IACBE
International Accreditation Council for Business Education

Moving. Forward. Together.

Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs
Revised December 2017

International Accreditation Council for Business Education
11374 Strang Line Road
Lenexa, Kansas 66215 • USA

December 2017

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Name of Institution	California State University Maritime Academy
Chief Executive Officer's Name/Title	RADM Thomas A. Cropper, President
Chief Academic Officer's Name/Title	Dr. Michael Mahoney, Interim Provost and Vice President of Academic Affiars
Head of Academic Business Unit's Name/Title	Dr. Nipoli Kamdar/Chair, Department of International Business and Logistics
Academic Year Covered by Self-Study	2018-19
Date of Submission of Self-Study to the IACBE	January 17, 2020
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ORGANIZATIONAL AND PROGRAMMATIC PROFILE

Provide the following information in the listed sequence. In your response to each item, provide the location of any supporting materials placed in the appendix (Volume 2).

1. Provide the following information pertaining to the academic business unit:

   a. A description of the relationship between the academic business unit and the institution.

   California State University Maritime Academy (Cal Maritime) is organized into three schools –the School of Engineering, the School of Letters and Sciences and the School of Maritime Transportation, Logistics and Management (MTLM). Each school is headed by an Academic Dean and comprises of two or three academic departments, each headed by a Department Chair. The Department of International Business and Logistics is part of the MTLM School.

   b. A copy of the academic business unit's organizational chart (this should be placed in an appendix of the self-study).

2. Provide Table OPP-1: Business Programs Included in the Accreditation Review.

   Please see Table OPP-1 below

3. For each of the business programs listed in item 2 above (including all majors contained within the program), provide a copy of an official student transcript, diploma supplement, or other official record of program completion on which the degree or program name appears (these should be placed in an appendix of the self-study).

   See Volume 2, Appendix 4A

4. Provide Table OPP-2: Public Notification of Accreditation.

   Please see Table OPP-2 below.

5. Provide Table OPP-3: Institutional and Business Program Enrollments.

   Please see Table OPP-3 below.

6. Provide Table OPP-4: Number of Students in Business Programs.

   Please see Table OPP-4 below.

7. Provide Table OPP-5: Number of Business Students by Program Level.

   Please see Table OPP-5 below.

8. Provide Table OPP-6: Degrees Conferred in Business Programs.

   Please see Table OPP-6 below.

9. Provide Table OPP-7: Number of Business Faculty.

   Please see Table OPP-7 below.

10. Provide evidence that the institution is authorized to award degrees in each of the countries where the business programs included in the review are offered.

CSU Maritime Academy does not award degrees in any country outside of the US.

CSU Maritime Academy is accredited by the Western Association of Schools and Colleges (WASC). The letter from WASC, reaffirming institution accreditation in 2019, is provided here.

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

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

The Department of International Business and Logistics (IBL) was created in 2017. Prior to that the business degree program was housed in the Department of Maritime Policy and Management (MPM) along with degree program in Global Studies and Maritime Affairs. In 2017-18 MPM was divided up into the Department of International Business and Logistics (IBL) and Department of Global Studies and Maritime Affairs (GSMA). In 2018-19 the campus was reorganized into three schools with IBL being under the umbrella of the School of Maritime Transportation, Logistics and Management (MTLM) along with the Department of Marine Transportation and the Department of Naval Science. The other two schools are the School of Engineering and the School of Letters and Sciences. Three external Academic Deans were hired in 2018-19 to head the three schools. Dr. Don Maier is the Dean of MTLM.

Dr. Sue Opp was the Provost and Vice-President of Academic Affairs during the self-study year and through the second week of January 2020. We currently have an Interim Provost and Vice President of Academic Affairs, Dr. Michael Mahoney.

Table OPP-1: Business Programs Included in the Accreditation Review

PROGRAMS	LOCATIONS	PARTNER INSTITUTIONS
ASSOCIATE-LEVEL PROGRAMS		
NA		
BACHELOR'S-LEVEL PROGRAMS		
B.S. in Business Administration – International Business and Logistics	Vallejo, CA	NA
MASTER'S-LEVEL PROGRAMS		
N/A		
DOCTORAL-LEVEL PROGRAMS		
NA		

Table OPP-2: Public Notification of Accreditation

a. PUBLIC NOTIFICATION OF ACCREDITATION OF BUSINESS PROGRAMS	
Click on:	
1.	www.csum.edu
2.	Menu
3.	Accreditation

Table OPP-3: Institutional and Business Program Enrollments

a. INSTITUTIONAL ENROLLMENT BY HEADCOUNT		
SELF-STUDY YEAR 2018-19	**YEAR PRIOR 2017-18**	**TWO YEARS PRIOR 2016-17**
1017	1050	1107
b. NUMBER OF STUDENTS BY HEADCOUNT IN ACCREDITED BUSINESS PROGRAMS		
SELF-STUDY YEAR 2018-19	**YEAR PRIOR 2017-18**	**TWO YEARS PRIOR 2016-17**
197	198	195

Table OPP-4: Number of Students in Business Programs

PROGRAM	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS			
NA			
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Science in Business Administration –International Business and Logistics	197	198	195
MASTER'S-LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Marketing			
DOCTORAL-LEVEL PROGRAMS			
NA	NA		

Table OPP-5: Number of Business Students by Program Level

PROGRAM-LEVEL	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
Associate-Level Students			
Bachelor's-Level Students	197	198	195
Master's-Level Students			
Doctoral-Level Students			
TOTALS	**197**	**198**	**195**

Table OPP-6: Degrees Conferred in Business Programs

PROGRAM	NUMBER OF DEGREES CONFERRED		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS			
NA			
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Science in Business Administration –International Business and Logistics	42	46	36
MASTER'S-LEVEL PROGRAMS			
NA			
DOCTORAL-LEVEL PROGRAMS			
NA			
TOTALS	**42**	**46**	**36**

Table OPP-7: Number of Business Faculty

TYPE OF FACULTY	NUMBER
Full-Time Business Faculty	6
Part-Time/Adjunct Business Faculty	4* *Number higher than usual because one full time faculty member was on leave

Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior

1.1: Commitment to Integrity, Responsibility, and Ethical Behavior

Excellence in business education requires the academic business unit to act ethically, responsibly, and with integrity in all interactions with its stakeholders. Furthermore, the academic business unit must have established systems for encouraging and upholding ethical and responsible behavior.

1. **Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its internal stakeholders, including administrators, faculty, professional staff, and students.**

IBL is in a unique position since students have two structures for fostering ethical interaction with faculty, staff, and other students. All IBL students are part of Cal Maritime's Corps of Cadets which involves training in a rigorous code of conduct that includes ethical behavior. Staff Commandants (who are separate from faculty) and student leaders supervise the Corps of Cadets. All cadets are expected to hold themselves to high standards of behavior consistent with the values, and in support of the overall mission, of the institution. As stated in the Student Handbook, "A Cal Maritime cadet is asked to do more, is held to higher standards of personal conduct and professionalism, and is given more responsibility than a traditional college student." A system of merits, awards and ribbons is used to reward meritorious conduct, while conduct violations are penalized with a system of sanctions and/or demerits. Demerits are cumulative and maximum limits of 75, 125, 350 in a semester, academic year and tenure respectively may lead to disciplinary probation. A detailed description of the Corps and the Code of Conduct may be found in the Student Handbook (also available in Volume 2, Appendix 1C).

There are five levels of conduct violations at Cal Maritime and all academic violations fall under Class I, which includes behavior such as cheating, plagiarism, furnishing false information to any College official, misuse of College documents, etc. Academic Class I violations are heard by the Academic Integrity Committee (AIC) which is primarily made up of faculty members but also includes a representative of the student body. All faculty reinforce the code of ethical conduct by providing students with clear explanations of academic misconduct and by monitoring and reporting students for academic infractions Class sizes are relatively small, capped at 40 students, which makes it easier to monitor students.

Faculty follow strict rules about keeping student information, such as grades, private and access to student records is only provided to faculty who have completed a training in the Family and Educational Rights and Privacy Act (FERPA).

Interaction with administrators and staff members involves including these parties in decision-making and in identifying issues with students that we feel we have an ethical obligation to monitor. Faculty can report students having difficulties to University Advisors, who are trained to identify issues such as possible learning disabilities or psychological problems and can refer students to the appropriate resources. Cross-sectional teams such as the CARE team (headed by the Associate Dean for Student Engagement) and the Behavioral Intervention team also allow for strong interaction between faculty and staff to address at-risk students. Staff members such as University Advisors are invited to IBL faculty meetings as we believe that inclusion and clear communication are necessary conditions for ethical interaction.

We also have numerous additional mechanisms that demonstrate a commitment to ethical interaction. For example, there is the Cal Maritime Ombuds Program. If any faculty, staff, or student feels they have been treated in an unfair or unethical manner, this program allows for the appointment of a Dispute Resolution Facilitator (DRF) who acts as neutral facilitator between the parties. There are numerous other ways that IBL demonstrates a commitment to ethical interactions such as our Faculty Handbook Statement on Ethics, the Student Handbook guidelines on ethics, and other policies and procedures that we will discuss below.

2. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its external stakeholders, including prospective students and their families; alumni; employers; accreditation agencies; organizations that supply funding; governmental oversight bodies; and other members of the public who may have an interest in the academic business unit.

In IBL we take a very proactive approach regarding transparency with prospective students. Every fall we have Preview Day where prospective students and their families come to learn more about Cal Maritime. IBL hosts an informational session including presentations by faculty, testimonials by students, and question and answer period for prospective students and their family members. A similar event called Cal Maritime Day is hosted in the spring for students admitted to Cal Maritime who have not yet made their decision to enroll. Additional faculty and student presentations are done at this event. In addition, we have IBL students working at the Admissions Office who give campus tours and answer questions from prospective students. Finally, we have information on our webpage for prospective students about graduation rates and job placement rates that can assist students in making an informed decision about enrolling. Additional data is published on the Cal Maritime Institutional Research and Planning webpage which includes very large amount of data on enrollment, retention, admissions, demographics, faculty, and many other matters.

Responsible and ethical commitment to our alumni involves giving them continued access to our Career Services, which allows both for alumni to search for jobs and for alumni currently working to recruit Cal Maritime alumni for job positions. We also are committed to maintaining communication and transparency to our alumni through the Cal Maritime Alumni Association. This includes an online networking forum for our alumni, numerous networking events, and the creation of a board of directors for the alumni association consisting of alumni members. In addition, University Advancement personnel follow a code of ethical conduct regarding solicitation of donations from alumni and other potential donors.

Regarding organizations that provide funding, Cal Maritime has a unique way of lobbying and interacting with the California state legislature. We send representatives from three different internal stakeholders – faculty, students, and administrators. This allows for viewpoints of all three groups to be heard by the legislature to give them a fuller and more transparent view of the situation at our campus. It also ensures that lobbying is done that benefits all three groups and doesn't favor one group over the other. Regarding employers, we carefully survey all supervisors who employ our interns as part of our summer coop program. This allows us to hear their prospective and allows us to better train and prepare our students to become good interns and employees.

Cal Maritime also is highly transparent with regard to accreditors. Extensive space is given on our webpage regarding our regional accreditor WASC including both information about WASC as well as all data and reports that were part of our accreditation process. A committee of faculty including one from IBL forms the Institution-Wide Assessment Committee which is involved in the development and assessment of institutional learning outcomes. IWAC also meets with WASC visiting teams which helps foster transparency between faculty and the accreditors. We have similar procedures with IACBE as we involve all of the IBL faculty in the process with regular meetings regarding accreditation and as part of the process we share detailed university-wide data as well as IBL-specific data. We are in regular communication with IACBE through regular attendance at IACBE meetings as well as participation at IACBE site visits at other universities. Finally, the Cal Maritime Institutional Research and Planning publishes a very large amount of data on enrollment, retention, admissions, demographics, faculty, and many other aspects of our university.

Our main governmental oversight agency is the California State University Chancellor's Office which oversees 23 campuses. We recently received Executive Order 1100 which lays out specific mandates for general education requires in five specific areas. IBL as a department has fully complied with mandates in all five areas, and we have also cooperated with a campus-wide General Education Committee which also reviews the curriculum in all majors to ensure they are in compliance with Executive Order 1100. Other mandates of many that we have complied with is the recent Executive Order 1110 which eliminates remedial classes and highly important Executive Order 1096 which lays down strict procedures for dealing with cases of discrimination, retaliation, and harassment.

3. Describe the system, including published policies, procedures, and processes, that the academic business unit employs to promote, foster, and support ethical and responsible behavior of its administrators, faculty, professional staff, and students.

A. Academic Policy Manual: This manual from the Academic Senate outlines 32 different types of student academic conduct. Also outlined in this policy are violation levels for each type of misconduct, with a certain amount of violation points given to each type of violation.

B. Committee on Academic Integrity (AIC): This is a policy from the Academic Senate that outlines policies and procedures for dealing with student academic misconduct as well as inappropriate assessments of student performance by faculty members. AIC consists of three faculty members and one student representative. Faculty members who suspect a student of academic misconduct such as plagiarism are strictly forbidden from penalizing a student and must instead bring a charge before the AIC who will listen to the faculty member's and student's cases and make a decision. Likewise, students may bring a charge of inappropriate assessment against a faculty member to the AIC.

C. Student Handbook: This handbook includes a section called "Student Conduct Standards" which concerns student misconduct apart from academic conduct. This policy outlines misconduct in areas including but not limited to discrimination, harassment, and retaliation. The code of conduct for students is based on several mandates from the California State University Office of the Chancellor as well as federal Title IX guidelines. Additional codes and procedures are provided regarding student participation in the Corps of Cadets and involve responsible and ethical conduct such as being absent or late for required duties, usage of alcohol and other drugs on campus, or insubordination to a relevant authority.

D. Faculty Handbook: Contains a six-point Statement of Professional Ethics. This includes policies regarding harassment, intellectual honesty, respectful behavior, work outside of the university, and conduct towards students.

E. Ethics and Principles of Practice for University Advancement: This includes a 10-point Statement of Ethics regarding conduct of University Advancement employees. In addition to the Statement, also included in this handbook are sections on personal integrity and privacy. This includes matters regarding being transparent with potential donors, avoiding conflict of interest, and protecting privacy and confidentiality of donors.

F. Reporting Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety - Executive Order No. 929: This document outlines the rights of whistleblowers regarding allegation of improper behavior by university employees. This document also gives the procedures to be taken by the Office of the Chancellor when a whistleblower complain is received.

G. Executive Order 1096 Revised October 5, 2016: This document outlines policies "prohibiting Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Employees and Third Parties" as well as procedures for addressing complaints regarding violations of these policies. The document covers both an Early Resolution System for addressing complaints as well as a more detailed Campus Investigation Process. Also covered in this document are mandatory reporting requirements for employees.

H. Cal Maritime Ombuds Program: This document outlines the four principles of the Ombuds Program which are confidentiality, informality, neutrality, and independence. This document also describes the role of a Dispute Resolution Facilitator and how they handle concerns expressed to them by members of the campus community.

I. Institutional Review Board Policy: This document outlines the membership requirements for the Institutional Review Board such as the requirement to have a member outside of Cal Maritime and for science and non-science faculty members plus the Office of Risk Management to be represented. This document also discussed the appropriate federal guidelines for human safety. In addition, this document outlines three different procedures for reviewing research proposals: exempt review, expedited review, and full review.

