faculty computers, furniture, copying, paper, and other office supplies.

The Academic Dean also handles the equipment purchases funded through the California State Lottery program. This fund has been used for computer upgrades, faculty computers, software and lab upgrades and new equipment acquisitions.

There is no formal link between the outcomes assessment process and budget development process. However needs identified through the outcomes assessment process are brought to the attention of the Academic Dean and taken into consideration when planning the budget for the next year.

- 2. Provide Table 9: Educational and General Expenditures. The information in this table should be presented as shown in sample Table 9 in these guidelines. This table should provide financial and student credit hour data for your institution and academic business unit for the self-study year, the year prior to the self-study year, and the budgeted figures for the site-visit year.<sup>5</sup>*

*(Note: Institutions for which the academic business unit is the institution (i.e., institutions that consist of no academic units other than the academic business unit) need only provide this information for items A and E in Table 9.)*

---

<sup>5</sup> You may need your chief financial officer's assistance in compiling this information.



**Table 9: Educational and General Expenditures**

ITEM	YEAR PRIOR TO SELF-STUDY YEAR (ACTUAL)	SELF-STUDY YEAR (ACTUAL)	SITE-VISIT YEAR (BUDGETED)
A. Total Unrestricted Educational and General Expenditures for the Institution	\$16,615,000	\$17,513,000	\$18,320,000
B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution	\$9,545,000	\$9,650,000	\$10, 260,000
C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	\$944,955	\$974,650	\$1,077,300
D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	9.9%	10.1%	10.5%
E. Total Student Credit Hours Taught by the Institution	27, 084	27,706	28,354
F. Total Student Credit Hours Taught by the Academic Business Unit	5,119	5,292	5,444
G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E)	18.9%	19.1%	19.2%

**3. List the support personnel (non-faculty) in your academic business unit by classification type.**

All six academic programs, including International Business and Logistics, are supported by three administrative assistants and two information technology support professionals.

**4. Provide Table 10: Salary Ranges by Rank. The information in this table should be presented as shown in sample Table 10 in these guidelines. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are on leave or on sabbatical and are receiving a reduced rate during the period of absence.**

**Table 10: Salary Ranges By Rank**

FACULTY RANK	NUMBER OF FULL-TIME FACULTY	ACADEMIC YEAR SALARY RANGES BY RANK		
		LOWEST	MEAN	HIGHEST
Professor	0			
Associate Professor	1	\$85,000	\$85,000	\$85,000
Assistant Professor	1	\$85,000	\$85,000	\$85,000
Instructor	1	\$49,000	\$49,000	\$49,000

**5. If applicable, state the method of computation for extra pay of full-time faculty in the following areas (Note: Extra pay is additional compensation over and above a faculty member's annual contract compensation during the self-study year.):**

**a. Overload**

Per our collective bargaining agreement (see link below), faculty are limited to 125% of their usual load of 15 WTU per term/30 WTU per year. Compensation for "extra classes" are handled by offering either a separate contract (if the course is offered, for example, through our Office of Extended Education) at the vacant market rate (currently defined as \$6500 per course, inclusive of benefits). Handshake deals, where faculty will teach overloads in one term and will be rewarded with a reduced teaching load in the following term, are sometimes implemented.

[http://www.calstate.edu/laborrel/contracts\\_html/cfa\\_contract/article36.shtml](http://www.calstate.edu/laborrel/contracts_html/cfa_contract/article36.shtml)

**b. Evening courses**

No additional compensation is offered for teaching evening classes.

**c. Off-campus courses**

CMA has recently begun offering an online Masters in Transportation and Engineering Management. This program, offered through the Department of Sponsored Programs and Extended Learning, is not seeking IACBE accreditation as the first cohort graduated in May 2013. IBL faculty have the option of teaching courses as part of their regular teaching, or in addition to their full load for \$6,500 per course.

**d. Summer courses**

CMA does not currently offer a summer session

**e. Non-credit courses**

Members of the IBL faculty do not teach any non-credit courses.

**6. State the rates of pay for part-time (adjunct) faculty who teach business courses.**

The pay ranges from approximately \$3500 to \$5,000 per course

**7. Provide the page numbers for the section in your institution's catalog that describe the tuition and fees for each business program.**

Page 21 in the 2012-13 Academic Catalogue. A link to the catalog is provided below:  
[https://www.csum.edu/c/document\\_library/get\\_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269)

## **6.2 Facilities**

**Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support high-quality business programs.**

### **Description**

The classrooms and computer laboratories used by the academic business unit should be sufficient in number, size, and quality to provide an educational environment that supports excellence in teaching and learning. Furthermore, full-time business faculty should be provided with office space that is adequate for their teaching and scholarly activities.

### **Self-Study Guidelines**

*In the self-study:*

- 1. Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices, that are available to business students and faculty. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.***

Most IBL classes are taught in either the Classroom Building or the ABS building. The ABS building houses two state of the art classrooms (thanks to a generous grant from ABS), each equipped with two smartboards, three computers, and lecture capture equipment. ABS 101 is a tiered classroom appropriate for lecture style classes, while ABS is designed to allow for flexible seating arrangements.

The Classroom Building is equipped with six classrooms, a computer lab, and an office for Information Technology staff and an IT Help Desk. The classrooms have multiple whiteboards which can potentially be used, among other things, to allow several groups of students to work on class exercises and presentations simultaneously. All classes are taught in electronic classrooms equipped with computers and overhead projectors. However, the computers and audio/visual equipment in some of the classrooms would break down frequently and needed to be upgraded. The planned renovation of the seven classrooms in the Classroom Building began in the summer of 2012 with the refurbishment of a classroom frequently used by MPM faculty. The room was completely renovated and equipped with a Smartboard, two overhead projectors, a document camera and an Instructor Station to centralize control of lights, blinds and electronics. New flooring was installed and multiple whiteboards were added. Document cameras were also added to several classrooms. Lessons learned from the renovation were applied to the upgrade of an additional classroom in the summer of 2013. For example, the computers and controls for all the electronics in the first classroom were located in a cabinet located in front of one of the side walls. Instructors voiced a preference for a more centralized system and hence a central Instructor Station and podium were installed in the newly renovated classroom. Moreover, instead of relying exclusively on the windows for ventilation, a mechanical air circulation system was installed in the ceiling. A monitor was added in the back of the classroom to allow instructors to see the notes/slides on their laptops from multiple locations. Finally both classrooms were equipped with new tables and chairs and seating was arranged to ensure that both ingress and egress were ADA compliant.

In addition to the major renovations described above, smaller scale improvements were made to the computer lab and to CLAS 201 and CLAS 202. The computer lab was painted and all loose wiring was covered and secured behind a service panel. Instructor stations were involved in the other two classrooms and new flooring was installed.

Planned upgrades to additional classrooms will be implemented in a similarly incremental way in the coming years. This staggered approach allows for the renovations to potentially incorporate the latest technologies, but it does mean that progress is slower than some instructors would prefer. One of the changes that MPM faculty, in particular, would like to see is more classrooms designed to allow for greater interaction between faculty and students and for collaborative work on group projects and presentations. Too many of our classrooms are designed with the outdated sage on the stage model, with as many rows of tables and chairs as can be possibly squeezed into the available space, facing the instructor's desk.

It should be noted that while existing classroom space was adequate during the self-study year, increases in enrollment in other programs (Engineering) have led to space crunch in Fall 2013 that could only be accommodated by a significant increase in night classes and by scheduling the first class of the day at 7 am.

All faculty teaching in the IBL program are housed in the Faculty Office Building. Currently, tenured and tenure-track faculty have their own private office, while lecturers share offices. Offices are equipped with desks, chairs, bookshelves and filing cabinets. Faculty offices are also equipped with computers that have access to the internet. Every faculty computer can print to any of three networked laser printers available on the first and second floor (Faculty Building), one of which can make print color copies. Some of the offices also have a bulletin or dry erase board and a few have printers.

As IBL/MPM continues to grow, however, more office space will need to be secured.

2. *Provide Table 11: Office Facilities for Business Faculty. The information in this table should be presented as shown in sample Table 11 in these guidelines. This table should identify the types of offices available for faculty in the academic business unit and the number of faculty members in each type of office.*

Table 11: Office Facilities for Business Faculty

<b>TYPE OF OFFICE</b>	<b>FULL-TIME FACULTY</b>	<b>PART-TIME FACULTY</b>	<b>GRADUATE ASSISTANTS</b>	<b>EMERITI FACULTY</b>
One-Person Office	2	1		
Two-Person Office	1	1		
Three-Person Office				
Four-Person Office		1		
<b>TOTAL</b>	2	3	0	0

3. As can be seen in Table 11, both tenure-track faculty members in the School of Business have their own private, single-person office. Interim Commandant Berkana-Wycoff has a private office but other lecturers and part time faculty share office space, Full-Time Faculty member. Mr. Neumann, shared a space with one of the part-time instructors. Two of the other part time faculty members teaching for the IBL program (Mr. Dudman and Mr. Portolos) share a four person office with part time instructors in the Culture and Communications department. All faculty members have windowed offices. Furniture in many of the faculty offices was upgraded as recently as the summer of 2013.

4. *Provide Table 12: Evaluation of Educational Space. The information in this table should be presented as shown in sample Table 12 in these guidelines. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the academic business unit.*

*Note: The site visit team will want to see the classrooms, computer laboratories, and offices that are used by students and faculty in the academic business unit.*

Table 12: Evaluation of Educational Facilities

<b>CHARACTERISTIC</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>UNSATISFACTORY</b>
Adequacy of Existing Classroom Space			✓		
Adequacy of Faculty Office Space		✓			
Proximity of Classrooms to Faculty Offices	✓				
Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc.		✓			



All faculty were asked to evaluate the facilities, using a table identical to Table 12. Responses were provided by five of the seven faculty members and mean ratings were computed. To compute the ratings we used a scale of 1-5, with 'Poor' being equivalent to 1 and 'Excellent' being equivalent to 5. The mean ratings, shown in the table below, were used to come up with the overall summary evaluation of the adequacy of the educational space, as shown in Table 12.

CHARACTERISTIC	Mean Rating
Adequacy of Existing Classroom Space	2.6
Adequacy of Faculty Office Space	3.8
Proximity of Classrooms to Faculty Offices	4.6
Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc.	4.2

## **6.3 Learning Resources**

**Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.**

### **Self-Study Guidelines**

*The site visit team will need to review the learning resources pertaining to the field of business and the annual budget for the learning resources supporting business education.*

#### ***In the self-study:***

- 1. Provide a list of the business journals, databases, and other learning resources available to business students and faculty.***

#### **Business journals/newspapers (Print):**

American Shipper	Maritime by Holland (HBS International)
Barron's (newspaper)	Maritime Executive
Bloomberg Business Week	Maritime Reporter & Engineering News
Cargo Business News	Money
Cargo World	Offshore
Cruise Business Review	Oil & Gas Journal
Cruise Industry News	Pacific Fishing
Containerisation International	Pacific Maritime Magazine
Drewry Shipping Insight	Plant Services
Economist	Ports & Harbors
Entrepreneur	Professional Mariner
Fairplay	Progressive Railroading
Fishermen's News	San Francisco Business Times (newspaper)
Forbes	Sea Trade Review
Fortune	Seaway Review
Harvard Business Review	Shipping Statistics & Market Review
Industry Week	Shipping World and Ship Builder
Journal of Commerce Week	Soundings: Trade Only
Journal of Maritime Law and Commerce	Wall Street Journal (newspaper)
Lloyd's List (newspaper)	Waterways Journal
Logistics Management & Distribution Report	World Dredging, Mining & Construction
Marine Reporter	

#### **(Online) Business databases:**

A to Z World Business	OxResearch
Academic Search Elite	ProQuest Direct
ABI/Inform Global	Wiley Online Library
Factiva	
Gale E-Commerce Sourcebook	
Hoover's Company Records	
JSTOR	
LEXIS-NEXIS Academic Universe	
Mergent Online	

## **Research guides:**

BUS120 - Environment of Modern Business  
BUS301 - International Marketing  
MGT 400 - Strategic Management  
MGT310 - Port and Terminal Operations  
MGT415 - Operations Management

### **2. *Provide a general statement of library support for the business programs offered by the academic business unit.***

The Library supports the learning and research needs of Cal Maritime Business students and faculty by offering a wide array of services and materials. The library employs 4 FTE professional and 1.5 FTE hourly support staff to provide a full range of traditional and innovative library services. The library provides in-person, telephone and e-mail reference services as well as a website designed to assist users who wish to use library materials from remote locations. The url for the website is <http://library.csum.edu/>

The library is open 81hours per week during the semesters with library hours being

M-Th: 7:30 AM – 10:00 PM  
Fri: 7:30 AM – 4:30 PM  
Sat: 10:30 AM – 4:30 PM  
Sun: 2:00 PM – 10:00 PM

Professional reference services are available in person 50 hours per week, and via online chat service, 24x7.

The Library's general collection consists of over 50,000 items, including many business and industry specific publications. Beyond our physical collection, the Library provides electronic access to approximately 5000 e-books and several relevant full-text article databases noted above.

#### ***a. Inter-library loan program.***

For books and articles not available immediately, the library's interlibrary loan program consists of two services, LINK+ and OCLC. LINK+ provides easy discovery and rapid access to over 11 million physical items from both academic and public libraries. The library is member of the OCLC Pacific Network of cooperating libraries that provides access to the holdings of essentially all the academic, public, and special libraries in the United States. articles or materials not available through LINK+ can be requested through OCLC.

Books held by other CSU Libraries can be delivered to Cal Maritime in 2-3 days, upon request by students and faculty, without charge. Books from other U.S. libraries are delivered usually within one week. The library does not charge users for interlibrary loan services except in cases where the lending library requests a fee. Users are notified of any fees prior to accepting the request.

***b. Library support for faculty.***

The library supports faculty via circulation services and instructional services. First, the library's collections are available to all faculty. The institution, through ownership or formal arrangements, provides and supports faculty access and user privileges to adequate library collections as well as other information resources consistent with the degrees offered. With the exception of reference works and current periodicals and magazines, all materials may be borrowed for use outside the building. Audio-visual resources can typically be checked out for a week, while books can be checked out for three weeks. Users may renew all materials on-line. Faculty members are not charged any late fees for overdue materials.

For Business faculty, the Library assigns one librarian to be the liaison to the Business department. This librarian offers research assistance, help obtaining materials through inter-library loans and works with the Business faculty on acquiring necessary resources. Faculty also may opt to receive current awareness emails from Yankee Book Peddler Library Services to review and recommend key business and industry titles for acquisition. The liaison also offers a wide range of instructional services to faculty. At the request of and with the help of faculty members, the liaison develops and delivers content tailored to fit the individual needs of the course. In first year courses, the liaison typically offers basic instruction on topics like using Google for web searches. More detailed resource guides and in-depth instruction are offered to meet the needs of the upper-level undergraduates.

***c. Library support for students.***

The library provides circulation, reference and instructional services to students. Popular Library services include access to Reserve materials, such as textbooks and readings, study and collaboration space, computers, and equipment, such as eReaders, scientific calculators, and headphones.

For business students, the Library offers numerous business-specific, in-class research workshops integrated across the curriculum. In addition, librarians offer in-depth, one-on-one research assistance and online research guides that direct students to key proprietary business databases and web resources. Students also may get direct assistance through email or QuestionPoint, a one-on-one, 24/7 chat research service provided by a national cooperative of academic libraries.

***d. Acquisitions program (including faculty consultation and review).***

The library provides acquisitions and collection development services with respect to the following activities:

- Ordering and processing requested books, DVDs, databases
- Alerting faculty to new publications and resources relevant to the business curriculum
- Reviewing current library collections and identifying materials which may be weeded out due to age, condition, lack of relevancy etc.
- Obtaining pricing data and usage requirements for databases and other resources.
- Faculty may opt to receive current awareness emails from YBP Library Services to review and recommend key business and industry titles for acquisition.

*e. Library support for off-campus programs (including online and hybrid delivery methods).*

Off-campus programs, including online and hybrid classes, have access to all of the Library's online resources, including databases, research guides, email and phone help, and QuestionPoint, the 24/7 chat reference service.

## **6.4 Educational Technology and Support**

*Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:*

*1. Technology available in the classrooms used by the academic business unit.*

All classes are taught in electronic classrooms equipped with at least one computer, one whiteboard and one overhead projector. Most of the rooms typically used by the IBL faculty have multiple dry erase boards. The newly renovated classrooms also have more than one computer and overhead projector, at least one 'smartboard,' multiple whiteboards and most recently a centralized Instructor Station from which all electronic equipment can be controlled. Some classrooms have multiple plug points to allow students to charge their laptops, all of which can connect wirelessly to the internet. Classroom computers are loaded with the MS Office suite of products as well as any other software used by the instructors. One instructor in the IBL program uses an audience response system in her classes and the necessary software is installed in all the rooms in which she teaches. Some of the classrooms have a VCR/DVD player and/or a document camera. Lecture capture technology is installed in the two state of the art classrooms in the ABS building.

*2. Technology available to students in computer laboratories and libraries.*

Students at CMA have access to computers in the computer labs, the library and the Center for Excellence in Teaching and Learning.

There are two main computer centers, one in the Classroom Building, and one in the Laboratory Each center has 24 student workstations and one instructor PC and contains the software needed by IBL students in all of their courses.