4. **Provide copies of the published policies, procedures, and processes identified in item 3 above (these should be placed in an appendix of the self-study; alternatively, if these documents are available on the academic business unit's or the institution's website, provide the URL address for these materials).**

All of the below are found in Volume 1, Appendix 1. Links are also provided.
A. Academic Policy Manual: https://www.csum.edu/c/document_library/get_file?uuid=8f5cb30f-fb4e-4ead-bdab-56f3a3f9cb01&groupId=3965808

B. Committee on Academic Integrity:
https://csum.edu/c/document_library/get_file?uuid=9949dfbb-76b4-45a7-8df6-28f2d9685ba0&groupId=3965808

C. Student Handbook: https://www.csum.edu/c/document_library/get_file?uuid=3061476d-d9ea-495a-b70e-77818b58c051&groupId=61938

D. Faculty Handbook: https://www.csum.edu/faculty-handbook

E. Ethics and Principles of Practice for University Advancement:
https://www.csum.edu/c/document_library/get_file?uuid=c55bb148-0ba3-4941-b4c8-8366d130a327&groupId=3965808

F. Complaint Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety - Executive Order No. 1115:
https://calstate.policystat.com/policy/6741645/latest/

G. Executive Order 1096 Revised October 5, 2016 https://calstate.policystat.com/policy/6743499/latest/

H. Cal Maritime Ombuds Program: https://www.csum.edu/c/document_library/get_file?uuid=031f2a2f-296c-49a6-b480-5c0ca5c34ac7&groupId=61902

I. Institutional Review Board Policy:
https://www.csum.edu/c/document_library/get_file?uuid=34172816-1e28-4e12-9476-fcdc9d4e1542&groupId=3965808

5. Identify and describe the methods or mechanisms employed by the academic business unit for detecting and addressing breaches of ethical and responsible behavior.

Students accused of academic misconduct are taken before the Committee on Academic Integrity. The accusing faculty member initiates the proceedings by providing the Committee with supporting documentation. A hearing is scheduled shortly after. Both the faculty member and the student are given a chance to speak before the Committee. The Committee consists of three faculty members and a student. After the student and faculty member speak, the Committee makes a decision based on the facts. If the student is found guilty of misconduct, the faculty member is free to assign a grade penalty based on the policies outlined in their course syllabus. The Committee also alerts the Student Conduct Administrator who may apply additional sanctions which may include demerits (Academic Policy Manual)

For serious student infractions such as discrimination, harassment and retaliation, a Student Conduct Administrator is chosen to review student conduct complaints and determine whether a hearing should be held. A separate hearing officer is chosen to conduct hearings and make findings based on the facts of the case. Both the complainant and the accused student are allowed to present their cases to the hearing officer including evidence and witnesses as necessary. (Student Handbook, pages 72-83.
There are also infractions handled within the Corps of Cadets such as students being late or absent from Cadet Corps duties, violating grooming standards, or use of alcohol on campus. Violation of student conduct standards can be reported by a student, faculty member, or staff member by filling out an Incident Report Form using the Maxient software system. A hearing on the violation will be held by a Conduct Review Board consisting of three senior Corp of Cadets officers or Residence Hall Officers, plus one at-large student. If the student is found guilty, the Review Board may assign penalties such as "warning, demerits, extra-duty, written assignments, community service, or any combination thereof." (Student Handbook, pages 87-90)

For university employees, there are specific procedures for matters of "Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking." Any employee or third party may file a complaint, which will be reviewed by the DHR Officer or Title IX Coordinator. This Officer or Coordinator will review the complaint and do an intake interview with the complainant. The Officer or Coordinator will then decide whether or not to conduct an investigation within 10 days of receiving a complaint. If an investigation is held, the investigation report will be completed within 60 days. The Officer or Coordinator will make the decision in the report based on preponderance of the evidence. Additional procedures for appeal are also available if either the complainant or respondent wishes to appeal. (Executive Order 1096).

1.2: Summary Reflection on the Commitment to Integrity, Responsibility, and Ethical Behavior

Excellence in business education requires an evaluation of the academic business unit's academic resources and its educational processes and activities in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate (i) the extent to which it acts ethically and responsibly in its interactions with its stakeholders and (ii) the effectiveness of its commitment to integrity and responsibility in supporting excellence in business education.

Provide a summary reflection on the extent to which the academic business unit acts ethically, responsibly, and with integrity in its interactions with its stakeholders. In this reflection, 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 commitment to integrity, responsibility, and ethical behavior in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's interactions with its stakeholders and/or in its policies, procedures, and processes for encouraging and upholding ethical and responsible behavior.**

Overall, we found that Cal Maritime has a large and impressive number of policies and procedures to promote integrity, responsibility, and ethical behavior. The main features that we found are both written ethical codes as well as policies and procedures to enforce these codes. Faculty have an overall Statement of Ethics plus additional guides such as Institutional Review Board guidelines on ethical research. Clear procedures exist regarding ethical infractions for all employees including faculty. Students have extensive codes of conduct and ethical behavior which are enforced by both the Corps of Cadets and the faculty. We are satisfied both that ethical behavior is codified in our policies as well as our procedures are in place to enforce these codes.

One area where we did find room for improvement is that of transparency for our department. In terms of university-wide transparency, we did find impressive amounts of data regarding retention, admission, graduation rates, university-wide starting salaries, and numerous other important information for Cal Maritime stakeholders. However, when it comes to transparency at the department level we do believe we could do a better job. Information about IBL graduation rates are available, but they are tough to find on our webpage. One of our short-term goals is to update our webpage to provide more information on the curriculum, faculty, graduation and placement rates, and prospective employers. Hence we believe we can do a better job regarding transparency of our department and give more detailed information for prospective students and their families as well as other stakeholders such as potential employers.

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

We propose the following steps to improve the transparency of our department:
1. A webpage devoted to reporting job placement rates for the last several cohorts as well as a list of our main employers. Additional information such as the dates of our job fairs and links to our Career Center will also be posted on this webpage

2. Separate webpages developed for each faculty member. This will include for more detailed information about their background such as their work experience, areas of expertise, publications, and other information to inform stakeholders about the qualifications of our faculty.

3. A webpage devoted just to the IBL curriculum which gives an overview of its main features. Prospective students will be given a detailed overview of the required and elective classes, and we will explain that the curriculum involves both general business courses as well as more specialized classes in international business and logistics.

4. We will also include more information regarding other key parts of the IBL major such as the International Experience and our summer coop program. Information will include the requirements of these aspects of these programs and examples of prior international experience trips and student internship experiences.

Principle 2: Quality Assessment and Advancement

2.1: Assessment Planning

Excellence in business education requires the development of a comprehensive plan for assessing the extent of student learning in the institution's business programs and the operational effectiveness of the academic business unit. Furthermore, the plan must be driven by the mission of the academic business unit, must be linked to the strategic planning processes of the institution and the academic business unit, and must involve business faculty in all aspects of its development.

1. **Provide a copy of the academic business unit's business outcomes assessment plan that encompasses each business program included in the accreditation review. The assessment plan must be prepared using the template developed by the IACBE. (The academic business unit's business outcomes assessment plan should be placed in an appendix of the self-study.)**

   See Outcomes Assessment Plan in Appendix 1 of Volume 2.

2. **For each business program included in the accreditation review, demonstrate that the intended student learning outcomes for the program are aligned and consistent with:**

   The student learning outcomes for the B.S. in Business Administration –International Business and Logistics are:

Student Learning Assessment for B.S. in Business Administration –International Business and Logistics
Program Intended Student Learning Outcomes (Program ISLOs)
1. *Students will demonstrate knowledge of foundational core of business*
2. *Students will demonstrate teamwork and leadership skills*
3. *Students will demonstrate effective professional communication skills*
4. *Students will apply relevant quantitative methods and tools to make business decisions*
5. *Students will be able to evaluate and use information resources appropriately to make business decisions*
6. *Students will develop the intercultural competencies necessary to conduct business in a global context*

a. The career path and the roles and responsibilities for which the program is designed to prepare students;

The program in Business Administration - International Business & Logistics provides students with a broad understanding of international business and global supply chains supplemented with a specialized knowledge of the operations of international trade and transportation. The triple-sectoral approach –supply chain management, international trade, and transportation- is aligned with the needs and challenges of most global businesses.

Employers, particularly those involved with trade and transportation, seek graduates who have an applicable knowledge of international issues and cultural perspectives and are willing to work across international boundaries and cultures. Our courses in International Business and mandatory study abroad requirement are designed to develop the intercultural competencies necessary to conduct business in a global context.

The logistics industry is built on the mathematics of scheduling and distribution and hence it is important that our graduates have strong quantitative skills and an appreciation for the potential of big data to revolutionize the industry. Multiple courses in the business program provide students with an opportunity to gather information from multiple sources, evaluate, interpret and manage data and develop the ability to use quantitative methods and tools to make business decisions.

When NACE asked employers participating in its Job Outlook 2018 survey which attributes—beyond a strong GPA—they most value, over 70% of employers mentioned the ability to work in a team, leadership and communication skills. Our program's emphasis on these skills will be valuable to our graduates regardless of the career path they choose.

b. The mission and broad-based goals of the academic business unit.

The mission of the Department of International Business and Logistics is to graduate students who are readily employable and highly qualified for further education. Students will graduate with a practical balance of theoretical knowledge and experiential learning, strong ethical values, and global leadership skills. We enhance learning through close involvement with the maritime, transportation and logistics industries, unique educational platforms, vibrant industrial partnerships, and diversity of faculty, staff and cadets.

The broad-based goals are provided below and the alignment of student learning outcomes with these broad based goals is provided in the Outcomes Assessment Plan.

Broad-Based Student Learning Goals:
1. Students will acquire disciplinary knowledge and the analytical, quantitative and technological skills necessary to make business decisions.
2. Students will develop an understanding of the of social, cultural and legal environments and their impact on business practices.
3. Students will acquire the leadership skills necessary to be a successful, ethical leader in a global organization.
4. Students will be able to communicate effectively, orally and in writing, in a professional context.
5 Students will develop a global and multi-cultural perspective on the business enterprise

3. **Describe the process employed by the academic business unit for the development, periodic review, and renewal of its outcomes assessment plan. Explain the ways in which the business faculty are involved and participate in the process.**

   The IBL department regularly participates in the assessment of both program learning outcomes (PLOs) and institutional learning outcomes (ILOs). These learning outcomes have undergone an iterative process of revision through the years to continuously hone and strengthen both the outcomes themselves and the processes by which they are measured. Over the years, steps have been taken to streamline the process while ensuring appropriate alignment between our PLOs and ILOs.

   IBL program learning outcomes are assessed annually, circulated to all faculty and discussed at department meetings to see what changes, if any, are required. The department typically arrives at a consensus about recommended changes before the Outcome Assessment Plan is modified. The results are submitted both to the IACBE and to the Associate Vice Provost in an Annual Program Report.(see Appendix 2A). The Annual Program Report helps departments document their assessment plans and learning outcomes, as well as track progress on their program needs and changes. A final section on statistical data is meant to enhance and support program development. Ideally, the Annual Reports should be used to provide the information necessary to make more immediate modifications to a program should they be necessary. The Annual Reports are also instrumental in assessing capacity needs including the requests for new tenure-track faculty hires.

   The department believes that it is important for all departmental faculty to be involved in the assessment and program review process. For example, instead of sending one or two faculty members to the January 2019 Accreditation Institute in San Diego we opted to invite the President of IACBE to conduct an on-campus Accreditation Institute This allowed all departmental faculty and relevant administrators the opportunity to learn about the Principles of IACBE Accreditation first-hand.

2.2: Assessment of Student Learning and Operational Effectiveness

Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, intended student learning outcomes, and intended operational outcomes. This requires the academic business unit to have fully implemented its outcomes assessment plan.

1. **For each business program included in the accreditation review, provide Table 2-1: Student Learning Assessment Results for each program included in the outcomes assessment plan.**

Table 2-1: Student Learning Assessment Results

Bachelor of Science in Business Administration

	Bachelor of Science in Business Administration
a.	**Summary of Results from Implementing Direct Measures of Student Learning:**
1.	*1. Summary of Results for Direct Measure 1 Peregrine Exit Exam* On the whole,69% our graduating students earned a final score of at least 40%, just shy of the 70% target for ISLO 1. Seventy percent of graduating students earned at least 40% on the following areas of the business technical knowledge assessed by the Peregrine Exit Exam : Business Ethics, Strategic Management, Leadership, Economics, Law and Management, However the performance target was not met in five areas : Accounting , Finance, Global Business, Information Systems, and Quantitative Techniques
2.	*Summary of Results for Direct Measure 2: Presentations in Fall Senior Experience course (MGT 400: Strategic Management)* Presentations in the Fall semester capstone class, Strategic Management, , were used to assess ISLOs 2 and 3. Performance targets were exceeded with 89% of the students achieving an acceptable or exemplary score for teamwork and leadership skills, and 93% receiving an acceptable or exemplary score for professional communication.
3.	*Summary of Results for Direct Measure 2: Assignment in Spring Senior Experience course (MGT 440: Logistics Case Analysis)* ISLO 4 was assessed in the Spring semester capstone course ,Logistics Case Analysis, and the performance target was met with seventy-one percent of the students achieving an acceptable or exemplary rating on quantitative skills and 88% achieving an acceptable or exemplary rating on their use of tools like Excel to make business decisions.
4.	*Summary of Results for Direct Measure 3: Marketing Plan in Senior Experience course (BUS 301: International Marketing)* 84% of the students received an acceptable or exemplary score for ISLO 5, the evaluation and use of information resources. 100% of the students received an acceptable or exemplary score for ISLO 6, intercultural competency.
5.	*Summary of Results for Direct Measure 4: Internship Supervisor Survey* For the internship supervisor survey, 100% of respondents who evaluated our students either agreed or strongly agreed that our interns met ISLOs 1-4. On a scale of one to five, the average scores on these items ranged from 4.4 to 4.8 on the survey.
b.	**Summary of Results from Implementing Indirect Measures of Student Learning:**
1.	*Summary of Results for Indirect Measure: Senior Exit Survey* The results of the Senior Exit Survey were also a mixed bag. While performance targets were met or exceeded in the areas of team-work and leadership, professional communication and intercultural competencies the results also indicate that students were not as satisfied with the quality of the IBL program as we had hoped. Only seventy-six percent of students agreed or strongly agreed that the IBL program helped them apply major concepts within the traditional areas of business, which fell short of our target of eighty percent. The same was true of PLO #1, with only 76% agreeing that courses in the IBL program helped them apply major concepts in the traditional areas of business. Results regarding PLO 4 were the most disappointing with only 67% of students indicating that the courses in the IBL program adequately prepared them to apply relevant quantitative methods and tools to make business decisions.

c. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)			Learning Assessment Measures							
		Direct Measures of Student Learning					**Indirect Measures of Student Learning**			
Program ISLOs		***Exit Exam***	***Senior Experience MGT 400***	***Senior Experience MGT 440***	***Senior Experience BUS 301***	***Internship Supervisor Survey***	***Student Survey***	***Indirect Measure 2***	***Indirect Measure 3***	***Indirect Measure 4***
		Performance Objective Was…	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**
1.	*Students will demonstrate knowledge of foundational core of business*	Not Met				Met	Not met			
2.	*Students will demonstrate teamwork and leadership skills*		Met			Met	Met			
3.	*Students will demonstrate effective professional communication skills*		Met			Met	Met			
4.	*Students will apply relevant quantitative methods and tools to make business decisions*			Met -		Met	Not met			
5.	*Students will be able to evaluate and use information resources appropriately to make business decisions*				Met		Not Met			
6.	*Students will develop the intercultural competencies necessary to conduct business in a global context*				Met		Met			

3. **Provide Table 2-2: Operational Assessment Results.**

Table 2-2: Operational Assessment Results

a. Summary of Results from Implementing Operational Assessment Measures/Methods:	
1.	Statistics reported by the Career Center 97% of Spring 2019 graduates were employed or in graduate school within six months of graduation. Approximately 40% of graduates found employment in maritime-related forms. Other popular employers were in the logistics and (non-maritime) transportation industries.
2.	Graduation Rate Data The most recent graduation rate data available is for the Fall 2014 cohort, 60 percent of whom had graduated within four years, which exceeds our performance target. This is well above the average for the campus as whole (48%) and for the CSU system as a whole (25.5%)
3.	Faculty Credentials Almost all the courses are taught by academically or professionally qualified faculty and 100% percent of tenure-track faculty are either academically-or professionally-qualified to teach in their respective disciplines.
4.	Faculty Performance Reviews Every tenured and tenure-track faculty member attended at least one relevant disciplinary or instructional-development conference or workshop in AY 2018-19. Over 70% of full-time faculty members undertook at least one work of scholarship during the 2018-19 academic year.
5.	Senior Exit Survey On the Senior Exit Survey 68.5 % of graduating students indicated that they were “satisfied” or “very satisfied” with their academic advisors, which was a little shy of the performance target of 70%.
6.	On the Senior Exit Survey, only 67% of graduating students will indicate that they were “satisfied” or “very satisfied” with the IBL program’s learning and technological resources, short of the 70% performance target for this measure.

b. Summary of Achievement of Intended Operational Outcomes:									
Intended Operational Outcomes		**Operational Assessment Measures/Methods**							
		Operational Assessment Measure/ Report of the Career Center	***Operational Assessment Measure/*** Graduation Data from Registrar	***Operational Assessment Measure/*** Faculty Credentials	***Operational Assessment Measure/*** Faculty Performance Reviews	***Operational Assessment Measure*** Student Exit Survey	***Operational Assessment Measure/ Method 6***	***Operational Assessment Measure/ Method 7***	***Operational Assessment Measure/ Method 8***
		Performance Objective Was…	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**
1.	The Department of International Business and Logistics (IBL) will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis.	Met							
2.	IBL majors will graduate in a timely manner.		Met						
3.	Faculty members in IBL will be highly-qualified in their teaching disciplines.			Met					
4.	Faculty members in IBL will be engaged in appropriate scholarly and professional activities.				Met				
5.	The department will be successful in providing effective academic advising to its students.					Not Met			
6.	The Business Program will be successful in providing high-quality learning and technological resources to its students.					Not Met			

4. Based on the assessment results reported in items 1 and 2 above, provide a narrative appraisal of the extent to which the academic business unit is achieving its mission and broad-based goals.

Overall, both our direct and indirect measures showed that we successfully met ISLO 2 regarding teamwork and leadership, ISLO 3 regarding professional communication, and ISLO 6 regarding intercultural competencies.

We had mixed results with ISLO 4 regarding quantitative methods and business decision tools, with two direct measures indicating that we met this outcome but our indirect measure indicating that we did not. Further, only 67% of students had a score of 40% or above on the subset of questions regarding quantitative research techniques and statistics.

Results for ISLO 5 were also mixed. ISLO 5 was added during the self-study year to ensure that we assessed information literacy at the mastery level, as per updated WASC guidelines. The results from our direct measure, a project in one of our Senior Experience courses, indicate that students met the targeted proficiency level with over 80% receiving an acceptable or exemplary rating for their work. However, only 76% of students surveyed agreed or strongly agreed that the business program helped them ‘evaluate and use information resources appropriately to make business decisions.’

Both direct and indirect measures indicate that students did not meet ISLO 1 regarding knowledge of core areas of business. The results of the Peregrine Exit Exam indicate that students did particularly poorly in courses that require quantitative skills, such as Quantitative Research Techniques and Statistics, Business Finance, Accounting, and Information Management Systems.

The results give us clear guidance on how we should focus our continuous improvement efforts, with a primary focus on the quantitative core within the business program. The results also suggest that we must pay significant attention to meeting ISLOs 4 and 5.

In terms of operational assessment, our data shows that we met Intended Operational Outcomes 1-4 fairly well. We have very high job placement rates of over 90% and graduation rates of 60% which is far higher than the California State University average. We also have a very well-qualified faculty that is 100% professionally or academically qualified. Further, despite a 4-4 teaching load, over 70% of the full-time faculty engaged in scholarship during the self-study year.

The two operational outcomes we didn’t meet involve student satisfaction with academic advising (Intended Operational Outcomes 5) and student satisfaction with learning and technological resources (Intended Operational Outcomes 6), which are clearly the areas we should focus on for continuous improvement.

2.3: Continuous Quality Improvement

Excellence in business education requires the academic business unit to be engaged in a process of continuous improvement in its programs and operations. This process includes the identification of necessary changes and improvements as a result of the implementation of the academic business unit's outcomes assessment plan, the development of action plans for making those changes and improvements, and the documentation of the realized outcomes from the execution of the action plans.

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1. **Provide Table 2-3: Summary of Changes, Actions and Outcomes.**

   Table 2-3 is completed below and shows our detailed plan of action. Overall, the results from our assessments show that we need to improve knowledge retention and increase academic rigor across the board. We plan to focus our continuous improvement efforts on certain components of the business core, particularly the quantitative ones. In addition, while our graduates generally have excellent oral communication skills, they often have trouble providing clear and cogent evidence – based arguments in writing. Hence, we would like to prioritize professional or work-place writing, as well as information fluency.

   Our students have consistently under-performed in Accounting and Finance over the last few areas. In Fall 2019 and Spring 2020 new instructors were assigned to these courses and were specifically tasked with updating and improving these courses. Since 2017 we have hired three new tenure-track faculty, all of whom have strong quantitative backgrounds. One of these new faculty members has expertise in maritime management and innovation, another has a strong background in supply chain management, and a third has a strong background in finance. Three new tenure-track faculty members shows a large resource commitment to improving ISLO 1 regarding discipline knowledge and ISLO 4 regarding quantitative skills.

   Visible changes in course content to allow us to meet ISLOs 1 and 4 have already begun. The new faculty member teaching the introductory BUS 120 Environment of Modern Business has begun introducing quantitative accounting in this class. New accounting instructors have increased the rigor of these classes. The new instructor for BUS 300 Financial Management has greatly increased the quantitative and computer-based aspect of this class and introduced computer-based finance in MGT 305 Information Systems Management. A joint project with the math department involves students learning quantitative analysis using R coding language, which will be taught in MTH 107 Basic Statistics in the math department and MGT 410 Quantitative Managerial Methods in IBL. These efforts have just begun, and we expect to make strong progress in meeting ISLOs 1 and 4 in the coming years. We also list several other planned courses of action to improve discipline knowledge in Table 2-3

   We also have plans for improving written communication (ISLO 3) and information fluency (ISLO 5).. We currently have a class BUS 165 Business Decision Analysis that already has a strong component involving information sources. We propose to designate this course as a writing-intensive course and limit the size to no more than 25 students. This will allow the instructor to a. provide meaningful feedback on multiple writing assignments, b. guide students as they evaluate information sources and c. help them incorporate relevant sources into research projects and papers. If possible, we would like to limit other writing-intensive courses to 25 students so writing and research skills can be better enhanced. Basic information literacy skills are currently covered by our library liaison in three guest lectures within the introductory business class, but we also describe our proposal to strengthen and reinforce information literacy skills in the table below.

We feel we are performing very strongly on Intended Operational Outcomes 1-4, but we do have room for improvement on Intended Operational Outcomes 5 regarding student satisfaction with academic advising. This result was not surprising in that until recently there were only four faculty advisors for 200 IBL students. This led to unreasonably large advising loads for faculty and limited time to spend with each student. With the hiring of three new full-time faculty members, the number of advisees per faculty member will decrease dramatically. We are slowly integrating the new faculty members to become advisors, but we should see steady improvements in student satisfaction in the coming years as students will get much more time and attention from their advisor. We have several other courses of action to improve advising listed in Table 2-3 such as more using of technology including our Passport online advising system.

For Intended Operational Outcomes 6, we have already conducted a preliminary focus group with 20 students to try to determine the sources of student dissatisfaction with learning and technological resources. Students mentioned poorly functioning projectors in classrooms, old or slow computers, a lack of outlets in come classroom, and lack of use of SmartBoards in classrooms which some felt was not a good use of resources. This was of course just preliminary, but we will follow both with additional focus groups and coordinate with Facilities Management to find ways to address some of the issues students raised.

2. **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 linked to the institutional budgeting process.**

The results of the previous assessment cycle are analyzed prior to the beginning of the current year's cycle. Necessary changes and improvements are discussed by faculty. Curricular changes must be approved by the Curriculum Committee. In the case of changes that involve budgetary decisions, the MTLM 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.

Assessment results are reported in the Annual Program Report, which is submitted to the office of the Associate Provost (see Appendix 2A). This report helps departments document their assessment plans and learning outcomes. It holds departments accountable for continuous improvement as departments are expected to report not just results from the past assessment cycle but the changes they plan to implement as they move forward. It also contains a section on statistical data that is meant to enhance and support program development. Ideally these reports should be used to provide the information necessary to make more immediate modifications to a program should they be necessary. Annual reports are instrumental in assessing capacity needs including the requests for new tenure-track faculty.

While the department's action plans are not formally or directly linked to the institutional budgeting process, all requests for tenure-track positions must document the department's assessment results, plans for the future and information similar to that provided in the Annual Report.

Table 2-3: Summary of Changes, Actions, and Outcomes

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1.	Increase the academic rigor of the program especially in the areas of Accounting, Finance and Quantitative Analysis (ISLO 1, ISLO 4)	Increase tenure density within IBL (2017-2019) Hire a tenure-track faculty member with expertise in Data Analytics Increase content coverage and rigor of quantitative courses (2018-2020) Implement skill drills in Accounting	One new tenure-track faculty member was hired in both the self-study year and the year prior to that. A third tenure-track faculty joined IBL in AY 2019-2020. Dr. Josh Shackman joined the IBL faculty in AY 2017-18.	Encourage new faculty to offer rigorous courses and support them, as necessary. Coordinate with the math faculty to incorporate more material directly applicable to our quantitative courses. Hire new accounting faculty.
2.	Enhance discipline-specific writing skills and use of information sources for research papers (ISLO 3 and 5)	Designate select courses in the business curriculum as writing-intensive courses and limit enrollment to no more than 25 students (2019-2020)	Improved performance of graduating students on the assessment of written communication and ability to assess and utilize information sources	
3.	Increased student training in information fluency (ISLO 5)	Have library liaison to IBL follow-up first-semester classroom instruction in information literacy with a series of scheduled visits in Business Decision Analysis training in select writing-intensive course (which we want to designate as a writing-intensive course).	Improved information literacy and ability to conduct better research and make better choices of sources for research papers and project.	Schedule at least one additional training session in the sophomore and junior years.
4.	Improve student retention of knowledge (ISLO 1)	Increase use of low-stakes testing across multiple courses through daily or weekly quizzes and assignments (2017-2021)	Clicker questions regularly used in some Economics courses for several years.	Discuss adoption of common student response system across all classes

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
		Increase the number of courses that require cumulative final exams or culminating projects (2019 -2021) Design capstone courses and assessments that focus on integrating and synthesizing knowledge of the business core (2020-2022)	Frequent quizzing and/or use of clicker questions added to Environment of Modern Business in Fall 2017 Weekly quizzes added to Organizational Behavior in Fall 2018. Cumulative midterms added to Microeconomics in Spring 2020	
5.	Increase focus on hands-on/experiential learning (ISLO 1)	Increase the number of internship hours that students are expected to complete (2020-2022) Dean will network with various employers to create additional internship opportunities for our students (Ongoing) Professional development for faculty in the use of experiential learning techniques	Required internships hours increased from 135 to 200 for Summer 2020 Students will eventually be required to complete a 8-10 week internship Two faculty secured funding to attend a Project Based Learning (PBL) Institute in Summer 2018. PBL was incorporated into the Leadership and Group Dynamics course	Design projects for students to help manage inventory on campus sites such as the boathouse and the machine shop
6.	Strengthen students' knowledge and exposure to the maritime industry (ISLO 1)	Hire a tenure-track faculty member with knowledge of, and experience in, the maritime industry. (2017-18)	Dr. Christine Isakson, a licensed mariner with a Ph.D. in Economics and Management joined the IBL faculty at the start of the self-study year (2018-19)	Develop and deliver courses that provide students with a sound understanding of the maritime industry.

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
		Modify curriculum to ensure that knowledge of the maritime industry is integrated into one or more courses	A new elective in Marine Insurance was offered in Fall 2018 Curriculum redesign discussions are currently underway; the current plan is to propose a curriculum with two concentrations of which one will be International Maritime Business	
7.	Strengthen logistics and supply chain-related course offerings (ISLO 1)	Hire an additional faculty member with extensive professional experience in the logistics/SCM. Offer additional courses in the logistics/SCM . Design, develop and secure funding for a Logistics Lab by 2022	Thomas Brindle joined the IBL faculty in 2019-2020. New elective in Procurement offered in Fall 2019; new elective in Inventory Management and ERP systems offered in Spring 2020 The idea has been discussed by the Advisory Council which is very supportive. .Curriculum redesign discussions are currently underway	Develop and deliver courses that provide students with a sound understanding of logistics and supply chain management A white paper on the subject needs to be circulated more widely to collect information about feasibility and best practices (2019-2021) Contact Advancement to inquire about fund-raising to support the construction and operation of the Lab (2020-2022)
8.	Improve advisors' knowledge of academic policies and procedures, degree	Hire University Advisors who can provide support in terms of knowledge of academic policies and procedures. In progress. 2016-19	Two University Advisors have been hired. Additional Advisor to be hired in AY 20-21	

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
	programs and graduation requirements. (Intended Operational Outcome 5)	New IBL Faculty Advisors will be trained by University Advisors before they begin advising. Create and update Advising Guide for Faculty. 2018-present	Advisors will be knowledgeable of academic policies and procedures and know how to find information they do not have. New Faculty Advisors will mean fewer students per advisor, with more time advising time available for each student. Advising guide created in Summer 2018 and updated in Summer 2019.	
9.	Ensure that students are familiar with graduation requirements (Intended Operational Outcome 5)	Provide SmartPlanner training to all IBL students and Advisors	All incoming IBL students will have a semester-by-semester plan for graduation by January 2020.	Update graduation plan at each advising meeting SmartPlanner will be used to estimate the number of sections that will be offered each semester
10.	Provide a coordinated support network for student support from enrollment to graduation (Intended Operational Outcome 5)	Provide IBL Advisors with training in the use of **Passport**, our new student- success management system (EAB)	Enhanced collaboration between Advisors, support offices and faculty around specific student success challenges	
11.	Improve student satisfaction with the quality of learning and technological resources available to IBL (Intended Operational Outcome 6)	Hold a focus group in Fall 2019 to gain a better understanding of what improvements students would like to see in the quality of learning and technological resources Coordinate with Facilities Management on issues raised by students	Initial focus group was held in Fall 2019. Students listed classroom projectors, school computers, and other aspects or the facilities as being inadequate.	Devise an action plan to implement necessary improvements

2.4: Summary Reflection on Quality Assessment and Advancement

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 processes for quality assessment and advancement in supporting excellence in business education.

Provide a summary reflection on the academic business unit's quality assessment and advancement processes. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and broad-based goals:

1. **Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its quality assessment and advancement processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for assessing and advancing academic quality in its programs and operations.**

   Assessment practices in the IBL program have vastly improved since the last IACBE site visit in 2014. We have a clear outcomes assessment plan that will help us realize our mission and broad-based goals. All full-time faculty attended an on-campus IACBE Accreditation Institute and we are steadily developing a culture of evidence-based practices that supports excellence in business education.