The computers in the labs are current workstations with "Intel i5" processors running at 3.2 GHz, with 4 GB of RAM, and 500GB hard drives. The computers have onboard Intel HD graphics which allow them to run most applications. High end Dell 22" monitors are on all lab desk and the PC's are running Windows 7 for the operating systems. Cal Maritime has the following software installed on each computer in the labs:

- Microsoft Office
- Media Player
- Firefox
- ARCGIS
- Matlab

All Cal Maritime students have access to these computers. One computer lab is available 24 hours via card access, while the other is available during school and evening hours.

The Center for Excellence in Teaching and Learning is equipped with 24 computer stations installed with the software that IBL students use. It is available to students from 6 am to 11 pm on most weekdays. Finally the library has 14 computers for use by students when the library is open.

3. ***Technology available to faculty in their offices.***

All faculty offices are equipped with phones, and computers. The computer is networked allowing faculty access to a couple of laser printers and one color printer. The laser printers are capable of collating and stapling multi-page documents. All of the computers are networked allowing faculty access to two laser copier/printers that can make multiple copies, collate and staple documents, if the faculty so desire. There is also a networked color printer available for faculty use.

4. ***Technology available at off-campus locations.***

Not applicable

5. **Technology support available to business students and faculty (both on- and off-campus).**

The Instructional Technology Support Desk (Help Desk) at Cal Maritime is open to all students, faculty and staff. It provides assistance with all University-owned computer and software. It also assists with network-related issues and the use of computer-related technology. The Help Desk is open from 8 am to 5:30 pm from Monday to Thursday and from 9 am to 5:30 pm on Fridays. Emergency IT support is also available during non-business hours.

## **6.5 Off-Campus Locations**

Not applicable.

## **6.6 Summary Evaluation of Resources**

1. ***Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources (both on campus and at off-campus locations) in supporting excellence in business education.***

The campus physical, learning, and technological resources are meeting the changing needs of the IBL program and its students. The campus administrators are keen on providing the resources necessary to support all academic needs, including excellence in business education.

It is important to recognize the need to maintain competitive salary standards. The cost of living in this area is much higher than the national average and it will be hard to hire additional doctorally-qualified business faculty if the compensation does not match market rates.

2. ***Identify any changes and improvements needed in the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations).***

Address the issue of faculty salary compression to retain experienced faculty.

Upgrade more classrooms with modern education technology to facilitate increased student participation and collaboration

3. ***Describe proposed courses of action to make those changes and improvement***

Addressing salary compression requires collaboration with other campus stakeholders including the faculty union (California Faculty Association) and administrators.

Work with the Academic Dean to prioritize classrooms needing upgrades and working with the Vice President of Administration and Finance to select and fund appropriate technology solutions.



# Principle 7: Internal and External Relationships

## 7.1 Internal Relationships

### *1. Provide the following institutional information:*

- a. The approved statement of your institution's mission (if the mission is stated in your institution's catalog, provide the page numbers for the relevant section).*

The mission of the institution is to

- Provide each student with a college education combining intellectual learning, applied technology, leadership development, and global awareness.
- Provide the highest quality licensed officers and other personnel for the merchant marine and national maritime industries.
- Provide continuing education opportunities for those in the transportation and related industries.
- Be an information and technology resource center for the transportation and related industries.

The vision, mission, beliefs and values of the institution are located on page 3 of the catalog. [https://www.csum.edu/c/document\\_library/get\\_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269)

They are also located on the website: <https://www.csum.edu/web/about/mission>.

- b. The institution's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).*

The organizational charts are provided in Appendix P.

- c. A list of the names, titles, and organizational affiliations of your institution's governing board members and a statement of how often the governing board meets to review academic policies (this should be placed in the appendix of the self-study).*

The California Maritime Academy is a campus of the California State University, and thus is governed by the CSU Board of Trustees.

From the CSU Website: The Board of Trustees is responsible for the oversight of the California State University. The Board adopts rules, regulations, and policies governing the California State University. The Board has authority over curricular development, use of property, development of facilities, and fiscal and human resources management.

The 25-member Board of Trustees meets six times per year. Board meetings allow for communication among the trustees, chancellor, campus presidents, executive committee members of the statewide Academic Senate, representatives of the California State Student Association, and officers of the statewide Alumni Council.

The names and bios of all trustees are here: <http://www.calstate.edu/bot/trustees.shtml>.

A list of the names, titles and organizational affiliations of the governing board members is provided in Appendix Q.



**2. Provide the following academic business unit information:**

- a. The academic business unit's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).**

An organizational chart for the ABS School is provided in Appendix P.

- b. The job description for the head of the academic business unit (this should be placed in the appendix of the self-study).**

A job description for the head of the academic business unit is placed in Appendix R. Same as above.

**3. Describe the procedure for recommending degree candidates. This description should include the procedure that is used by the Registrar's Office to validate that the requirements for business programs have been fulfilled.**

Graduates from the Cal Maritime Business Administration – International Business and Logistics program receive a Bachelor of Science degree in Business Administration. The academic management system in PeopleSoft is the primary tool used to ensure and document that each graduate has completed all requirements. As part of this system, all students are tracked against the graduation requirements of their major.

These requirements are broken down into requirements of the major, other Cal Maritime requirements, Math and Science requirements, American History and Government requirements, and Humanities and Social Science requirements. This tracking report is called the Academic Advisement Report. The student, academic advisors, and academic administrators can access the academic advisement report at any time. This is particularly useful when a student is registering for a new semester. The academic advisor can look at the academic advisement report and see how the student is progressing. Additionally, during the student's senior year, the Registrar's Office communicates with all students who anticipate graduating before the beginning of the next academic year and reviews the student's record to ensure that all degree requirements are met.

A student must have a 2.0 grade point average in three areas:

1. Overall on all baccalaureate level courses
2. All units completed at CMA
3. All core in BA/IBL courses.

Additionally the CSU Graduate Writing Assessment Requirement (GWAR) requires that all CSU students demonstrate competence in written communication before they are granted a baccalaureate degree. At Cal Maritime, students that have achieved junior standing, and have completed EGL 100 (English Composition) and at least 60 units, must either take EGL 300 (Advanced Writing) or challenge the course by taking the Graduate Writing Exam (GWE). Students who pass the GWE will receive credit for EGL 300.

### **Associate and Bachelor's-Level Programs**

- 1. Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to associate and bachelor's degree students.**

Pages 37-47 of the Academic Catalog describe the academic policies pertaining to bachelor's degree students at the California Maritime Academy. A link to the catalog is provided below:

[https://www.csum.edu/c/document\\_library/get\\_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269)

**2. Describe the academic policies used by your academic business unit to place associate and bachelor's degree students on probation or suspension, and to readmit suspended students.**

The academic policies used by CMA to place students on probation or suspension, and to readmit suspended students are described on pages 39-40 of the Academic Catalog and briefly summarized below.

If a student's cumulative grade point average (GPA) falls below 2.00, the student will be placed on "academic probation."

Students on academic probation must meet with their academic advisor to choose appropriate courses in which to enroll and, with few exceptions, limited to enrollment in a maximum of 15 semester credits.

Students with cumulative grade point averages below 2.00 will be allowed to continue on probation if their semester grade point averages are at least 2.00 and they have completed 12 credits or more with no grades of "F" in any course taken. Students who fail to meet the above terms of probation will be academically disqualified.

If, after a semester of academic probation, a student's cumulative grade point average is still below 2.00 he or she will be academically disqualified. In addition, a student who has failed a course three times will be subject to academic disqualification.

If a student feels there are extenuating circumstances that contributed to poor academic performance, an appeal must be made in writing to the Academic Dean (via the Registrar's Office) within 10 days of the notification explaining these circumstances.

An academically disqualified student may seek readmission to The California Maritime Academy after at least one full Cal Maritime semester. Any student out of attendance for more than 2 consecutive semesters must apply for readmission through the Admission Office.

**3. State the number of students in each associate- and bachelor's-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.**

During the self-study year, one hundred and fifteen students were in good standing in the Fall semester and this number decreased by one in the Spring semester. Seven IBL students were placed on academic probation and one was readmitted on academic probation. Three students were continued in probation in each semester of the self-study year and three were academically disqualified in Spring 2013.

## **7.2 Admissions Processes**

### **Self-Study Guidelines**

#### **Associate- and Bachelor's-Level Programs**

*In the self-study:*

**1. For the associate- and bachelor's-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution's catalog, provide the page numbers for the relevant sections):**

**a. Admission of freshmen to these programs.**

Admission of a First-Time Freshman applicant to Cal Maritime's Business Administration Program requires completion of the California State University's A-G curriculum, a minimum index score comprising the students grade point average from grades 9-12 and their best standardized test scores (SAT or ACT), and graduation from high school or equivalency. Lower division transfer students (fewer than 60 semester units) must also have passed courses in college English and College Algebra and have at least a 2.00 college GPA. Upper division transfer students (60 or more semester units) do not need high school qualifications, but their required college work must include courses in college English, college algebra, critical thinking and oral communication and all the total college GPA must be at least 2.00.

Students apply for admission online beginning October 1 of the year prior to admission. The admission deadline lasts until the number of qualified applicants is likely to yield the desired number of enrolling students. The Business Administration program participates in the SB1440 state initiative that promises students with Associate Degrees for Transfer (in business) from select California community colleges will only have to take 60 additional semester units to complete their degree at Cal Maritime.

After students is admitted beginning February 1, they are supplied with information to help them decide which school they will choose to attend. This information includes financial aid information for all who apply for it and transfer course evaluations for transfer students to help them understand the remaining time it will take to graduate from Cal Maritime. A non-refundable enrollment deposit of \$500 is due on May 1.

Detailed information about admission policies can be found on Pages 6-20 of the Academic Catalog. See: [https://www.csum.edu/c/document\\_library/get\\_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269](https://www.csum.edu/c/document_library/get_file?uuid=664419fc-4a47-4365-86d8-e6542d565929&groupId=72269)

***b. Admission of students from within your institution to these programs.***

Students in good academic standing can transfer into the IBL program from any other major.

***c. Admission of transfer students from other institutions to these programs.***

The IBL program receives a large number of transfer students from other institutions. Policies regarding the admission of transfer students are described in pages 12-15 of the Academic Catalog and are also briefly summarized here.

Transfer students must be in good standing at the last college or university attended and must have at least a 2.0 cumulative GPA in order to be admitted to CMA. In addition, lower division students must have at a grade of "C-" or better in general education classes in English composition and general education mathematics prior to admission.

Upper division students are those who have completed at least 60 semester units or 90 quarter transferable units. In addition to the GPA and good standing requirements listed above they must have atleast a grade of "C-" in the following courses: one course in English Composition, one course in oral communication, one course in critical thinking and one course in quantitative reasoning (math).

***d. Admission of students from within your institution between the traditional and nontraditional formats of these programs.***

Not applicable.

***e. Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.***

Students receive college credit for all college level courses taken from regionally accredited institutions. The evaluation is based on official, unopened transcripts received from each individual institution the student has attended.

The evaluation of transfer courses counting for general education category requirements or major-specific requirements is performed in consultation with past precedents of authorized faculty or spot approvals of current faculty including appropriate department chairs.

- 2. Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor's degree students in your academic business unit during the self-study year.***

No exceptions were made during the self-study year.

### **7.3 Business and Industry Linkages**

#### **Self-Study Guidelines**

***Describe the academic business unit's activities and linkages with business, industry, and other relevant organizations. This description should address any of the following linkages that apply to your academic business unit:***

- 1. Business advisory boards. Include the names, titles, and organizational affiliations of board members, and describe the board's contributions to the academic business unit.***

The IBL Advisory Board is composed of CMA alumni, industry experts, and academicians who generously give their time to perform the following tasks.

- Review of current and planned curricula
- Provide recommendations with regard to the skills that are identified as important to be included in the education of the young new logistics graduates
- Provide valuable contact for faculty to grant access to the business community for research purposes that will enrich our campus intellectual activity and leads to the reputation of our Academy as a research institute
- Provide purposeful guidance to students in their career selection decisions and job-seeking activities

Members of the IBL Advisory Board (listed in the table below) will meet once per year unless special circumstances require additional meetings.

<b>IBL Advisory Board</b>		
<b>Name</b>	<b>Position</b>	<b>Company Affiliation</b>
John Colman	Executive Director	Bay Planning Coalition
Christine Isakson	Post Doctoral Fellow	Stanford University
Amar Mann	Branch Chief and Supervisory Economist	Bureau of Labor Statistics
Eric Pierson	Operations Manager	Ports America
Karen Vellutini	Vice President	Devine Intermodal

**2. *Executive-in-residence programs. Describe the program and identify its major accomplishments.***

The IBL program does not have an executive-in-residence program

**3. *Internships programs. Describe the program and identify its major contributions***

All students who pursue a major in Business Administration: International Business and Logistics are required to perform an intensive co-operative educational/ internship experience. The Co-Op program makes a Cal Maritime education richer and more meaningful. Typically, students do this in the Summer following their Junior year by registering for CEP 300: Business Industry Co-Op, a three-unit course. Students secure placement through the Office of Career Services, which added an Assistant Director of Shore-Side Services to facilitate both the placement of interns and with career placement and advancement. Students are required to complete a minimum of 135 contact hours with their internship provider, and complete a reflective paper that relates the nature of their particular experience to the general SLOs of our program. Additionally, supervisors are asked to provide an assessment of all interns, which is used to verify that the nature of the work assignment is meaningful and that we are providing prospective employers with individuals who possess the requisite skill set to succeed in the job market. Copies of all Co-Op/internship reports and associate documents are maintained by the Department. The list below includes all Co-Op employers who have recruited Co-Op students from the IBL major.

- Alcatraz Cruises LLC
- APM Terminals
- Bay Planning Coalition
- Birch Aquarium at Scripps UCSD
- California State Lands Commission
- Chevron Shipping Company, LLC
- City and County of San Francisco-Port of SF
- CleanFish, Inc.
- CMA - Athletics Dept.
- CMA - CETL
- CMA - Commandant
- CMA - Fiscal Services

CMA - Human Resources  
CMA - University Advancement/CMA Foundation  
CMA-TSGB  
Enterprise Holdings  
Enterprise Rent-a-Car  
Foss Maritime  
Hornblower Cruises and Events  
Inchcape Shipping Services  
Mare Island Ship Yard, LLC  
Marine Exchange  
Martec International  
NASSCO  
Northern California Regional Intelligence Center  
Norton Lilly International  
O'Brien Estate  
OOCL (USA) Inc.  
Oxnard Harbor District  
Pacific Coast Maritime  
Pacific Maritime Association  
Pacific Mountain Logistics, LLC  
Port of Oakland  
Port of San Diego  
Port of West Sacramento  
Ports America  
Seaward Services Inc.  
The Jankovich Co.  
The Pasha Group  
The Seasteading Institute  
Toyota Motor Sales  
U.S. Dept. of Transportation  
Waterman Industries  
West Corporation  
Western Abatement, Inc.  
X2nSat

***4. Cooperative education programs. Describe the program and identify its major contributions.***

Please see above (7.3.3)

***5. Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with their organization.***

Sigma Beta Delta is the international honor society for students in business, management, and administration at the baccalaureate and graduate degree level. The purpose of Sigma Beta Delta is to encourage higher scholarship and achievement among students in the business program and to promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. The IBL program is the home for Sigma Beta Delta.

**6. Business/economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.**

The IBL program does not have any business/economic research bureau.

**7. Any other significant external linkages. Describe the program and its contributions.**

Faculty in the IBL program are greatly involved in making an appropriate balance between theory and practice. This can be illustrated by the degree of involvement of our faculty and students in business related organizations. These organizations include 1) American Society of Transportation and Logistics, 2) The International Association of Maritime Universities, 3) National Defense Transportation Association, 4) Woman in Logistics, 5) Jesse Bethel High School, 6) Lawrence Livermore National Laboratory, 7) U.S. Department of Energy, 7) and Bay Planning Coalition.

**American Society of Transportation and Logistics (ASTL)**

The American Society of Transportation and Logistics (ASTL) is the premier professional organization for transportation and logistics professionals. Founded in 1946 by industry leaders, ASTL strives to promote and ensure the highest level of global standards through professional certification in the field of transportation and logistics.

The ASTL Board of Examiners has approved Cal Maritime's application for the CSU-Maritime's International Business and Logistics (IBL) degree as a **Professional Designation in Logistics and Supply Chain Management (PLS)** Approved Academic Program. This entitles all IBL graduates with a 70% or higher GPA to apply for their Professional Designation in Logistics and Supply Chain Management (PLS) waiver. Under ASTL Blanket Waiver, Cal Maritime is now listed among institutions of higher education meeting the standards of ASTL. This would be another designation that would distinguish CMA IBL students from others within the job market.

**The International Association of Maritime Universities (IAMU)**

The International Association of Maritime Universities (IAMU) is a consortium that consists of dozens of institutions which are responsible for educating mariners around the globe. Each fall, the IAMU hosts a conference where faculty, staff, and students from member schools convene to share best practices, recent developments, and cutting-edge scholarship. Cal Maritime routinely sends a robust delegation to these events that allowed for closer working relationships with colleagues from across the globe and new opportunities for collaboration at many levels.

**National Defense Transportation Association (NDTA)**

During the self-study year, Dr. Khalid Bachkar, in collaboration with Christina Harrison, hosted two events of NDTA on campus and served as the faculty liaison between NDTA and IBL students. NDTA is a nonpolitical, non-profit educational association of government, military, and industry professionals dedicated to fostering a strong and efficient global transportation and distribution system in support of national security. NDTA promotes exchange on current matters of transportation, travel, distribution, logistics and security, allowing for knowledge sharing in a non-partisan, fair, and objective environment.