   One of the challenges we struggled with was getting students to take the Peregrine exit exam. In one year, for example only seven students took the exam and just one of those seven completed the senior survey (which is administered along with the exit exam). It is clearly difficult to draw any meaningful conclusions when the sample size is so small. Over the last three years, we made sure that the test was administered in class and worked with Peregrine to allow students to take the test over two class periods. This increased the number of students completing the exam and survey. However, motivating students to take the test seriously remains a challenge. Half-hearted attempts to pass the exit examinations reflect poorly on the students and the department, and fail to provide persuasive evidence to guide continuous improvement efforts.

   There are two major changes that we would like to see in the next few years.
   1. Find an alternative to the Peregrine exit exam
   2. Create a single, truly integrative capstone project that will allow for assessment of most of the business core

   1. Find an alternative to the Peregrine exit exam:
   A number of faculty have expressed doubts about the validity of the Peregrine exit exam as a measure of disciplinary knowledge. Upon taking a sample test, one instructor commented that the test was "beyond awful." Further, he commented, The content focus is strange and so narrow that it is basically random as whether that piece has been covered, much less emphasized. I saw some questions that focused on core concepts in the field (for the fields I could assess), but many focused on peripheral or wholly unrelated concepts. "

   The department will discuss two alternatives to the Peregrine exam – either the development of an in-house exit exam or an alternative external assessment that is created by the College of Business at CSU Long Beach.

   2. Create a single, truly integrative capstone project that will allow for assessment of most of the business core

The previous IACBE requirement to assess ‘every outcome, every year’ put a very significant assessment burden on a small faculty like ours. The ease that burden, responsibility for assessing different outcomes were shared at first between the two faculty teaching our two capstone courses. When WASC required information on assessment of information fluency at the mastery level, information fluency was added to our list of program learning outcomes in 2018-19 but we discovered the lack of alignment between the outcome and our assessment instruments, rather belatedly. Hence, the outcome was assessed in a third senior level course that required students to turn in a research paper. With outcomes assessment being spread over three Senior Experience courses, we run the risk of program level assessments looking like course-level assessments. It would be preferable to design a single capstone project that could be used to assess most or all of the business core.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

To facilitate the above changes we are in the process of undertaking the following measures:

	Change or Improvement Needed	Action Required and Timeline	Realized or Desired outcome
1.	Increase faculty awareness and understanding of the quality assurance process	Provide assesment workshop for all IBL faculty (Spring 2019)	IACBE President invited for a two-day visit to host on-campus Accreditation Institute Workshop. Attended by all but one faculty member and by the Dean of the MTLM school. Faculty reported an enhanced understanding of the IACBE and its accreditation requirements. Spring 2019
2.	Find an alternative to Peregrine Exit Exam	Faculty will take the sample Peregrine Exit Exam to better understand the nature of the test. (2018-19) Examine the Business Assessment Test (BAT) developed by CSU Long Beach, as an alternative external measure (Fall 2019) Discuss the pros and cons of an internal exit exams and pros and cons of the BAT and Peregrine tests to determine how to move forward (Spring 2020))	The majority of the faculty are now familiar with questions on the sample Peregrine exam Adopt an exit exam that the faculty find to be a credible summative assessment of student learning in the IBL program and administer new exam no later than AY 2020-21
3.	Reexamine and streamline assessment of the Senior Experience	Review and update curriculum (2018-2020) Design truly integrative capstone course and assessment project (2020-2022)	New curriculum approved by all campus stakeholders New internal assessment instrument that measures all program learning outcomes.

Principle 3: Strategic Planning

Preparation for the future, innovation, continuous improvement, and excellence in business education require the academic business unit to be engaged in effective strategic planning and outcomes assessment processes. These processes should be consistent with those of the institution, but may be implemented in different ways depending on the internal and external environments in which the academic business unit operates.

3.1 Strategic Planning

Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, is linked to the unit's outcomes assessment process, and provides an overall strategic direction for guiding the unit into the future. The strategic planning process is also informed by the input of the various stakeholders of the academic business unit. Furthermore, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.

Evaluation Criteria

While the IACBE does not prescribe a specific approach to strategic planning, the academic business unit's strategic planning process should exhibit the following characteristics:

- ❑ The strategic planning process is driven by a clear and appropriate mission that is consistent with the missions of any academic business unit and institution of which it is a part and that provides overall strategic direction for the unit.
- ❑ The academic business unit articulates goals that clearly specify the broad expected results the unit desires to achieve through its various activities and that are consistent with and flow from its mission.
- ❑ The academic business unit develops forward-looking strategies that clearly describe the general ways in which the unit intends to accomplish its mission and goals.
- ❑ The strategic planning process fosters innovation and creativity in business education.
- ❑ The strategic planning process explicitly addresses business education and promotes quality advancement in its business programs and in its organizational performance.
- ❑ The strategic planning process focuses decision making on the resources needed to sustain change and improvement efforts in business education.
- ❑ The strategic planning process includes processes for developing action plans for continuous improvement in the academic business unit's activities and operations. These plans outline the human, financial, physical, and technological resources needed to implement the actions, the individuals who are responsible for carrying out the actions, and the timeline for executing the actions.
- ❑ The strategic planning process of the academic business unit includes methods for tracking the progress of action plans and monitoring the extent to which the mission and goals of the academic business unit are being achieved. These methods include the process of outcomes assessment.
- ❑ The strategic planning process of the academic business unit should be connected to the institutional budgeting process.

- The strategic planning process of the academic business unit involves multiple stakeholders of the unit and includes processes for the periodic review and renewal of its mission, goals, and strategies.

<u>Self-Study Guidelines for Documentation</u>

The site-visit team and the Board of Commissioners will (1) evaluate the academic business unit's strategic planning process, (2) review the results from implementing the process, and (3) examine the ways in which the results are being used for continuous improvement in the academic business unit's overall performance and the academic quality of its business programs.

In the self-study:

1. **Explain the ways in which the mission of the academic business unit is aligned with and contributes to the mission of the institution.**

   The mission of IBL is unique compared to most other business programs in that we place strong emphasis on focused industry connections. IBL graduates have knowledge and qualifications that prepare them for a wide range of business-related careers. However, IBL focuses particularly on graduating students who, relative to students at more traditional business programs, are highly prepared to begin careers in the fields of <u>maritime business</u> and <u>logistics</u>. We create this focused student preparation by facilitating strong connections with industry, both with faculty in IBL, Cal Maritime alums, and directly with students.

   The mission of the institution consists of four parts:

   A. "Provide each student with a college education combining intellectual learning, applied technology, leadership development, and global awareness."

   Our own mission is highly aligned in that it discusses theoretical and experiential learning which relate heavily to intellectual learning. It also mentions global leadership, which relates closely to leadership development and global awareness:
   "Students will have a practical balance of theoretical knowledge, experiential learning, strong ethical values, and global leadership skills"

   B. "Provide the highest quality licensed officers and other personnel for the merchant marine and national maritime industries. "

   This is not relevant to our program, as this aspect of the institution's mission only applies to the programs in maritime transportation and engineering.

   C. "Provide continuing education opportunities for those in the transportation and related industries."

   We only provide undergraduate education, so this part of the mission in not relevant to IBL.

   D. "Be an information and technology resource center for the transportation and related industries."

   We address these in our mission with the following which discusses how the curriculum is intended to support education in transportation, logistics, and trade:
   "To respond to these important changes we have developed specialized courses in International Business, Logistics, Supply Chain Management, and International Trade and Transportation to supplement traditional business courses in Accounting, Economics, Finance, Marketing, and Management. Recognizing that we have a comparative advantage in maritime matters, the unique curriculum is designed to ensure that students gain expertise on issues that affect broad segments of the maritime, logistics and transportation industries."

2. **Demonstrate that the mission of the academic business unit is transparent to all of its stakeholders.**

   The mission of the International Business and Logistics program can be found on our webpage here: http://catalog.csum.edu/preview_program.php?catoid=5&poid=254&returnto=256

   The full mission statement is:
   "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 by a close involvement in international maritime affairs, unique educational platforms, vibrant industrial partnerships, and a diversity of faculty, staff and cadets.

   Several worldwide trends in business have affected the content of the courses offered at the Cal Maritime. Among these are the growth of global markets, the use of low-cost offshore locations, and the need for businesses to restructure themselves to operate globally. To respond to these important changes we have developed specialized courses in International Business, Logistics, Supply Chain Management, and International Trade and Transportation to supplement traditional business courses in Accounting, Economics, Finance, Marketing, and Management. Recognizing that we have a comparative advantage in maritime matters, the unique curriculum is designed to ensure that students gain expertise on issues that affect broad segments of the maritime, logistics and transportation industries."

3. **Demonstrate that the academic business unit formulates goals that are aligned with, map to relevant aspects of, and are instrumental to the accomplishment of the unit's mission.**

   One of our top goals is to place our students into position in industries that are relevant to the major. We have consistently placed over 90% of our students into jobs within six months of graduation. Most relevant to our mission, we have placed roughly 70% of these students into positions in the maritime industry or logistics. Volume 2, Appendix 4B includes a summary of student placement by industry and also covers our largest employers.

4. **Describe the processes employed by the academic business unit for developing strategies for advancing its overall organizational effectiveness, and demonstrate that the strategies are aligned with its mission and goals.**

   Cal Maritime embarked on the process of developing a strategic plan in 2013 under the leadership of President Thomas Cropper. Several IBL faculty participated in the workshops, retreats and the creation of action plans and documents that culminated in the 2016-2021 Strategic Plan.

   While the academic business unit does not have a formal strategic plan, the department's action plans for the future are aligned with the three guiding principles established during the planning for the institution's strategic plan.
      1. Growth
      2. Relevance and
      3. Differentiation

   Growth:
   A key facet of the strategic plan is for the Academy to double in size and IBL is one of three majors slated for growth. Enrollments in the IBL major grew by 42% between 2011 and 2016 but there was no concomitant increase in the resources available to the department. Class sizes, advising loads

and student-faculty ratios increased year after year until they were roughly twice as large as the respective averages for the Academy as a whole. Hence, the department's action plans focused on collecting evidence (teaching and advising loads, assessment data etc.) to make the case for increasing resources and tenure density and this eventually led to the addition of three tenure-track lines, one each in AY 2017-18, 2018-19 (the self-study year) and 2019-2020.

Relevance:

Academic programs that prepare students to do business today must keep up with the global, technical, and cultural trends in the real world. In addition to maintaining currency with the academic literature and trade publications, faculty engage closely with industry, inviting alumni and industry professionals to give guest lectures. Students are encouraged to attend professional networking events where they can keep up with the latest developments and trends in business. We seek to increase the resources available to support student travel to professional conferences. For example, during the self-study year, Professor Neumann took a team of students to the Intermodal Association of North America's (IANA) annual conference in Los Angeles. Registration fees were waived in exchange for the students helping with conference logistics and arrangements. Not only did our students learn a lot by attending the event, but they so impressed the host organization that IANA recently granted us a major scholarship. .

Recognizing that our curriculum must be overhauled to prepare students for the competitive realities of global business, we launched a multi-year process of examining the current curriculum and the determining the changes needed. The process began with a comprehensive review of the existing curriculum using student surveys, job placement data, conversations in IBL department meetings, and benchmarking of graduation requirements in similar degree programs at other CSU campuses and at other maritime academies (Volume 2, Appendix 4B). Most of our students are employed in the maritime and/or logistics industries. To provide them with the necessary depth of knowledge, we plan to propose a two-track program where students would be allowed to choose either a maritime or a logistics/SCM focus area within the requirements of the current IBL degree program. All full-time IBL faculty are currently engaged in curriculum redesign conversations and we expect to have a new curriculum by the end of AY 2019-20.

Differentiation:

As the smallest campus of the largest public university system in the state, it is imperative that we capitalize on our distinctive nature. We are a unique institution where all students are in the Corps of Cadets, all students wear uniforms, and all students attend early-morning formations. Our B.S.,in Business Administration provides not a general business education but one that focuses on international business, transportation and logistics. Hence we are planning to formalize that in a two-track program as described above.

Aside from our small size, one reason that students flock to us is our emphasis on hands-on learning. Recognizing this we have taken a number of actions to further increase our emphasis on experiential learning. Over the past two years, we have emphasized professional, rather than academic experience, when hiring faculty. We seek to infuse project-based learning (PBL) into a range of courses and have supported training in PBL for faculty. Faculty have cultivated opportunities for students to network with industry groups and the Dean of MTLM has provided resources to support field trips to local businesses. We have more than doubled the internship requirement as an intermediate step towards our eventual goal of an 8-10 week internship.

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5. Explain the ways in which the mission, goals, and strategies of the academic business unit direct its efforts at innovation and creativity in business education.

Our strategy to facilitate innovation and creativity involves administering surveys to students and firm managers who participate in the internship program with the aim of assessing progress on strategic goals. We also track curricular developments among regional competitor programs and among other maritime universities. Key insights that emerged from these outreach efforts have led us to expand faculty expertise in the areas of data analysis and maritime business operations and helped us to target important opportunities for specializing our logistics course offerings. Faculty are encouraged to attend professional development workshops and adopt innovative pedagogical techniques. See Principle 9 for more discussion about innovation in our curriculum.

6. Explain the ways in which the mission, goals, and strategies of the academic business unit clearly focus its educational activities on business education and foster continuous quality improvement in its business programs and its operational and functional performance.

We are committed to a process of continuous quality improvements and annual assessments are a key component of that process. Department meetings regularly focus on quality improvement, particularly lately, while we are in the process of a full curriculum redesign Critical assessment of our programmatic strengths and weaknesses in department meetings has revealed increased need for faculty with hands-on industry experience and wider programmatic emphasis on experiential learning to prepare students for real-world problem solving.As discussed above, a key part of our data gathering and assessment for identifying emergent needs in the curriculum involves direct contact with industry partners in the internship program, allowing us to gain regular updates on student performance in real business settings. The main data source comes from surveys internship providers complete on an annual basis. . In addition to direct interaction with industry partners, this redesign is based on a comparative analysis of other business programs with similar programmatic focuses.

6. Demonstrate that the mission, goals, and strategies of the academic business unit explicitly address the human, financial, physical, and technological resource needs to sustain its continuous improvement and innovation efforts in business education and to support its ongoing functional operations.

One of the challenges in IBL that emerged in the last accreditation cycle, and in IBL's own internal assessment of its evolving needs, is a requirement for additional full-time faculty. In the intervening years, IBL hired three new full-time faculty members, but these hires were not made promptly after the previous accreditation cycle, even as IBL enrollment continued to grow. The first of these new hires did not expand our capacity to serve students. At the same time this new faculty member was hired, IBL became an independent department and a formerly full-time teaching faculty member stepped up to serve as Department Chair. Our first functional expansion of full-time faculty in IBL since 2013 came in the 2018/19 school year. We have another full-time faculty member joining the department for the 2019/2020 academic year.

At the same time that IBL faculty is beginning to expand, a significant recent decline in enrollment has reduced demand on existing faculty members. The reduction in student enrollment is an opportunity for faculty, previously stretched thin, to better serve students. However, IBL faculty are concerned (and student surveys and exit interviews confirm) that a history of resource scarcity is contributing to declining enrollment. Cal Maritime prominently advertises small class sizes and close student/faculty connections. Yet class sizes, course preparations and faculty advising loads in IBL have often been twice as large as that of other programs and students are acutely aware of the disparities between IBL and some of the better resourced academic programs on campus. All of these factors limited the ability of IBL to effectively serve students. We are hopeful that the recent trend of expanding tenure-track faculty in IBL will continue so that we may more effectively address student learning needs.

7. Describe the processes used by the academic business unit for developing action plans for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements resulting from the implementation of the strategic plan.

The business unit receives input from a variety of sources both internal and external. The most most significant enhancement of the resources available to IBL has come in the form of an additional tenure-track line for three consecutive years, Following the institutional goals of academic quality programs, the IBL department has been working on redesigning and updating the The discussion follows a market analysis from 2011, the Cal Maritime strategic planning process in 2016, discussions with the Cal Maritime advisory board MTLM subcommittee, annual MTLM faculty orientation meeting, and discussions with industry. Student input was gathered regarding current and future ideas for the curriculum. Additionally, student input, student course project, and previous maritime academy experience was collected to potentially develop a more hands-on 'watch' program.

5. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its mission and goals.

We have multiple methods of evaluating program. There is a departmental Annual Assessment Report (See Appendix 2A). We also give both an annual Exit Exam and an annual Senior Exit Survey. We collect data from Career Services on job placement and also review the precise job each student obtained. Faculty are evaluated on a regular basis by a Retention, Promotion, and Tenure Committee, by the Dean, and by the Department Chair. See Principle 2 and Principle 5 for more on evaluation and monitoring in the department.

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

The CSU budget process begins in mid-November of the previous year. At the time, department chairs are invited to solicit ideas from the department for both one-time and on-going funding. Project list is submitted to the Cabinet for budget review. Final budgets are approved by the State in July of the following year. In 2018, funding was provided to multiple department faculty to develop reports on potential programs. Such reports have been under discussion in the department's curriculum redesign efforts. Funds were budgeted in 2019-2020 to support initial trials of an experiential learning inventory management project. Funds have also been encumbered should the project prove successful for full implementation.

11. Describe the process employed by the academic business unit for the periodic review and renewal of its mission, goals, and strategies, and explain the ways in which various stakeholders of the unit (e.g., faculty, staff, students, external groups/individuals, etc.) are involved and participate in the process.

The Cal Maritime Advisory Committee meets bi-annually which provides an opportunity for the MTLM subcommittee to review programmatic progress, discuss trends, and provide input on the potential future projects. Students submit a senior exit survey in which results are discussed in the department to determine if any potential action should be taken or planned for. The Cal Maritime Career Services department collects input from Co-Op employers regarding the professional preparedness and industry knowledge of IBL cadets. Department members are involved with a variety of industry related meetings, conferences, forums, and individual corporate meetings throughout the year.

12. 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, minutes of planning meetings, or other documents used in the planning process; these should be placed in an appendix of the self-study).
See Volume2 , Appendix 3 for strategic planning documents.

3.2 Summary Reflection on 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.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection of the academic business unit's strategic planning process. In this reflection, 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. These conclusions should include an identification of any changes and improvements needed in the academic business unit's strategic planning process.**

   Overall we are satisfied that the current strategic planning process is working. We currently have close to 100% job placement for our graduating students with 70% of the jobs in maritime management or logistics. We also have a curriculum redesign process in place to help better train our student for careers in these areas.

   We do see areas for improvement between IBL and some of the non-academic units. For example, IBL enrollment targets have not been met in recent years which indicates that strategic planning and communication between the Admissions Department and IBL could be improved. While our job placement rate is high, perhaps we could improve the quality of placement in non-maritime positions. This suggests a possibility for more strategic planning with Career Services.

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

   Our current curriculum redesign effort can be coordinated with Admissions. A plan can be developed to spread information about our new curriculum and the precise types of career new students can pursue. One of the first steps in that process would be redesigning the webpage for IBL. We recently added videos to the web page but we also need to update the page to include information on job placements and prospective employers. Many of our students choose IBL because of family ties to the maritime industry, but overall awareness among potential students of these specialized career opportunities remains low. A coordinated effort between faculty, administrators, and Admissions can help bring broader awareness of IBL's unique offering.

We are also beginning a plan to outreach to employers outside the maritime industry. While Career Services hosts two large career fairs per year, the potential employers who come are predominately from the maritime industry. A combined outreach plan with Career Services can help identify more potential employers and can be used to organize additional career fairs specializing in new employment opportunities in logistics, international trade, and supply chain management. Through regularly meetings and a formal planning process with both Admissions and Career Services, we have the potential to improve both enrollment and job placements.

Principle 4: Business Curricula and Learning Opportunities

4.1 Business Program Development and Design

Excellence in business education requires the academic business unit to have effective curriculum management processes for developing and designing its business programs. Furthermore, the design of each business program offered by the academic business unit must be future-oriented and consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities. In addition, the curriculum of each business program must cultivate critical career-appropriate core competencies in business and must maximize the likelihood that the intended learning outcomes for the program will be achieved.

1. **Provide the curricular requirements for each business program included in the accreditation review.**

   This information should take the form of a curriculum sheet or a listing of all courses comprising each program.

   If this information is included in the institution's catalog, bulletin, prospectus, marketing brochures, or other materials, provide the page numbers for the relevant sections. Alternatively, if this information is provided on the academic business unit's or the institution's website, provide the URL address for the information.

   The curriculum sheet for our Bachelor of Science in Business Administration –International Business and Logistics program can be found here.
   https://www.csum.edu/c/document_library/get_file?uuid=396862da-47c7-4198-9a60-5485aac4720f&groupId=4036400

2. **For each business program included in the accreditation review:**

   a. **Describe the term structure that constitutes an academic year for the program (e.g., fall and spring terms over two calendar years; three terms in a single calendar year; etc.). In this description, also specify the number of weeks comprising each academic term.**

      An academic year comprises of three terms spread We have fall and spring semesters spread out over two calendar years. Most courses are offered in the Fall and Spring semesters, which are approximately 16 weeks each, but two required courses are offered only during the summer term. These required summer classes are the experiential learning courses which are the International Experience and the Business Industry Co-Op which will be described in more detail below. In addition, a very limited number of electives are offered during the summer term.

   b. **Provide Table 4-1: General Program Structure and Design. This table should provide (i) a listing of each business program included in the accreditation review, (ii) a specification of the normal time-to-completion of each program for a full-time student (in number of years), and (iii) the number of credits, contact hours, or other program metric units required for graduation for each program. This information must be presented by program level as shown in sample Table 4-1 in these guidelines.**

In a footnote to the table, identify the metric that is used for reporting the figures in the "Degree Requirements" column of the table, i.e., whether the figures are expressed in terms of credits (i.e., Carnegie credit units; European Credit Transfer System, or ECTS, credits), contact hours, etc.

Table 4-1: General Program Structure and Design[1]

PROGRAM	NORMAL TIME-TO-COMPLETION	DEGREE REQUIREMENTS
BACHELOR'S-LEVEL PROGRAMS		
Bachelor of Science in Business Administration – International Business and Logistics	4 Years	120 Credits

We use the Carnegie credit unit system with one contact hour and two hours of homework each week for 15 weeks for each credit. For more detail on the credit policy use by the California State University system see: http://catalog.csum.edu/content.php?catoid=7&navoid=434#credithour

3. Describe the curriculum management processes used by the academic business unit for developing and designing its business programs, including the following aspects of the programs:

a. Program structure and organization

In terms of program structure and organization, 120 total credit hours are required of which 48-49 units must be General Education courses. As a campus of the California State University system, we are expected to conform to system-wide requirement for both the total number of units and the GE program. We do not have leeway to change this.

b. Curriculum content

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 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. Curriculum changes can be initiated by any member of the department and proposed changes are voted on by all Department faculty. If the change affects another department, it must also be vetted by that body. If departmental faculty approve the curriculum change, a Curriculum Change Request form is submitted to the Dean. If the Dean approves the proposal, it is sent to the Curriculum Committee of the Academic Senate. If approved by the Curriculum Committee, the change is reviewed by the Provost for final approval or disapproval.

Currently larger scale curriculum changes are being considered, which has resulted in a lengthier process. As described later on in this section, this involved extensive research on student preferences, job market placement, and benchmarking of similar program nationwide. This research led to initial recommendations followed by monthly curriculum meetings involving the full faculty and the Dean.

c. Program-level intended student learning outcomes

Revisions to learning outcomes are a result not only of faculty discussions but also are done as part of the wider university assessment process. Aligning program-level outcomes with university-wide outcomes involves input from the faculty as well as consultations with the Institution Wide Assessment Council which consists of faculty from all departments as well as the University Accreditation Liaison.

In addition, an annual program report is prepared by the Department Chair that includes assessments from the Peregrine exam, student surveys, our internship supervisor survey, and course assessments. This report is first discussed at faculty meetings, and then sent to the Associate Vice Provost.

d. Pedagogies

Faculty have significant latitude regarding classroom pedagogies provided that their students meet the course learning objectives. Pedagogies include traditional classroom lectures, interactive computer lab instruction, Socratic method case-study approach, and experiential learning activities. Approval of a change in pedagogy is only needed if a different facility is needed (e.g. a computer lab) or if this change also requires a change in delivery mode (see below)>

e. Delivery modes

The one of two electives that we teach in the summer are only offered as online courses. During the Fall and Spring semesters, however, but the vast majority of our courses are taught in a traditional face-to-face manner in a classroom or computer lab. If a faculty member wishes to use an online delivery mode, they need to complete a Course Modality Request form. This request is first voted on by the faculty, and if approved it is sent to the Curriculum Committee of the Academic Senate for consideration. In general, online delivery is only done under extenuating circumstances such a major scheduling conflict or the need for highly specialized faculty member to teach a class who lives far from campus.

4. Provide Table 4-2: Program Delivery Modes. This table should provide a listing of each business program included in the accreditation review, and an identification of the methods that the academic business unit employs to deliver each program. This information must be presented by program level as shown in sample Table 4-2 in these guidelines.

Table 4-2: Program Delivery Modes

PROGRAM	DELIVERY MODE		
	FULLY ON-GROUND	HYBRID	FULLY ONLINE
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Science in Business Administration – International Business and Logistics	X (most)		X (occasional)

5. **If the academic business unit offers online or hybrid programs:**

   a. **Describe the kinds and amount of student activity and effort required in the online components of the programs.**

   We provide two representative examples of the kind of work that students are expected to complete in our online courses.

   In BUS 395: Labor Relations, students are required to interact with narrated Power Point Lectures. The lectures regularly reference timely news reports in the form of videos and articles. Students are regularly required to engage in short activities. Use of Brightspace discussion forums allow students to collaborate on assignments. The professor is available via email, telephone, and through the Zoom online meeting platform. Assignments include 7-8 short (2-3 page), individual written assignments that challenge students to report on a historical figure, make a comparative analysis of national labor laws, or report on a particularly onerous labor licensing requirement, among others. In addition to the individual writing assignments, there is a requirement that students take an oral exam via Zoom with the professor at the end of the semester. The professor provides students with a list of 7-8 essay questions. Students are asked to respond to three randomly chosen questions from the list during the oral exam.

   In LAW 300: International Law, students are regularly required to complete individual reading comprehension assignments and quizzes, and group homework assignments. Use of Brightspace discussion forums allow students to collaborate on assignments on a weekly basis. The professor is available via email, telephone, and through the Zoom online meeting platform, as well as in-person office hours on campus. Assignments include 10 short (200 words), individual written assignments that challenge students to report on weekly readings, and three short (two page) written papers researching and analyzing topics from the course.

   b. **Describe the kinds and amount of faculty activity and effort required in the online components of the programs.**

   Since BUS 395: Labor Relations was taught in Summer 2019 for the first time, much of the work involved basic construction of the course content and the assessment approach. Grading and providing feedback on so many written assignments is a time-consuming part of facilitating this course. Administering and providing feedback to students on the oral exam was also time-consuming.

   For LAW 300 International Law, a unusually large amount of work was involved in the basic construction of the course content and the assessment approach. Although this work lessened after the first semester teaching the course, each new semester the course is improved based on the previous experience and newly developing events. Grading and providing feedback on weekly written assignments is a time-consuming part of facilitating this course. Administering and providing feedback to students on the short papers and exams is also time-consuming.

c. Explain the ways in which the academic business unit ensures equivalent quality between these programs and more traditionally-delivered, fully on-ground programs.

All online course approvals are determined through a departmental meeting and vote and a final report describing how the learning goals of the course can be met in an online format is submitted to the Curriculum Committee and vetted by its members. Faculty are required to complete training in online instruction. Student evaluations and feedback are also considered in determining whether to continue to offer a course in an online modality.

d. Describe the process that the business unit uses to ensure that the individual completing the work in the course is the student who is registered and earning credit for the course.

In BUS 395 Labor Relations the professor uses TurnItIn.com's originality check feature to check all work for plagiarism concerns. The high number of written assignments and the sometimes quirky nature of the topics also make cheating difficult. To avoid a written exam where students could sit at home and use class notes to simply fill in the blanks, students are required to meet with the professor via Zoom to take an oral exam.

For LAW 300 International Law the professor in this course also uses TurnItIn.com's originality check feature to check all work for plagiarism concerns. The high number of written assignments and the sometimes quirky nature of the topics also make cheating difficult. To avoid a written exam where students could sit at home and use class notes to simply fill in the blanks, students are required to take midterm and final examinations in-person.

6. For each business program included in the accreditation review:

a. Describe the types of experiential and active learning activities that are integrated into the program's curriculum.

Two courses are integrated into the curriculum which consists almost entirely of experiential learning. One such course CEP 300 Business Industry Co-Op: "The student is expected to acquire practical learning outcomes in management, resource allocation, and business communications. The focus of this experience is to get employment in a company that will enhance the theoretical knowledge, improve the practical learning and build leadership and management skills." (Course Catalog: http://catalog.csum.edu/content.php?catoid=7&navoid=422). This course involves obtaining an internship in a business-related position during the summer typically after the junior year. In addition to experiential learning, students are also required to write a paper integrating theories learned in their courses with their practical experiences.

Another course is MPM 195: TSGB/International Experience Special Topics course is a three-week experiential learning trip to one or more foreign countries which is done typically in the summer following the sophomore year. Students are led in this trip by at least one faculty member and shown destinations that relate to the culture, business, and logistics infrastructure of each location that they visit. Additional experiential activities such as interacting with students at comparative maritime academies or interviewing local residents are also included as part of this experience.

In addition to these two courses, we are also integrating project-based learning into our classes. A key testing ground for this is BUS 405 Leadership and Group Dynamics. Students in this class engage in a challenging group project that involves community engagement (such as voluntary work for a local charitable project). Students have active involvement in this project throughout the semester and apply leadership and teamwork theories they learned in the classroom to this semester-wide project.

In MGT 305 Information Systems Management students volunteered to work on a real-life inventory system at our waterfront boathouse. This project is currently under consideration to become a department-wide experiential learning project for the entire IBL student population.

Participatory Budgeting (PB) is a unique civic engagement opportunity for students to gain a behind-the-scenes look at the Valljo city government, as well as to understand and become involved with citizen activists. The City of Vallejo allocates a certain amount of funds annually (for the past 6 years) for citizens to recommend then vote on the types of projects they would like to have funded within the community. The PB Project was piloted as a project-based learning opportunity for students in an Ethics class, which had participation in both the fall and spring courses. The project was designed with six potential service-learning outcomes: Civic Knowledge; Analytic Skills; Participatory and Involvement Skills; Motivation, Attitudes, and Efficacy; Democratic Values and Norms; and Participation. Students had the option to approach the project from one of three angles: 1) as citizen volunteers, 2) as city PB organizers, or 3) as objective observers of the entire process. Throughout both semesters, each of the three angles was chosen by students, which resulted in well-rounded information in the final reflections.