## **Women in Logistics**

During the self-study year, students from the IBL major actively participated in the events hosted by Women in Logistic organization.

Women in Logistics is a nonprofit organization incorporated under the name of Women in Logistics with members, both men and women, from the following industries: Logistics, Transportation, Freight Forwarding, Technology, and Supply Chain Management. Since 1981, Women in Logistics has provided Bay Area logistics and transportation professionals a forum to:

- Promote career growth through education and networking.
- Be active in the Bay Area transportation community.
- Learn, exchange ideas, establish and grow relationships, and support each other's career goals.
- Find opportunities to upgrade your job position and to find qualified people to join your firm.
- Find opportunities for volunteer and leadership experiences on the local board

## **Jesse Bethel High School**

During the self-study year, Dr. Khalid Bachkar was involved at the process of developing a Logistics Academy at Jesse Bethel High School and served as curriculum consultant.

The Jesse Bethel High School is a four-year comprehensive accredited high school located in Vallejo, California. The school has an enrollment of under 2000 students in grades 9-12 and are one of two comprehensive high schools in the Vallejo City Unified School District

## **Lawrence Livermore National Laboratory (LLNL)**

In the Summer of 2011, two multidisciplinary teams of engineering and business students from Cal Maritime led by Dr. Nipoli Kamdar and Dr. Jim Gutierrez took first and third place in an Entrepreneurship Academy hosted by Lawrence Livermore National Laboratory (LLNL). The Entrepreneurship Academy was an invitational eight-week summer program that challenged faculty-led teams of undergraduate engineering, science, and business students to propose promising commercial applications for new technologies developed at a national laboratory. The Cal Maritime teams wrote and presented a commercialization plans for their devices: an inexpensive disposable screening stick, to screen for common sexually transmitted diseases, and a colorimetric MRSA detection device.

## **U.S. Department of Energy: National Renewable Energy Laboratory**

During the self-study year, Dr. Tom Nordenholz (from Mechanical Engineering Department) and Dr. Khalid Bachkar (Business Program) submitted a proposal for the U.S. Department of Energy (National Renewable Energy Laboratory) Grant for teams of students to compete in the design, fabrication and business plan development for a small wind turbine. CMA was chosen as one of ten schools participating in the US DOE's first inaugural Collegial Wind Competition. Each competitor team is required to design and construct a wind turbine to meet a specific need, identify a market for this turbine and develop a business plan to support it, and deliver a presentation on an important wind market issue. In the inaugural year, the theme is to design and construct a wind turbine that can be used to power small electronics (e.g. cell phone, computer, etc.).

The competition is a forum for undergraduate students from multiple disciplines to be able to investigate innovative wind energy concepts; increase their knowledge of barriers to the wind industry; and gain experience designing, building, and testing a wind turbine to perform according to their customized market data-derived business plan. Dr. Khalid Bachkar (Co-PI) is leading a team of five IBL students



that are responsible for developing a business plan to market the portable wind energy turbine, designed by the team of 5 ME students led by Dr. Nordenholz.

### **Bay Planning Coalition**

During the self-study year, ten IBL students participated in the organization of the 26th Annual Decision Makers Conference: Fueling California's Economic Engine and Jobs hosted by the Bay Planning Coalition. The Annual S. F. Bay Decision Makers Conference is the unique “go-to” educational forum of the year for Bay-Delta industry, business, citizen organization and government leaders.

Additionally, Faculty at the IBL program are increasingly incorporating interdisciplinary approach to their teaching by inviting acknowledged experts –such as Amar Mann, Branch Chief and Supervisory Economist at Labor Bureau of Statistics, Susan Sullivan, Operations Manager at the Pasha Group, Kelly Walsh, Director of Quality Assurance at Mainfreight, and James Dillman, President of Metro Ports -to our campus. Our faculty strongly believe that such opportunity will provide IBL students with important and differing perspectives to the material at hand and raise the profile of our campus within the academic community.

## **7.4 External Cooperative Relationships**

### **Self-Study Guidelines**

*In the self-study:*

- 1. List the principal institutions from/to which your institution receives/sends transfer students. Copies of articulation and/or course transfer agreements in effect should be available for review by the site visit team.***

Students who graduate from the following community colleges with Business Administration Transfer AA Degree will only need to complete 60 more semester units at Cal Maritime to receive a Bachelor of Science in Business Administration / International Business and Logistics. Other AA degrees at those same community colleges do not carry the same benefit.

Chabot College  
Citrus College  
College of the Siskiyous  
Crafton Hills College  
Cypress College  
De Anza College  
Diablo Valley College  
Fullerton College  
Golden Valley College  
Imperial Valley College  
Lake Tahoe Community College  
Lassen Community College  
Long Beach City College  
Los Angeles Pierce College  
Mendocino College  
Moorpark College  
Mt. San Jacinto College

Pasadena City College  
San Mateo Community College  
Santa Barbara Community College  
Santa Monica College  
Santa Rosa Junior College  
Santiago Canyon College  
Shasta College  
Skyline  
Ventura College

While Cal Maritime accepts courses and transfer students from all accredited colleges, we currently have articulation agreements with the following community colleges:

City College of San Francisco  
Delta College (Stockton, CA)  
Diablo Valley College (Concord, CA)  
Napa Valley College  
Solano College (Fairfield, CA)

Copies of the articulation agreements with the aforementioned community colleges will be available for review by the site-visit team.

**2. Describe the advising procedure for transfer students.**

The Academic Dean's office assigns faculty advisors to all transferred students. Technically, a registration hold is placed on every advisee until he/she meets with the assigned advisor to review the curriculum plan. On average, 30 students are assigned to every faculty in the IBL program.

**3. Describe the relationships between the academic business unit and external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit):**

**a. Joint degree programs**

Currently, there are no joint degree programs.

**b. Consortium agreements**

Currently, there are no consortium agreements.

**c. Other cooperative or partnership arrangements**

Currently, there are no consortium agreements.

## **7.5 External Oversight**

### **Self-Study Guidelines**

*In the self-study:*

- 1. Provide evidence that the institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. This evidence should take the form of a copy of the letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation.**

The California Maritime Academy is accredited by the Western Association of Schools and Colleges (WASC). The letter from WASC, reaffirming institution accreditation in 2011, is provided in Appendix S (see page 3).

The WASC accreditation process aids institutions in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that an accredited institution has met high standards of quality and effectiveness. For questions about the accreditation of Cal Maritime, please contact WASC at 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 or call (510) 748-9001.

Additionally, information about Cal Maritime WASC process can be found at:  
<https://www.csum.edu/web/accreditation/wasc>

**2. Describe any other relevant governing body authorizations or approvals that apply to your institution and academic business unit**

The Mechanical Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

The Facilities Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>

The Marine Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>

The Business Administration program is accredited by the International Assembly for Collegiate Business Education (IACBE), <http://www.iacbe.org/>

## **7.6 External Accountability**

**1. Provide the following information pertaining to your public disclosure of student learning outcomes:**

**a. A description of the ways in which you communicate student learning results to the public.**

Student learning results are communicated to the public via Cal Maritime's Website.

**b. The website address for the location of your public disclosure of student learning results for each business program included in the accreditation review.**

Students learning results are publically disclosed on the Cal Maritime's website. To access this information, go to <https://www.csum.edu/web/academics/schools/abs/majors/international-business-and-logistics> and click on "Link to Accreditation Report" at the bottom of the web page.

Screenshots of the IBL program Website are included below.

https://www.csum.edu/web/academics/schools/abs/majors/international-business-and-logistics

CSUM | Academics » Busin... x

File Edit View Favorites Tools Help

Suggested Sites iLearn Microsoft Outlook Web A... Microsoft Outlook Web A... NDSU WebMail

Home Feeds () Read mail Print Page Safety

Find: visit Previous Next Options

WELCOME >

ACADEMIC LEADERSHIP >

MAJORS >

DEPARTMENTS + SCHOOLS >

ABS SCHOOL OF MARITIME POLICY & MANAGEMENT >

MAJORS >

BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS & LOGISTICS

GLOBAL STUDIES & MARITIME AFFAIRS >

MINORS >

PROGRAM IN CULTURE & COMMUNICATION >

FACULTY >

CAREER OPPORTUNITIES >

DEPARTMENT OF ENGINEERING TECHNOLOGY >

DEPARTMENT OF MARINE TRANSPORTATION >

DEPARTMENT OF SCIENCE AND MATHEMATICS >

DEPARTMENT OF MECHANICAL ENGINEERING >

DEPARTMENT OF NAVAL SCIENCE >

ACADEMIC SUPPORT >

ACCREDITATION >

## ABS School of Maritime Policy and Management

### Bachelor of Science in Business Administration – International Business and Logistics

<!--[if !supportLineBreakNewLine]--><!--[endif]-->


As a Business Administration - International Business and Logistics student, you will develop: 1) A practical balance of theoretical knowledge, experiential learning, strong ethical values, and global leadership skills; 2) The ability to apply this knowledge, values and skills to the needs of the global maritime and transportation industries; and 3) The written and oral communication, and critical thinking skills necessary to succeed as the next generation of leaders in the global maritime and transportation industries.