Finally, all of our students are required to participate in the Corps of Cadets in order to graduate. Students are given leadership and supervisory positions such as leading squads for regular formation activity,and organizing watch duty for the training ship in addition to many other activities. These activities integrate well with coursework on leadership, teamwork, and other subjects.

b. Describe the types of student-student and faculty-student interactions that are integrated into the program's curriculum.

An advantage of having small class sizes is that it is relatively easy to integrate student-student activities within a class and also have closer faculty-student interactions during the class. Our small cohorts of students live on campus and work closely with each other in the Corps of Cadets which encourages the use of group projects and other student-student interactions.
Some examples of student-student and faculty-student interactions that our typical of our classes include:

1. In Logistics cases and Analysis, MGT 440, students are required to utilize and integrate their knowledge acquired in courses taken previously which deal with supply chains, transportation, and logistics. Case studies with both written reports and presentations teach students to apply modern principles and practices to achieve competitive advantage. Each case in this class is assigned to a group made up of 2-3 students who present their analysis and lead the subsequent discussion. 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. Each student in the class is required to participate and be active in his/her team.

2. Peer instruction techniques popularized by Harvard physicist Eric Mazur are used in conjunction with a student-response system in several Economics classes. Students are first required to wrestle with conceptual multiple-choice questions on their own and use their 'clickers' to submit a response. Then, they are given a chance to discuss the more difficult questions with a peer, before answering the same question for a second time. Results are displayed to the class

so that both the students and instructor can see what percentage of the class chose the right answer. This allows the instructor to instantaneously gauge students' understanding of key concepts. The near- daily use of clickers to encourage participation and as a means of low stakes testing motivates students to come to class prepared.

3. BUS 165 Business Decision Analysis has activities involving students getting into group and preparing debates on controversial issues. These debates and discussion involves both student-student interaction in terms of preparing for debates as well as the professor facilitating the debates.

4. As mentioned above MPM 195: TSGB/International Experience Special Topics involves faculty interacting with students out of the classroom for three weeks of activities in an international setting.

5. Law 100 Business Law involves student debates involving major legal cases, as well as group projects with groups of students presenting course concepts and initiating class discussions.

6. BUS 300 involves student peer review of another student's paper before the final paper is submitted.

7. Several other courses involve group projects such as MGT 305 Information Systems Management and BUS 300 International Business. Due to our small class sizes, virtually all of our courses involve classroom discussions with extensive faculty-student interaction.

8. As mentioned above, BUS 405 Leadership and Group Dynamics involves a group community engagement project with extensive student-student interaction involved.

7. For each business program included in the accreditation review, describe the extent to which business research, particularly research that is directed toward problems and issues facing practicing business professionals, is integrated into the courses and other learning opportunities comprising the program's curriculum.

All of our full-time tenure-track faculty are currently involved with research that relates directly to their teaching. Examples of this include Dr. Khalid Bachkar who has published extensively in the areas of supply chain risk and quantitative methods in logistics. This research has informed his choice of case studies in logistics and supply chain courses, and the methods he has taught in his quantitative-oriented courses. Dr. Tony Lewis has published research on retention among merchant mariners, which has allowed him to integrate experiences in the maritime industry within his organizational behavior course and other courses. Dr. Christine Isakson conducts research on innovation and entrepreneurship among merchant mariners, which informs her case studies and lectures in both her maritime management and general management courses. Dr. Joshua Shackman has published research on quantitative method techniques and uses a wide variety of statistical software in his research which informs and enhances his teaching in two different quantitative-oriented classes. He also conducts research in cross-cultural management which informs his international business course. Dr. Kamdar's research on the political economy of trade and immigration legislation and on pedagogical practices has shaped the content and assignments for her courses in Macroeconomics and Microeconomics.
A student project from MGT 410 Quantitative Managerial Methods involved forecasting stock prices in the maritime and logistics sector using advanced statistical methods. This project was expanded into a full paper which was submitted to the International association of Maritime Universities (IAMU) annual conference. The IAMU is the largest association of maritime educational institutions in the world. The paper was accepted for presentation at this conference. Students involved in this project learned about advanced statistical methods used by financial professionals, and were able to apply it to a real world application of investment management.

When an alumnus requested assistance on finding the best way to ship bricks from South Africa all the way to Washington state, Professor Bobby Burger and the students in his Logistics Case Analysis class responded. Students were put into teams and each team was tasked with doing extensive research on this problem and proposing a solution. Our alumni was very pleased with this research and the number of options that he was given. In this project, students served as real-world consultants on an important business problem.

Another research project our students were involved with is the U.S. Department of Energy Collegiate Wind Energy Competition. In this competition our students teamed up with engineering students to design a wind turbine based on market research, and develop a comprehensive market-based business plan on how to market this wind turbine. Extensive market research was required, and students had to apply what they learned in our classes such as marketing, finance, and accounting. Our team won the competition in spite of competing against much larger schools such as Penn State, University of Wisconsin, and Iowa State. (https://www.csum.edu/web/support/campus-news-archive/2018/cal-maritime-team-wins-u.s.-department-of-energy-wind-competition)

4.2 Curricula of Undergraduate-Level Business Programs

Excellence in business education requires the content in the curricula of undergraduate-level business programs to develop the body of knowledge and skills necessary to prepare students to be competent business professionals.

Evaluation Criteria

The following content areas comprise the technical knowledge component of the foundational body of knowledge in business. These content areas serve as a basis for building the competencies needed by current and future business graduates and as a framework for developing relevant and forward-looking curricula:

A. Major concepts in functional areas of accounting, marketing, finance, and management (FUNCT)
B. Legal, social, and economic environments of business (LSE)
C. Global environment of business (GLOB)
D. Ethical obligations and responsibilities of business (ETH)
E. Decision-support tools in business decision making (DST)
F. Effective oral and written forms of professional communication (COM)
G. Analytic thinking to solve business problems (CT)
H. Integrative Experience (INT), such as:
   1. Strategic Management/Business Policy
   2. Required Internship
   3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a simulation, project, comprehensive examination or course, etc.)

Consequently, the curricula in undergraduate-level business programs must incorporate learning opportunities in those foundational disciplinary areas that are appropriate to the career paths for which the programs are designed to prepare students.

Academic business units must ensure that the relevant content areas are covered in undergraduate-level business programs. Although it is not required that all of the foundational disciplinary areas will be covered or have equal coverage, it is expected that each business program at the undergraduate level will include learning opportunities in those content areas that are normally expected of that type of degree program and that are necessary for the particular career path for which the program is designed to prepare students. It is incumbent upon the academic business unit to provide appropriate rationale for any variations in coverage in this regard.

The academic business unit must ensure that syllabi for all required courses in each undergraduate-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

Self-Study Guidelines for Documentation

In the self-study:

1. For each associate- and bachelor's-level business program included in the accreditation review:

   a. Provide Table 4-3: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs.

      This information must be presented using the table template provided in these guidelines.

      In the table for each program, list the required courses comprising the program and identify the BTK areas covered in that course.

Use the following coverage level designations in completing the table:

Introduces (I): The course introduces concepts related to an BTK area. Learning opportunities focus on basic knowledge and skills in that BTK area. It may be the case that several courses. in a curriculum introduce concepts related to a particular BTK area and lay the foundation for coverage in that area. It may also be the case that a given course may be designed to introduce concepts in several BTK areas.

Reinforces (R): The course strengthens, supports, and reinforces the development of the knowledge and skills in an BTK area further along in the curriculum. Foundational knowledge in the BTK area was previously introduced through other learning opportunities in the curriculum. As above, it may be the case that several courses in a curriculum reinforce concepts related to a BTK area and contribute to further coverage in that area. It may also be the case that a given course may be designed to reinforce concepts in several BTK areas.

Synthesizes (S): The course synthesizes concepts related to an BTK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the BTK area had been previously introduced and reinforced through various learning opportunities in other courses in the curriculum. Again, it may be the case that several courses. in a curriculum synthesize concepts related to a particular BTK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course may be designed to synthesize concepts in several BTK areas.

Complete the table by entering an I, R, or S as appropriate. Please keep in mind that it is possible for a given cell in the table to include multiple coverage level designations, e.g., if a particular course introduces, reinforces, and emphasizes concepts related to a particular BTK area, then all three designations – I, R, and S – would appear in the relevant cell.

2. If your associate- or bachelor's-level business programs contain majors that require additional courses beyond those that are common to those areas, you may choose to obtain credit for BTK coverage in these courses by preparing a separate Table 4-3 for each major.

4. For any associate- or bachelor's-level business programs included in the accreditation review that do not cover the BTK content areas that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in BTK coverage.

5. **If your associate- or bachelor's-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.**

   The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas; etc.

   In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; job placement/employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; graduates' success in

advanced programs; student success in passing certification examinations; advisory board approval of the disciplinary component areas; etc.).

We monitor academic quality through annual assessment of both program and institutional learning outcomes. Results and plans for addressing deficiencies are discussed at departmental meetings. The results and recommendations and reported to the administration through the Annual Program Report (see Volume 2, Appendices 2L and 2M)

Table 4-3: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

(A separate table should be used for each Associate and Bachelor-level Program)

BTK AREAS / *COURSE NAME*	A FUNCT	B LSE	C GLOB	D ETH	E DST	F COM	G CT	H INT
BUS 120 The Environment of Modern Business	I	I	I	I				
ECO 100 Macroeconomics		I						
BUS 165 Business Decision Analysis					I	I	I	
ECO 101 Microeconomics					I		I	
BUS 100 Accounting Principles I: Financial	I				I			
MGT 205 Organizational Behavior and Labor Relations	I	R		R	R	R	R	
MTH 205 Calculus for Business					R			
BUS 101 Accounting Principles II: Managerial	R				R			
BUS 300 International Business	R	R	R			R	R	
MGT 305 Information Systems Management					R		R	
MPM 190 TSGB/International Experience Prep		R	R					I
BUS 200 Introduction to Marketing	I					R		
BUS 310 Financial Management	I				R		R	
LAW 100 Business Law		R		R	R	R	R	
MGT 340 Global Logistics			R		R	R	R	
MGT 410 Quantitative Managerial Methods					R		R	
LAW 300 International Law		R	R	R	R	R	R	
MGT 415 Operations Management					R		R	
CEP 300 Business Industry Co-Op	R	R				R		*R*
BUS 405 Leadership and Group Dynamics	R			R		R	R	
MGT 400 Strategic Management	S				S	S	S	S

MGT 420 Supply Chain Management					R	R	R	
BUS 301 International Business II-Country Research Analysis & Global Marketing	S	S	S		S	S	S	S
HUM 400 Ethics				S	R	R	R	
MGT 440 Logistics Case Analysis					S	S	S	S

4.3 Curricula of Master's-Level Business Programs

Excellence in business education requires the content in the curricula of master's-level business programs to build upon the foundational knowledge and skills that are developed in bachelor's-level programs and to provide learning opportunities appropriate for advanced study in business.

NA

4.4 Curricula of Doctoral-Level Business Programs

Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant scholarly contributions to the academy or professional practice.

N/A

4.5 International Dimensions of Business

Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, must ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.

Evaluation Criteria

To prepare students to be competent business professionals in this continually evolving environment, academic business units must address the challenges and complexities associated with globalization and must be proactive in internationalizing the curricula of business programs.

In addition to providing curricular and co-curricular learning opportunities in international business issues and practices, academic business units must also be engaged in broader efforts to foster a global mind-set in their students, faculty, and administrators.

Self-Study Guidelines for Documentation

In the self-study:

1. **For each business program included in the accreditation review, describe the ways in which the learning opportunities in the program prepare students to function effectively in the global business environment. This description should encompass:**

   a. **Any majors that deal with international business issues and practices;**

   We only have one major entitled International Business and Logistics. This major involves basic courses in functional areas of business such as accounting, marketing, finance, and marketing plus specialized courses in various areas of international business and logistics.

   b. **Any courses that deal with international business issues and practices;**

   BUS 300: International Business
   BUS 301: International Business II-Country Research Analysis & Global Marketing
   LAW 300: International Law
   MGT 340: Global LogisticsMPM 190 TSGB/International Experience Prep
   MPM 395: International Experience

   c. **Any other learning opportunities relating to the international dimensions of business that are integrated throughout the required courses comprising the program.**

   We currently require one year of foreign language courses. While the appropriate level of fluency in any language is acceptable, students at Cal Maritime can choose between Spanish and Chinese, two of the world's most widely spoken languages. Students not only learn the languages, but also learn about the cultures of the relevant countries.

   It should also be noted that our major is International Business and Logistics, which are closely intertwined since logistics (especially maritime logistics) involves shipping and transportation throughout the world. In addition to the Global Logistics course, our Supply Chain Management and Logistics Case Analysis courses also involve components involving the international business environment. International trade is also covered in both Macroeconomics and Microeconomics.

2. **Provide the following information pertaining to the experiential learning and co-curricular programs relating to international business offered by the academic business unit:**

   a. **A description of the experiential learning and co-curricular programs offered by the academic business unit (e.g., international internship programs or other international clinical experiences, study-abroad programs, international student and/or faculty exchange programs, short-term international study tours, etc.).**

      One of the unique features of our program is that every student is required to have an immersive international experience. This could be in the form of an international internship, a year-long study abroad program through CSU International Programs or a semester-long program at the Vietnam Maritime University (other semester-long programs are being planned) or a three-week, faculty-led international study trip. This last option is currently the most popular one among our students. During this short-term study-abroad trip the students are required to engage in experiential activities and complete a project under the direction of the lead faculty member. Prior to this trip, students take a one-credit preparatory course where they learn about the culture of the countries they are visiting, and other material related to their overseas trip.

      The second most popular option is the year-long study abroad program through the California State University (CSU) system. The CSU has relationships with universities around the world that offer approved study abroad experiences for our students. Students can work with our Director of International Programs to choose a program that best fits their degree plan and has courses that can readily transfer back.

   b. **A description of the ways in which the experiential learning and co-curricular programs prepare students to function effectively in the global business environment.**

      For the International Experience, students are first taught about the culture and business environment of the countries they are visiting during their one-credit preparatory course. Then the students experience the culture and business environment first-hand during their three week trip. The trip typically involves activities where students are required to interact with the local population such activities with students at universities that we have a relationship with. Other activities might involve interviewing local residents as part of the final paper students are required to write for this class. Students also visit local businesses as well as logistics infrastructure such as ports and maritime businesses. All of these activities give the students real world exposure to the international business environment. Students are expected to complete reflections on the their experiences to cement the learning that takes place and they are also expected to turn in research assignments.

      Those students who wish to gain a much deeper experience in the global business environment may elect to choose study abroad in place of the International Experience. This allows students to experience life abroad not as a tourist but rather as a resident full-time student fully immersed in the country they are studying in. And while students are taking similar business classes as they would at our campus, they are being taught the material by professors from other countries. This allows students to be taught about the business environment from the perspective of another country besides the United States.

   c. **The number of students and faculty involved in each experiential learning and co-curricular program for the past three years.**

      We have an entire cohort of students participate in International Experience every summer. This has worked out to about 134 students with three IBL faculty members leading trips over the last three years. Other faculty outside of IBL have also led these trips, such as faculty from Global Studies and Maritime Affairs whose students are also required to participate in these trips.

3. **Describe the ways in which the academic business unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic business unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients.**

   To begin with, our faculty itself is highly diverse and with rich international backgrounds and/or experience. Drs. Kamdar and Backhar received their bachelor's degrees in India and Morocco respectively before receiving their doctorates in the U.S. They have led International Experience trips to multiple countries such as Spain, Vietnam, and Morocco. Dr. Christine Isakson received her Ph.D. from Copenhagen Business School in Denmark and before that worked as a merchant mariner which involved extensive world travel. Full-time lecturer Robert Neumann previously lived in Japan for many years and has led multiple international experience trips to Japan. Dr. Shackman has taught at a business school in China, and our newly hired Assistant Professor Thomas Brindle has spent time workingin China. Dr. Tony Lewis studied abroad in Bulgaria and has led multiple International Experience trips to Bulgaria, Greece and Vietnam. Thus our faculty have a broad-based global mindset which is incorporated in our teaching and curriculum design.

   The combination of A) our internationally-oriented faculty, B) our internationally-oriented curriculum, and C) our required International Experience is a potent combination for instilling a global mind-set throughout the department including faculty, staff, and students. These three aspects of our program mutually enforce each other. We also have several extracurricular activities available for students that can help foster a global mind-set. This include the Unity Council, which includes students, faculty, and staff who are interesting in promoting diversity and cultural understanding. One of the events the Unity Council organizes is International Day, which is a day devoted to presenting different cultures from around the world and allows students, staff, and faculty to educate the campus about different cultures. We also have the Propeller Club, which is an international association of maritime professionals involved in global trade. This club allows students to interact with a wide variety of professionals involved in the global shipping business from a wide variety of backgrounds.

4.6 Information Technology Skills

Excellence in business education requires academic business units to integrate learning opportunities relating to current and emerging business information technologies into the curricula of its business programs.

Evaluation Criteria

To ensure currency and relevance of business curricula, to ensure that students acquire the necessary professional competencies and skills, and to prepare students to be competent and successful business professionals, the academic business unit should integrate current and emerging business information technologies for data analysis and management into its program curricula.

The curricula in business programs should incorporate learning opportunities for developing student skills in using information technologies for data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

Self-Study Guidelines for Documentation

In the self-study:

1. **For each business program included in the accreditation review (including majors contained within the program), describe the extent to which current and emerging information technologies for data analysis and management are integrated into the curriculum of the program.**

   We currently offer four classes that are heavily devoted to data analysis and information technologies:
   COM 100 Introduction to Computers
   MTH 107 Basic Statistics
   MGT 305 Information Systems Management
   MGT 410 Quantitative Managerial Methods

   We also offer three courses where data analysis and information systems are applied to specific managerial problems:
   MGT 415: Operations Management
   MGT 420: Supply Chain Management
   MGT 440: Logistics Case Analysis

   Also, CEP 300 Business Industry Co-Op typically involves real world use of Excel or other software during the student's internship.

2. **For each business program included in the accreditation review (including majors contained within the program), describe the student learning opportunities that are incorporated into the program's curriculum for the purpose of developing the necessary knowledge and skills in data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.**

   Our program begins training students in information systems from the very first year through COM 100, which introduces students to software such as Microsoft Excel, Microsoft Access database software, and geographic information systems software. The following semester, students have an opportunity to apply what they've learned in courses like Microeconomics where some assignments require the use of Excel. In the second year, students take MTH 107 Basic Statistics which introduces students to the basics of data analysis as well as software for data analysis such as Microsoft Excel and the powerful data analysis package R. Students also take MGT 305 Information Systems Management where they learn more advanced applications including pivot tables, look up functions, logic functions, and data visualization.

During the third year, students take MGT 410 Quantitative Managerial Methods which is an advanced course on data analysis and the use of quantitative analysis for decision making. Use of advanced features of Excel, R, and Tableau are incorporated into the course where they are used for decision making methods such as regression analysis, linear programming, database management, and advanced data visualization. Students also take MGT 415 Operations Management which involves the use of Excel for business applications such as inventory management. In the summer after the third year, students typically take BUS 300 Business Industry Co-Op and work in an internship. Most of the internships involve heavy use of Excel. During the fourth year, students take MGT 440 Logistics Case Analysis which also involves the use of Excel for analyzing logistic-oriented problems.

4.7 Curriculum Review, Renewal, and Improvement

Excellence in business education requires curricula that are current and relevant, and that prepare students to be competent business professionals. Therefore, curriculum review, renewal, and improvement must be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.

Evaluation Criteria

Faculty in the academic business unit must participate in the continuous review and renewal of the curricula of the unit's business programs, and should recommend changes and improvements as deemed appropriate. It is essential that the assessment of student learning outcomes be used in this review and renewal process.

In addition, the academic business unit should seek regular input from stakeholders, including alumni, employers of graduates, and other professionals in the business community, in order to obtain information with which to assess the success of its business programs in meeting the needs of students and the demands of employers. The results of these reviews and assessments should be used to determine whether changes and improvements are needed in the academic business unit's programs.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the following curriculum management processes employed by the academic business unit:

   a. **The process for the continuous evaluation of the curricula in the business programs offered by the academic business unit;**

   Every year we administer the Peregrine Outbound Exam to our graduating seniors. This exam provides scores for students in all of the main functional areas of business. We can then see which areas our students are performing relatively well on or relatively weak on compared to others Peregrine Academic Services also allows us to compare student scores with benchmark universities. In addition, we evaluate final projects in senior classes including MGT 400 Strategic Management, BUS 301 International Business II-Country Research Analysis & Global Marketing, and MGT 440 Logistics Case Analysis. Each faculty member evaluates the project based on a rubric designed to assess student performance on learning outcomes related to teamwork and leadership, use of technology, professional communication skills, and the global business environment. Finally, we do an annual survey of seniors to assess their satisfaction with our learning outcomes and other aspects of the program.

   b. **The ways in which outcomes assessment supports curriculum review, renewal, and improvement in the academic business unit;**

   Data from the outcome assessment process is reviewed by the full faculty and areas for improvement are identified. For learning outcomes that need to be approved, a discussion is held to see if it is appropriate to make a change in content for one or more classes. If the deficiency is more severe, a new class may be proposed. Monthly faculty meetings are held to discuss revisions in the faculty, with inclusion of both the Department Chair and the Dean. In Section 4.8 we will discuss the conclusions from our analysis of the data and our discussions with the full faculty.

   c. **The process for changing program curricula or developing a new business program for the academic business unit.**

Curriculum changes are typically initiated by a faculty member or the Department Chair. A standard Curriculum Change Request (CCR) form is filled out by the party proposing the curriculum change. The full faculty votes on every proposed curriculum change. If approved by the faculty, the CCR form is sent to the Curriculum Committee of the Academic Committee for review. If approved by the Curriculum Committee, the CCR is sent to the Provost for final review.

2. Document the involvement of the faculty in the academic business unit in the periodic review, renewal, and improvement of business programs and curricula.

In Volume 2, Appendix is a formal report to the Provost by faculty members Dr. Tony Lewis and Dr. Joshua Shackman regarding improvements in the curriculum. These faculty members performed a survey of the students regarding their career choices, preferences in a major, and reasons for choosing the Cal Maritime business program. They also gathered data on job placement and categorized jobs into specific categories related to the major. Finally, they benchmarked the curriculum against other California State University campuses and other maritime academies. Based on this report, initial proposals for curriculum changes were made.

Also, in the appendices are the Curriculum Change Requests that were initiated by faculty members and ultimately approved by the Provost. We also include documents related to the monthly faculty meetings that have been occurring during the school year and some of the curriculum change proposals that were made during these meetings.

3. Describe the ways in which alumni, employers of graduates, and other professionals in the business community are involved in the periodic review, renewal, and improvement of business programs and curricula.

We currently have formal bodies established to obtain feedback from alumni and from the business community such as the Alumni Association and the Industry Advisory Council

Until recently, there was one Advisory Board responsible for advising all academic departments at the university. However, it has recently become divided into three smaller councils, one for each School. We do not yet have a separate board specifically for the IBL Department. Members of the MTLM Advisory Council include Lynn Korwatch of Vessell Tracking Services, John Amos of Amos Logistics, and several other industry leaders. They advise the school on a variety of issues and are in support of our current curriculum redesign efforts.

Finally, we regularly survey employers of our students after they complete their internships. This has given us valuable insights on skills needed in the workplace, and we have revised some aspects of MGT 305 Information Systems Management to emphasize skills sought by our employers.

4. Provide evidence of recent curricular revisions and/or new business programs that have resulted from the academic business unit's curriculum management/development/improvement processes.

The following curriculum changes have been made based on the above procedures:
A. LAW 320 Intellectual Property Law – this is a new elective class recently added to the catalog after a unanimous vote from the faculty in December of 2018.
B. MGT 410 Quantitative Managerial Methods was revised from a traditional classroom course to become a computer lab course. This was done to allow more information system skills to be taught in the class and allow for a more interactive format. This was voted on by the faculty and approved in April of 2018.

C. CEP 300 Business Industry Co-Op was revised to decrease the cap size from 100 to 50 and also make the course more rigorous with weekly assigned and a more extensive final paper required for the class. This was voted on and approved by the faculty in April of 2018.

D. We have also been able take advantage of the professional experience of our most recent faculty hires by offering several Special Topics courses that fulfill major elective requirements. These courses are Marine Insurance , Procurement and Inventory Management and ERP Systems.

4.8: Summary Reflection on Business Curricula and Learning Opportunities

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 curricula, curricula-related processes, and program learning opportunities in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's curricula, curricula-related processes, and program learning opportunities. In this reflection, 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, curricula-related processes, and program learning opportunities in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's curricula, curricula-related processes, and program learning opportunities.**

   The results of the Peregrine Exit Exam shows our students are relatively strong on subjects such as leadership, management, and ethics. These skills are also reflected in our survey on internship employers. On the other hand, our students have been underperforming in the areas of accounting, finance, and quantitative methods. Similarly, our internship employers ranked our interns lowest on quantitative skills and core knowledge of business concepts.

   Our internship employers recommended more instruction in computer skills as well as knowledge of the maritime industry. Recent surveys and focus groups done during the self-study year show student interest in more maritime management courses as well as logistics courses. Overall the results of our self-study suggest that curriculum revisions should be made both to improve quantitative skills as well as improve core knowledge of business areas such as accounting, finance, logistics, and maritime management.

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

Our current curriculum revision plan is still in program but these are some of the changes we are planning:
A. Revision our curriculum to allow for more electives, particularly elective in maritime management and logistics. We have already hired two new faculty members with expertise in these areas and we have been offering electives in these areas on a trial basis.
B. Enhancing our quantitative methods classes to be more rigorous and teach more software and quantitative methods more applicable for careers in business.
C. Update our accounting and finance courses to be more currently with existing trends in industry, and also be more rigorous. This is currently in process and we have been hiring new faculty in these areas as well as shifting full-time faculty to teach these classes.
D. Introducing finance and accounting topics earlier in the program in first-year courses such as BUS 120 Environment of Modern Business and MTH 100 College Algebra and Trigonometry.

E. Replace COM 100 Computers with a more rigorous course in coding or similar advanced computer concepts

Principle 5: Business Faculty Characteristics, Activities, and Processes

Academic business units must (i) ensure that their business programs are supported by qualified and competent faculty, (ii) have effective methods for recruiting faculty, (iii) ensure that their faculty are engaged in appropriate and ongoing scholarly and professional activities, (iv) evaluate faculty based on defined criteria, (v) provide support for the professional development of their faculty, and (vi) foster an academic climate conducive to excellence in teaching and learning.

5.1: Qualifications of Business Faculty

Excellence in business education requires highly-qualified faculty. Therefore, the faculty who teach in business programs must possess significant academic and professional preparation.

Evaluation Criteria

To ensure high-quality teaching and to maximize the likelihood of achieving intended learning outcomes and other educational and operational elements of its mission, the academic business unit must utilize and deploy highly-qualified faculty.

Compliance with this principle requires appropriate academic preparation for faculty, including, but not limited to, holding relevant graduate degrees in business.

The graduate degrees used to establish faculty qualifications must be earned degrees awarded by institutions having nationally-recognized institutional accreditation, or the authorization to award degrees or recognition from an appropriate accrediting, governing, or legal body. In the case of doctoral degrees, non-traditional executive or professional doctorates and D.M. degrees, as well as traditional Ph.D. and D.B.A. degrees, are also considered in evaluating the qualification status of business faculty members.

The IACBE recognizes three levels of qualification:

- Academically Qualified
- Professionally Qualified
- Other

Detailed definitions for each level can be found in the Definitions section at the end of this manual.

Academic business units must have established policies and criteria for determining the qualification status of business faculty that are consistent with the mission and broad-based goals. These policies and criteria should specify requirements for the initial academic preparation and professional experience of business faculty members and for their ongoing scholarly and professional activity.

In addition, academic business units must have complete transcripts of all graduate work completed by each business faculty member readily available for review by the site-visit team.

Self-Study Guidelines for Documentation

All full-time, part-time, and adjunct business faculty members who teach business courses offered by the academic business unit must be considered in responding to this principle. Full-time business faculty includes regular full-time business faculty, full-time visiting professors in business, and full-time business faculty with administrative loads, such as deans, and department and division chairs. Part-time business faculty includes adjunct faculty, administrative personnel, staff, and full-time faculty from other academic units in the institution who, on a part-time basis, teach business courses offered by the academic business unit.

In the self-study:

1. Provide a current curriculum vita for each full-time and part-time business faculty member who teaches business courses offered by the academic business unit (these should be placed in an appendix of the self-study).

   See Appendix 5A

2. Describe and document the academic business unit's policies and criteria for determining the qualification status of business faculty. This description must address the following areas:

   a. Initial academic preparation (i.e., degrees) required of faculty at the time of hiring

   b. Professional experience required of faculty at the time of hiring

   c. The types and amounts of ongoing scholarly activity required of faculty to maintain their qualification status

   d. The types and amounts of sustained professional engagements required of faculty to maintain their qualification status

3. Describe the extent to which the academic business unit integrates practice-oriented faculty into its programs and activities. This description should address the integration of practice-oriented faculty into the following areas:

   a. Teaching

   b. Research

   c. Administration

   d. Curriculum development and management

   e. Learning assessment

4. Provide a credentials portfolio, a credentials summary, and a qualification justification for all business faculty members for whom, in addition to their degrees, a combination of graduate course work, professional experience, ongoing scholarly and professional activities, and teaching experience is used to establish their qualification status. A credentials portfolio, a credentials summary, and a qualification justification must also be provided for any business faculty member who does not hold at least a master's equivalent post-graduate degree. (These should be placed in an appendix of the self-study.)

   A credentials portfolio consists of:

   - ❑ A current curriculum vita;
   - ❑ Transcripts of all graduate work;
   - ❑ A description of the faculty member's teaching and professional experience;
   - ❑ A listing of the scholarly and professional activities in which the faculty member has been engaged during the past five years.

   Forms for a credentials summary and a qualification justification are provided in Appendices B and C of this manual.

5. Provide Table 5-1: Business Faculty Qualifications.

All business faculty who teach business courses offered by the academic business unit must be included in the table, with full- and part-time faculty members listed separately and in alphabetical order by surname.

If a faculty member's highest-earned degree is in a field outside of business (e.g., Ed. D, JD, etc.), but holds a business degree (e.g., Master of Science in Accountancy, MBA, etc.), list the business degree along with the out-of-field degree in the "Highest Degree" column of the table.

In cases where a faculty member teaches at more than one program level (i.e., undergraduate-, master's, doctoral-level) and/or in more than one 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 under the heading "Level of Qualification."