**ABS School of Maritime Policy and Management Student Learning Outcomes**

**Business Administration - International Business and Logistics Student Learning Outcomes**

As an ABS student, you:

- Gain an understanding of the key issues in maritime policy and international business and logistics;
- Understand the importance of environment and geography to the maritime policy and business worlds.



Accredited by the International Assembly for Collegiate Business Education (IACBE)

Video on the Business Administration - International Business and Logistics major at Cal Maritime

[This Degree's List of Courses Required for Graduation \(sample for prospective students\)](#)

https://www.csum.edu/web/academics/schools/abs/majors/international-business-and-logistics

CSUM | Academics » Busin... x

File Edit View Favorites Tools Help

Suggested Sites iLearn Microsoft Outlook Web A... Microsoft Outlook Web A... NDSU WebMail

Home Feeds () Read mail Print Page Safety

Find: visit Previous Next Options

As a BA-IBL student you:

- Can think critically in analyzing situations, by examining data, work products and research results, critiquing objectively, and synthesizing information from a variety of sources
- Are prepared to communicate effectively in business situations orally, in writing, in presentations, and using modern electronic and multimedia technology | Students gain ability to design and professionally perform major research projects, and identify and evaluate research done by others
- Can use mathematical, computer, and communication technology effectively in business settings, and to develop and apply innovative technological solutions on their own
- Develop an awareness of professional ethical conduct both academic, individual, and in business; concepts of social responsibility; empathy; and fairness corporate and individual
- Obtain international experience and perspective through co-curricular activities, cross-disciplinary study, and active learning experiences
- Can lead a team project or activity, showing responsibility, professional behavior, and mentoring skills

The California Maritime Academy, a campus of the California State University, has received specialized accreditation for its business programs through:

The International Assembly for Collegiate Business Education (IACBE)  
P.O. Box 25217  
Overland Park, KS, 66225  
913/631-3009

The business programs in the following degrees are accredited by the IACBE:

- Bachelor Degree of Science in Business Administration with concentration in International Business and Logistics

• [Link to Accreditation Report](#)  
• [Link to IACBE website](#)

2. Provide copies of the documents containing the information described in item 1 above.

The Public Disclosure of Student Learning Outcomes is provided in Appendix T of Volume 2.

**3. Describe the ways in which the public is notified of and can access this information.**

The vision, mission, and the student learning outcomes are publically disclosed on the Cal Maritime's website. To access this information, go to <https://www.csum.edu>, click on "Academics", click on "Departments + Schools", click on "ABS School of Maritime Policy and Management", click on "Business Administration: International Business and Logistics Curriculum".

The student learning outcomes assessment results are annually updated and posted to the above website.

## **7.7 Summary Evaluation of Internal and External Relationships**

**1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its internal and external relationships in supporting excellence in business education.**

The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals. We will maintain our commitment to quality instruction, research, and service. From this foundation we will develop further to become a leader in logistics and transportation field. Increasingly, the academic business unit has meaningful and effective linkages with business and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.

**2. Identify any changes and improvements needed in the academic business unit's internal and external relationships.**

Faculty at the IBL program have taken a number of strategic initiatives to develop the learning environment of our IBL students and optimize the process of acquiring an in-depth mastery of the academic disciplines and applied functional areas necessary to every logistician's success. However, our faculty are aware of the need to pursue new strategies that would leverage our existing internal and external relationships and build new strengths without stretching resources unduly. Indeed, changes and improvements needed in the IBL program's internal and external relationships are 1) build a closer bond across the general student body through the creation of students' associations, 2) encourage faculty and students to actively contribute to their local communities, and 3) build a significantly deeper relationship with business community and reinforce the role of the IBL program as a driver for growth and innovation.

**3. Describe proposed courses of action to make those changes and improvements.**

To effectively implement the changes and improvements listed in 7.7.2, we propose the following courses of action:

- Survey students about student organization interest and how to induce them to become more involved
- Support all programs and services that encourage student involvement in community
- Form a quality circle group comprising of faculty and students to develop a strategic plan on how to create a campus climate of volunteering in the community
- Work closely with the career center to leverage and maintain strong relationships with industry

# **Principle 8: International Business Education**

## **8.1 International Business Education**

- 1. Describe the ways in which your curricular and co-curricular programs prepare students to understand the global business environment. This description should encompass any majors, concentrations, specializations, emphases, and courses in international business in the academic business unit's degree programs.***

The Bachelor of Science in Business Administration: International Business and Logistics prepares students for the global business environment in a number of ways, as reflected in the name of the degree:

- Appropriate to a maritime educational institution, the degree focuses its upper-division coursework on the study of international business, supply chain management and logistics, which has a large international dimension.
- Students take two required courses in international business: *BUS 300: International Business*, and *BUS 301: International Business II: Country Research Analysis and Global Marketing*
- Students take three required courses in logistics and supply chain management, all of which have an international and maritime focus: *MGT 330: Global Logistics*, *MGT 420: Supply Chain Management* and the senior level capstone course *MGT 440: Logistics Case Analysis*.

The program is currently too small to have concentrations, specializations or emphases – all students enrolled in the Business Administration: International Business and Logistics degree focus their career of study on international business, global logistics and supply chain topics, and maritime issues.

- 2. Describe all cooperative arrangements involving the academic business unit and international institutions or organizations (e.g., international student and/or faculty exchange programs, etc.; this is especially important if your students earn college credit from these institutions that is used to satisfy degree requirements in the academic business unit.). Provide contact information for these organizations, and provide the number of students and faculty involved in each program for the past three years.***

All students in the IBL program are required to complete an international experience, which currently can take one of three forms; A) Study abroad through programs run by the California State University, B) study abroad at one of the international maritime academies with which Cal Maritime has a cooperation agreement, and C) study abroad through Cal Maritime faculty-led international experiences:

- A. Study abroad through the California State University, Office of International Programs (<http://www.calstate.edu/ip/>). Students have the option of studying abroad in one of the CSU's year-long programs, in several countries. We have had one student do so in the last three years, in Germany, in 2011. The CSU runs international programs for faculty; however, no Cal Maritime faculty have participated in this opportunity;
- B. Study abroad with one of Cal Maritime's partner maritime academies. Cal Maritime has cooperation and exchange agreements with fifteen maritime universities around the world (see table below). Contact information for the ones which have been active with the International Business and Logistics program over the last three years is provided in the table.

University	Location/Contact Information	Exchange in Last Three Years
1. Admiral Makarov State Maritime Academy	St. Petersburg, Russia	
2. Dalian Maritime University	Dalian, People's Republic of China	
3. Dokuz Eylül University School of Academic Maritime Business and Management	Izmir, Turkey Dokuz Eylül University School of Academic Maritime Business and Management Contact: Dr. Oguzhan Turedi E-mail: <a href="mailto:oguzhan.turedi@ogr.deu.edu.tr">oguzhan.turedi@ogr.deu.edu.tr</a> Address: 273/5 Sokak Numara:5 Daire: 6 Bayrakli Izmir/Turkey Web: <a href="http://www.deu.edu.tr/DEUWeb/English/Icerik/Icerik.php?KOD=83">http://www.deu.edu.tr/DEUWeb/English/Icerik/Icerik.php?KOD=83</a>	Hosted one of their faculty in the IBL program in Spring/Summer 2012
4. Far Eastern State Maritime Academy	Vladivostok, Russia	
5. Fideicomiso de Formación y Capacitación para el Personal de la Marina Mercante Nacional	Cuernavaca, Mexico	
6. Istanbul Technical University	Istanbul, Turkey	
7. Kobe University	Kobe, Japan	
8. Korea Maritime University	Busan, Korea	
9. Mokpo National Maritime University	Mokpo, Korea	
10. Portsmouth University	Portsmouth, UK <b>Portsmouth University</b> Contact: Mr. Roger Dace E-mail: <a href="mailto:Roger.Dace@port.ac.uk">Roger.Dace@port.ac.uk</a> Course Manager, B.A. International Business Studies University House, Winston Churchill Ave, Portsmouth PO1 2 UP, United Kingdom Telephone: +44 (2)23 9284 8484 Web: <a href="http://www.port.ac.uk/courses/business-and-management/">http://www.port.ac.uk/courses/business-and-management/</a>	Hosted two of their students in the IBL program in Spring 2012
11. Shanghai Maritime	Shanghai, China	

12. Singapore Maritime Academy	Singapore	
13. Tokyo University of Marine Science & Technology	Tokyo, Japan	
14. Vietnam Maritime University	Hai Phong City, Vietnam  <b>Vietnam Maritime University</b> Dr. Nguyen Thanh Thuy Associate Professor Director, Logistics Education & Training Center Vice-Dean, International School of Maritime Education Head, Division of Logistics & Supply Chain Management, Faculty of Maritime Business Vietnam Maritime University, 484 Lach Tray, Hai Phong City, Vietnam Tel: +84 31 326 1135; Fax: +84 31 362 5175	Hosted Cal Maritime International Experience students in Summer 2013, 2012, and 2011; three weeks each
15. Vladivostok Maritime College	Vladivostok, Russia	

3. Describe any other international programs offered by the academic business unit (e.g., short-term international study tours, etc.). This description should include the number of students and faculty who have participated in these programs for the past three years.

In addition to the opportunities described above, the IBL students have the option of completing their mandatory international experience with Cal Maritime faculty on three-week international experiences in May each year. These programs are designed to provide students with exposure to the maritime business and policy climate, and culture of other countries. In the past three years, we have run programs to (programs led by IBL faculty are noted with their names):

<i>Year</i>	<i>Countries</i>	<i>Number of IBL Students</i>
<i>Summer 2011</i>	<i>Vietnam (3-week International Experience: Mr. R. Neumann)</i>	<i>15</i>
	<i>North Pacific (8-week Training Ship Golden Bear)</i>	<i>20</i>
<i>Summer 2012</i>	<i>Vietnam: Dr. Nipoli Kamdar</i> <i>Costa Rica</i> <i>Spain</i> <i>Japan/Korea: Mr. R. Neumann</i>	<i>43</i>
<i>Summer 2013</i>	<i>Vietnam</i>	<i>10</i>
	<i>Costa Rica</i>	<i>5</i>
	<i>Morocco/France: Dr. Khalid</i>	<i>9</i>
	<i>Bachkar</i>	
	<i>Europe</i>	<i>11</i>
	<i>Total: 35</i>	



Lastly, students may fulfill their international experience requirement by participating in an internship that takes place abroad. In the past three years, we have had students do their required internships in Italy, the Philippines, China and Singapore/Malaysia.

## **8.2 Summary Evaluation of International Business Education**

*Provide a summary evaluation of the academic business unit's international business programs. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its international business programs in supporting excellence in business education.*

Assessment of the international experience provided to the IBL students is an ongoing process. Our general conclusions, however, is that this is an incredibly valuable experience for the students. Student satisfaction increased from the time they were all required to participate in an eight week cruise on the training ship *Golden Bear* for their international experience, to the time we began to run the three week in-country experiences we do today (2011 was the last year our students were on the ship).

This said, because the trips are led for students in both the IBL and Global Studies and Maritime Affairs programs, they necessarily contain activities relevant to both policy majors and business majors; sometimes to the frustration of each set of students. As our enrollment numbers continue to grow, we are exploring running major-specific international experience programs so that the student learning outcomes can be tailored for business students only.

Also, we have currently only looked at the international experience from a cultural awareness perspective, rather than truly assessing specific international business student learning outcomes. Cultural awareness has certainly increased, but we need to do more to tie the experience to other outcomes as well.

- 2. Identify any changes and improvements needed in the academic business unit's international business programs.*

There are several changes to the required international experience that we foresee in the near future. Proposed changes are designed to leverage the costly and valuable international experience to facilitate cross-cultural learning across academic disciplines at CMA. For example, when students at CMA learn about maritime piracy in their history courses, they may study real pirates of antiquity and how they affected political and economic developments in the new world. In their maritime policy courses, students learn about the political, societal, and economic antecedents and effects of piracy. In their logistics courses, students learn about the threat of piracy to overseas supply lines and how firms are responding. In their transportation economics courses, students learn how firms make decisions about the costs of piracy prevention versus the risk of being a victim. Finally, on the Training Ship *Golden Bear* students learn about piracy regulations and make hands-on preparations for avoiding and deterring piracy.

The small size and highly structured nature of the IBL program at CMA is helpful in facilitating this type of integrated learning experience. We seek to leverage this strength to facilitate learning from the international experience that is integrated across disciplines in the same way as the piracy example. One specific change identified that may help to facilitate this goal is to have three courses associated with the international experience: an introduction to the country and its cultural, political, and economic history; the international experience itself; and a recap course designed to encourage documentation, review, and application of knowledge gained in overseas experiences. We already require the introductory course and

the overseas, hands-on component. All there is left to do to incorporate this change would be to add the return course and to establish some integration between the three international experience courses.

Because of the maritime industry focus of CMA, we also have some unique opportunities for creating overseas partnerships that benefit our students. Future changes to the international experience will be designed to facilitate and exploit these partnerships. Specifically, we plan leveraging partnerships with overseas maritime firms to create an experiential learning environment. We have begun experimenting with this in our Organizational Behavior and Labor Relations course. Students in this course develop a strategic plan for Philippine Transmarine Carriers (PTC), a ship crew management firm based in the Philippines. Students develop a strategic plan to help PTC retain contract ship crew members for longer periods of time by increasing their satisfaction, motivation, sense of organizational support, etc. We plan on incorporating similar learning experiences that draw on knowledge gained in overseas experiences while exploiting overseas partnerships in a mutually beneficial way. Also in support of this goal, we seek to utilize connections with other maritime universities in Vietnam and the Philippines. CMA professors are seeking to establish international student teams that will collaborate on an integrated group project remotely using social media.

Lastly, to increase the learning potential associated with the international experiences, we are considering offering different trips that are unique to each major course of study. For example, the IBL trip may focus more on the role of private firms in the maritime industry, where the Global Studies trip may focus more on the public institutions that facilitate maritime trade. By increasing the structure of the material that is presented in the international experience, we hope to further increase the applicability of the trip to the overall educational experience at CMA.

### ***3. Describe proposed courses of action to make those changes and improvements.***

Beginning in Summer 2014 we will do three things: 1) Identify specific international business-related student learning outcomes for the international experience and assess these outcomes with meaningful quantitative measures; 2) begin to explore the possibility of running international experience programs just for business students to increase the degree of international business exposure for the students; 3) increase integration of international experiences into the regular on-campus course load.

# **Principle 9: Innovation**

## **9.1 Educational Innovation**

*In the self-study:*

- 1. Provide a statement that reflects your institution's posture regarding educational innovation. This statement should describe the institution's support for innovation in the academic business unit.***

The California Maritime Academy prides itself on being a “hands-on” institution, where kinesthetic learners are nurtured in the “living laboratory” of an applied technology setting. Our small size, highly structured curriculum and the residential nature of the campus allow us to provide exceptionally well-integrated curricular, co-curricular and extra-curricular programming for all students.

Every student has a co-op, every student has an international experience. Leadership opportunities, service learning opportunities, and community engagement activities abound.

The school supports innovative and growth-oriented programming and provides many opportunities for experimentation and creativity in teaching. In Fall 2012, the school created a \$25,000 fund to support the Scholarship of Teaching and Learning and encourage the development and promulgation of innovative practices.

The Center for Engagement in Teaching and Learning (CETL) supports faculty in developing teaching and learning innovations to enhance student learning and to improve the overall classroom experience. The CETL hosts a faculty development retreat at the beginning of each semester where guest speakers are invited to share their pedagogical expertise. Brown Bag Luncheons and Workshops provide opportunities to share classroom innovations and enhance exposure to technological and instructional resources. In recent years the CETL has encouraged the formation of theme-based faculty learning communities to provide support for faculty to attempt, assess and adopt new methods. These learning communities typically comprise of 6-10 members of faculty and staff across different disciplines, that meet approximately twelve times during the course of the year to develop skills, knowledge, and expertise in an area of interest. Over the past three years FLC themes have included Teaching with Technology, Increasing Student Engagement, Authentic Learning and the Flipped Classrooms. The Department of Maritime Policy and Management has been actively involved in the CETL retreats and faculty learning communities and two of its members (D. Nincic and R. Berkana-Wycoff) were awarded a Scholarship of Teaching and Learning grant during the self-study year. Furthermore, N. Kamdar led a couple of the FLCs and was provided with CETL funds during the self-study year to attend a conference in the field of Teaching and Learning.

- 2. Describe the process that is used by the academic business unit to encourage and support educational innovation.***

The Department of Maritime Policy and Management encourages faculty to attend professional development events. Financial support to attend conferences or purchase equipment is provided, subject to the availability of funding. When possible, faculty are compensated for their involvement in new and innovative projects with reductions in teaching load or additional grant monies. Finally, the implementation of innovative practices is looked at favorably during the retention, promotion and tenure review.

**3. Provide examples of educational innovation in recent years, including improvements in the business programs offered by the academic business unit.**

The IBL faculty is committed to providing an innovative and distinctive curriculum that provides students with multiple opportunities for ‘learning by doing.’ Capitalizing on our small size and close-knit learning and living environment, faculty have designed several creative initiatives that provide students with a global perspective, the opportunity to think strategically, work collaboratively and tackle real world problems.

Two of the most unique aspects of the undergraduate business curriculum at Cal Maritime are that **every** single student is required to complete an internship (commonly referred to as a ‘co-op’ on our campus) and participate in an ‘international experience.’ Students were originally required to take a two month ‘cruise’ on the Training Ship Golden Bear along with students in Maritime Transportation and Engineering. However, in response to assessment data that revealed student-dissatisfaction with the limited international exposure offered by the training cruise, the Department of Maritime Policy and Management began offering intensive study abroad opportunities. These carefully targeted three week trips, designed and led by Cal Maritime faculty to provide students with exposure to international business and logistics and maritime operations, have proven to be a transformative experience for students. We are currently exploring the feasibility of designing a three semester sequence where students would complete a three unit preparatory course before going on the international experience and enroll in International Business II upon their return, where they would be required to devise a marketing plan for launching a new firm/product/brand in the country they just visited. This provides them with an opportunity to apply their newly gained knowledge and leads to a more cohesive, purposeful, global business curriculum.

Working across disciplines is a core component of our approach to education. Recognizing that our students are experiential learners the faculty provide students with several opportunities to work in interdisciplinary teams to tackle real world issues and problems. Some recent projects are described below.

CMA was chosen as one of ten schools participating in the US DOE's first inaugural Collegial Wind Competition. Each competitor team is required to design and construct a wind turbine to meet a specific need, identify a market for this turbine and develop a business plan to support it, and deliver a presentation on an important wind market issue. In the inaugural year, the theme is to design and construct a wind turbine that can be used to power small electronics (e.g. cell phone, computer, etc.).

The competition is a forum for undergraduate students from multiple disciplines to be able to investigate innovative wind energy concepts; increase their knowledge of barriers to the wind industry; and gain experience designing, building, and testing a wind turbine to perform according to their customized market data-derived business plan. Dr. Khalid Bachkar is leading a team of five IBL students that are responsible for developing a business plan to market the portable wind energy turbine, designed by the team of 5 ME students led by Dr. Nordenholz.

In Spring 2013, students in Dr. Kamdar’s Microeconomics had to compete to *build* low cost *working* remote control units for the overhead projectors used on our campus and sell them as profitably as they could. Dr. Holden in the Mechanical Engineering department helped them design the basic mechanism but the business students were expected to contact multiple parts suppliers, build the units and then sell them for as large a profit as possible. The team that made the largest profit won the competition. However in a nod to promoting corporate social all profits were donated to charitable cause. Working on

the projects allowed students to learn about circuits and soldering in tandem with profit maximization and sales.

One of Dr. Holden's hobbies is building all kinds of gadgets to solve various engineering problems. Students in Microeconomics were asked to examine commercialization prospects for these inventions. Groups of students explored the commercial viability of gadgets such as wireless instruments for sailboats, boat monitors and auto-pilots. Student groups were expected to determine if there was a viable market for these gadgets by examining demand conditions, exploring the associated costs of manufacturing and distributing the product, studying the competition, and devising a viable pricing strategy.

The inspiration for the above Microeconomics projects came from a 2011 competition that our student participated in. The competition, hosted by the Lawrence Livermore National Labs was designed to foster an entrepreneurial spirit and strengthen the students' education base in science, technology and business. Teams of business and engineering students were tasked with devising new, commercial, applications and products for existing laboratory technologies. Over two months students drafted commercialization plans that identified an initial target market, distributors, retailers etc. and outlined the path to profitability. Dr. Kamdar and Dr. Jim Gutierrez (from Mechanical Engineering) jointly advised two teams of Cal Maritime students, one of which won the competition. Cal Maritime cadets Vincent Parker, Todd Fahlstrom, Joseph McMillan and Kevin Mori took first place in the competition after developing and presenting their commercialization plan for The Quick STI.ck, an inexpensive, disposable, at-home screening stick designed to accurately and instantly screen for six of the most common sexually transmitted diseases.

The service learning component of the Ethics course taught by Mr. Neumann requires students to become actively engaged in activities that will benefit communities away from campus. Students are required to either volunteer 12 hours to local organizations or write a research paper on ethics training at an organization. Roughly 90% of students in the Ethics course choose to volunteer at one of the many organizations vetted by the campus CETL office to be certain that these hours will provide real benefits to the community and be a meaningful experience for the student. These volunteer activities have included reading to primary school children, making improvements to local parks, playgrounds and historical sites, developing skills in sports for children, teaching sailing classes for underprivileged children, and many others. Many students have decided to go well beyond the 12 hour minimum, some even continuing on a semi-permanent basis because it was such a rewarding experience. At the completion of their service hours, students submit log of their hours, a description of the work they did, and a reflective essay on their experience- how it helped the community, what they learned from it, and the impact it had.

Through attendance at professional development conferences and workshops, IBL faculty keep abreast of current pedagogical developments. Many of these developments take advantage of advances in technological and computing resources and require deliberate faculty retooling.

Dr. Kamdar, for example, is gradually moving towards the 'flipped classroom' model, where first contact with new information is moved into the individual learning space with or without the help of technology. Dr. Kamdar has created a series of short videos that students watch outside the classroom to prepare them for in-class activities like problem-solving, experiments, debates and discussions. Moving information transmission outside the classroom through videos and readings allow classroom time to be utilized for activities that are on the higher levels of Bloom's taxonomy. In Fall 2012, as one example, students in the Macroeconomics classes focused on the presidential election and the policies proposed by the two campaigns. On Election Day, the campus community was invited to a series of mini-debates on policy issues, as part of a voter education effort. The debates were then followed by a mock election. After November 6<sup>th</sup>, the students focused on the fiscal cliff debate, worked with real budget numbers and

studies data on the consequences of the cuts they were making. As a result students learned far more about both economics and politics than they otherwise would.

Dr. Kamdar also uses an audience response system to allow for both outgoing and shyer students to demonstrate their participation in class activities. Students use their “clickers” to answer questions on homework assignments and on freshly taught concepts. This use of low stakes testing motivates students to come to class prepared and pay attention. Additionally, the clickers are used in conjunction with the Peer Instruction techniques popularized by Harvard physicist Eric Mazur. Students are first required to wrestle with conceptual multiple choice questions on their own. Then, they are given a chance to discuss the more difficult questions with a peer and encouraged to explain to each *why* they chose the answer they did. Following the discussion, students are given a second opportunity to answer the same question.

## **9.2 Summary Evaluation of Educational Innovation**

### **Self-Study Guidelines**

*In the self-study:*

***Provide a summary evaluation of the academic business unit’s processes for fostering educational innovation. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:***

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.***

The institution and department encourages faculty-led initiatives to introduce new and innovative programming and pedagogical techniques by providing financial and consulting support. We have an unique institution and a distinctive curriculum that maintains its competitive advantage through innovative course offerings and programs.

- 2. Identify any changes and improvements needed in the academic business unit’s processes for fostering educational innovation.***

One area that we have not yet explored is the merits of using social media as a pedagogical tool. For example, students could be required to use social media as a marketing tool or blog about their International Experience during the trip itself, in addition to writing a paper upon completion of the trip. Given the popularity of social networking and mobile technology, we should consider leveraging them to achieve our academic goals.

The IBL program relies heavily on part –time faculty. During the self-study year there were only two tenure –track faculty in the program. Hiring additional tenure track faculty will lessen the load on existing faculty and will allow them to devote more time to incorporate innovative practices.

Our students are experiential learners and would benefit from expanding opportunities for authentic learning –working on real problems for real organizations. One way to do this is to maintain better connections with our alumni. We need to do a better job of tracking our graduates and provide them with opportunities to speak with current students and keep faculty apprised of cutting-edge developments in the industry. In addition, we could utilize their assistance in identifying real-world business challenges that can then be developed into case studies to give students additional practice in problem recognition, analysis, and problem solution design.

Finally, as mentioned in the previous sections, the IBL program is exploring the possibility of creating new tracks in International Business and Logistics to provide students with greater flexibility and the opportunity to concentrate on an area of interest.

**2. *Describe proposed courses of action to make those changes and improvements.***

- Any innovation would first need a needs assessment. This could be formal or informal depending on the magnitude of the change or the resources needed.
- One additional tenure –track faculty was hired in Fall 2013 and we will conduct an additional search next year.
- The newly formed Business Advisory Group will be asked to help identify real-world business challenges that can then be developed into meaningful experiential learning assignments.
- We will enhance our connections with Alumni and invite them back to campus for a series of guest lectures, which could eventually result in the creation of an Alumni Speaker Series.
- The faculty will continue to explore the feasibility developing separate concentrations in business and logistics.