Use the following qualification level designations in completing the "Level of Qualification" column:

AQ: Academically-Qualified

PQ: Professionally-Qualified

O: Other Qualification Level

Table 5-1: Business Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION
		TYPE	FIELD				
FULL-TIME BUSINESS FACULTY							
Khalid Bachkar	*2010*	*Ph.D.*	*Transportation and Logistics*	*N/A*	*Logistics* *Supply Chain Management* *Operations Management*	*Bachelors*	*AQ* *AQ* *AQ*
Christine Isakson	*2018*	*Ph.D.*	*Economics and Management*	*Merchant Marine License*	*Introduction to Business* *Maritime Business* *Economics*	*Bachelors*	*AQ* *AQ* *AQ*
Nipoli Kamdar	*2010*	*Ph.D.*	*Economics*	*N/A*	*Microeconomics* *Macroeconomics*	*Bachelors*	*AQ* *AQ*
Tony Lewis	*2013*	Ph.D.	*Management*	*N/A*	*Organizational Behavior* *Strategic Management* *International Business*	*Bachelors*	*AQ* *AQ* *AQ*
Robert Neumann	*2006*	*MBA*	*International Management*	*N/A*	*Marketing* *International Marketing* *Macroeconomics*	*Bachelors*	*PQ* *PQ* *O*
Joshua Shackman	*2017*	*Ph.D.*	*Economics*	*N/A*	*Information Systems* *International Business*	*Bachelors*	*AQ* *AQ*
PART-TIME BUSINESS FACULTY							
*Larry Bienati**	*2018*	*Ph.D.*	*Business Administration*	*SPHR, SHRM_SCP CCP*	*Leadership and Group Dynamics*	*Bachelors*	*AQ*
*Matthew Dudman***	*2006*	*J.D./MBA*	*Law, Business*	*State Bar Member*	*Law* *Economics*	*Bachelors*	*AQ* *PQ*
*Todd Fitch**	*2018*	*MBA*	*Business Administration*	*Certificate in Intellectual Property Law*	*Data Analytics*	*Bachelors*	*PQ*

*Harry Portolos**	*2006*	*MBA*	*Leadership*	*N/A*	*Accounting* *Finance* *Economics*	*Bachelors*	*PQ* *PQ* *O*
*Yuanyuan Xie**	*2018*	*PhD*	*Economics*	*N/A*	*Quantitative Methods*	*Bachelors*	*AQ*

*Professors Bienati, Fitch, Portolos and Xie taught part-time during the self-study year but are not currently employed at CSU Maritime Academy

**Professor Matthew Dudman is a part-time instructor , whose teaching load during the self-study year was equivalent to that of a full-time faculty. He had a part-time load prior to and following the self-study year.

5.2: Deployment of Business Faculty

Excellence in business education requires appropriate program coverage and oversight by qualified faculty.

Evaluation Criteria

To provide high-quality learning opportunities for students, to ensure consistent quality across business programs, program levels, and locations at which the programs are offered, and to maximize the likelihood of achieving intended learning outcomes, the business programs offered by the academic business unit must be properly supported by appropriately-qualified faculty. Therefore, business faculty members must be deployed across programs and locations to give all students in each program and at each location reasonable access to instruction from academically-qualified and professionally-qualified faculty.

Furthermore, for each undergraduate- and graduate-level business program (including majors contained within the program), there must be at least one full-time faculty member who is academically-qualified or professionally-qualified for teaching at the appropriate program level, who teaches in that field of study, and who provides coordination and leadership for that program. If an individual faculty member is academically-qualified or professionally-qualified in more than one discipline, it is possible for the faculty member to teach in more than one major and still comply with this principle.

All faculty who teach in and provide coordination and leadership for doctoral-level business programs (including majors contained within the programs) must be academically-qualified.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level.

   This information must be presented using the table template provided in these guidelines.

   The table must account for the teaching contribution of all full-time, part-time, and adjunct business faculty members who taught business courses offered by the academic business unit during the self-study year.

   In the table, the following qualification level designations are used:

   AQ: Academically -Qualified

   PQ: Professionally-Qualified

   O: Other Qualification Level

   In reporting teaching contribution, use one of the following teaching contribution metrics:

- **Student Credit Hours**

  For a given class, ‘student credit hours’ (SCH) are defined as follows: SCH = (value of the class in credit hours) x (number of students in the class). For example, if a faculty member taught a class worth 3 credit hours during a given academic term and had 20 students in the class, then the faculty member taught 3 x 20 = 60 student credit hours in that class.

  Alternatively, if the academic business unit uses the European Credit Transfer System (ECTS), ‘student credit hours’ would be defined as follows: SCH = (value of the class in ECTS credits) x (number of students in the class). For example, if a faculty member taught a class worth 8 ECTS credits during a given academic term and had 20 students in the class, then the faculty member taught 8 x 20 = 160 student credit hours in that class.

- **Student Contact Hours**

  If the academic business unit does not use a credit-hour system, but instead employs a system based on contact hours, then SCH should be interpreted as ‘student contact hours’ and would be defined as follows: SCH = (number of contact hours in the class) x (number of students in the class). For example, if a faculty member taught a class over a 45-contact-hour academic term and had 20 students in the class, then the faculty member taught 45 x 20 = 900 student contact hours in that class.

In order to determine the student credit hour or contact hour production of the business faculty during the self-study year:

- Aggregate student credit hours or contact hours over all business faculty members who taught during the self-study year, and enter the figures in the appropriate qualification-level/program-level cells in the appropriate location sections of the table.

2. Provide Table 5-3: Summary of Student Credit/Contact Hour Production by Location.

   This information must be presented using the table template provided in these guidelines.

   The table must list each campus, educational location, and instructional site at which the business programs are offered, and include figures for the number of student credit hours or contact hours taught at each location, along with the percentage of the total number of student credit hours or contact hours taught at each location.

   If 25 percent or more of the academic business unit’s total student credit hours or contact hours are generated at a location, the site-visit team will visit that location. If no single location accounts for 25 percent or more of the total student credit hours or contact hours, but 40 percent or more of the academic business unit’s total student credit hours or contact hours are taught across multiple locations, the site-visit team will visit at least one of those locations.

3. Provide the following program coverage information:

   a. Table 5-4: Business Program Coverage by Qualified Faculty.

      This information must be presented using the table template provided in these guidelines.

The table must list all associate-, bachelor's-, and master's-level business programs (including majors contained within the programs) for which the academic business unit is seeking accreditation. For each program listed in the table, the academic business unit must identify at least one full-time faculty member or one regular part-time faculty member who is employed on a permanent, regular, or ongoing basis who is academically- or professionally-qualified for who teaches in and provides oversight for that program.

b. For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are academically - qualified for teaching at the doctoral level, provide an explanation for this variation in required program coverage.

4. Describe the extent to which the academic business unit's deployment of business faculty ensures consistent quality across programs, program levels, and locations at which the programs are offered.

We offer just one undergraduate program -the B.S. in Business Administration and almost all courses are taught in a face-to-face format. With the exception of Macroeconomics, there are no more than two sections of any course in a given semester. Since faculty turnover is limited, most sections and courses are taught by the same instructor, year after year. In the past, we relied on informal conversations and an accessible store of syllabi to prevent wide variations across instructors and sections. However, we have recently been intentional about ensuring consistency across multiple instructors. Courses have clearly identified learning outcomes that all instructors are expected to meet. Instructors are also encouraged to provide a weekly schedule of course content in the syllabus so that this information is available to all subsequent instructors of the course. Instructors are also encouraged to share their LMS course with others. For example, multiple instructors often teach the various economics courses. In recent years, most instructors of Microeconomics and Macroeconomics have used the same textbook. Course content and structure, major assignments, exams, and group projects are often common across all instructors. We are still working on the balancing the academic freedom of individual instructors with the department's (and students') need for consistency.

Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level

QUALIFICATION LEVEL / PROGRAM LEVEL	AQ	AQ-%	PQ	PQ-%	OQL	OQL-%	TOTAL SCH
	SCH	%	SCH	%	%	SCH	
Totals Across All Campuses, Educational Locations, and Instructional Sites							
UNDERGRADUATE LEVEL	3150	70%	1074	24%	285	6%	4509
MASTER'S LEVEL							
DOCTORAL LEVEL							
TOTALS							

Table 5-3: Summary of Student Credit/Contact Hour Production by Location

CAMPUS, EDUCATIONAL LOCATION, INSTRUCTIONAL SITE	STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF STUDENT CREDIT/CONTACT HOURS TAUGHT AT THIS LOCATION
Vallejo campus	4173	93%
Online	336	7%
Location #3		
TOTAL	4509	100%

Table 5-4: Business Program Coverage by Qualified Faculty

BUSINESS PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
ASSOCIATE-LEVEL PROGRAMS		
Program #1	N/A	
BACHELOR'S-LEVEL PROGRAMS		
Bachelor's: IBL	Nipoli Kamdar	*Academically Qualified*
MASTER'S-LEVEL PROGRAMS		
Program #1	N/A	

5.3: Scholarly and Professional Activities of Business Faculty

Excellence in business education requires business faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge and teaching competencies, especially as they apply to their teaching disciplines.

Evaluation Criteria

Excellence in business education requires business faculty members to be engaged with the academic and professional business and business communities in ways that benefit students, the faculty member, the institution, and the community. It is expected that academic business units will encourage, foster, and support scholarly activities and academic research that focus on relevant practice issues.

A summary listing of the various types of scholarly and professional activity is provided below, a detailed description of each type is provided in the definitions section at the end of this manual.

SUMMARY LISTING OF TYPES OF SCHOLARLY AND PROFESSIONAL ACTIVITIES

Scholarship of Teaching (SOT)

- ❑ Published Articles/Manuscripts/Books
- ❑ Unpublished Articles/Manuscripts/Books
- ❑ Published Cases with Instructional Materials
- ❑ Unpublished Cases with Instructional Materials
- ❑ Presentations at Conferences/Workshops
- ❑ Conference/Workshop/Meeting Attendance
- ❑ Curriculum Review/Revision
- ❑ New Courses/Curricula
- ❑ New Teaching Materials
- ❑ Instructional Software Development
- ❑ New Instructional Methods
- ❑ New Teaching/Learning Assessment Tools
- ❑ Evaluations of Teaching Materials

Scholarship of Integration (SOI)

- ❑ Published Articles/Manuscripts/Books
- ❑ Unpublished Articles/Manuscripts/Books
- ❑ Presentations at Conferences/Workshops

Scholarship of Discovery (SOD)

- ❑ Published Articles/Manuscripts/Books
- ❑ Unpublished Articles/Manuscripts/Books
- ❑ Papers Presented
- ❑ Session Chair
- ❑ Paper Discussant
- ❑ Dissertation/Thesis
- ❑ Faculty Research Seminars
- ❑ Book Reviews

Scholarship of Application (SOA)

- ❑ Published Articles/Manuscripts/Books
- ❑ Unpublished Articles/Manuscripts/Books
- ❑ Presentations at Conferences/Workshops
- ❑ Consultation
- ❑ Contract Research
- ❑ Technical Assistance
- ❑ Policy Analysis
- ❑ Program Evaluation

❑ Conference/Workshop Attendance	❑ Articles/Monographs on Contributions to Practice
❑ Professional Meeting Attendance	❑ Articles in Trade Publications
❑ New Courses/Curricula	
Professional Activities (PA)	
❑ Routine Consulting	❑ Conference/Workshop Attendance
❑ Professionally-Related Service	❑ Professional Meeting Attendance
❑ Officer of Professional Organization	❑ Professional Membership

The amount and types of intellectual endeavors of business faculty should be consistent with the mission and broad-based goals of the academic business unit and the level of programs offered.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide Table 5-5: Summary of Scholarly and Professional Activities of Full-Time Business Faculty.

   In the table, summarize the scholarly and professional activities of all full-time business faculty members for the self-study year and the previous four years. Institutions and academic business units that employ no full-time faculty and instead rely on part-time or adjunct faculty for program delivery may provide this summary for part-time or adjunct faculty members who are employed on a permanent, ongoing, or regular basis to comply with this principle. The scholarly and professional activities for each year must be presented in a separate row in the table.

   For each year listed in the table, report the total number of activities in each area in which the full-time faculty were engaged in that year, and the percentage of the full-time faculty who were engaged in each area in that year. Use the activities as identified in the “Summary Listing of Types of Scholarly and Professional Activities” provided above. Do not list individual faculty members or their specific activities; simply report the total number of such activities in each area aggregated over all faculty.

   Ensure that all activities summarized in the table are identified in the curriculum vitae of full-time faculty members. Supporting evidence for scholarly and professional activities should be readily available for review by the site-visit team.

2. **Demonstrate that the scholarly and professional activities of the business faculty are related to their teaching and/or research disciplines and that business faculty members are current in their fields.**

   Faculty research has focused not only on the subject matter they teach but also in areas relevant to the institution and career goals of our students. Dr. Tony Lewis has focused much of his research in the areas of organizational behavior and management which he teaches, but also specifically in the maritime industry looking at topics such as retention in the maritime industry. He has published at least one paper a year related to his current teaching. Dr. Joshua Shackman teaches quantitative methods, finance, and international business, and his research has focused on both subjects. He recently presented a paper on maritime stock prices which relates to both his teaching areas and the overall emphasis of the university. He has published and presented quantitative papers on cross-cultural management which relates to his teaching of both quantitative methods and international business. Dr. Khalid Bachkar teaches our logistics and operations classes, and he has been highly prolific in publishing papers directly related to his research such as papers on global container shipping and transshipment ports. Dr. Bachkar stays current by having at least one paper published or presented each year.

3. **Provide qualitative descriptions and/or data from quantitative measures demonstrating the quality of the scholarly and professional activities of business faculty. The academic business unit may employ its own metrics of quality in providing this evidence.**

   Or faculty regularly publish in high-quality peer-reviewed journals. Dr. Bachkar has published in the peer-reviewed Journal of Management and Sustainability which has an impact factor of 4.18. Drs. Bachkar, Lewis and Kamdar have published in the Journal of Management and Engineering Integration. This journal is listed in Cabell's Directory of Publication Opportunities which is widely considered to be a solid measure of journal quality. Dr. Shackman has been published in Cross-Cultural Management Journal which is also listed in Cabell's Directory and presented at the Academy of International Business which is widely regarded as the most prestigious academic international business conference in the world.

4. **Describe the extent to which the scholarly and research activities of business faculty are practice-oriented.**

   Dr. Lewis' research regards issues of turnover and job satisfaction in the maritime industry. While this research is based on academic theories of organizational behavior, it is highly applied to real life problems of retention is a demanding industry. Dr. Shackman's research on maritime stock prices is very applied towards financial investment practice in that it provides guidance on investment selection among maritime and logistic stocks. Dr. Bachkar's research focuses on very practical issues of security in global container shipping, and the challenges of managing the ethanol supply chain.

5. **Demonstrate that the types and amounts of scholarly and professional activities of business faculty are consistent with and contribute to the mission and broad-based goals of the academic business unit.**

   Overall our faculty publish on a regular basis, This is enough to stay current in their disciplines while at the same time not being detrimental to our primary emphasis on teaching. As mentioned in the above paragraphs, much of the research done by the faculty relates directly to logistics, the maritime industry, and international business. This is highly consistent with the mission of the department to prepare students for a career in these areas.

Table 5-5: Summary of Scholarly and Professional Activities of Faculty Teaching in the Programs Included in the Self-Study

YEAR	Scholarship of Teaching (SOT)		Scholarship of Discovery (SOD)		Scholarship of Application (SOA)		Scholarship of Integration (SOI)		Professional Activities (PA)	
	Number of Activities	Percentage of Faculty Engaged in SOT	Number of Activities	Percentage of Faculty Engaged in SOD	Number of Activities	Percentage of Faculty Engaged in SOA	Number of Activities	Percentage of Faculty Engaged in SOI	Number of Activities	Percentage of Faculty Engaged in PA
2019	16	67%	13	83%	1	17%	3	17%	12	67%
2018	11	67%	8	83%	1	17%	0	0%	10	67%
2017	9	50%	6	75%	0	0%	0	0%	4	50%
2016	8	60%	9	75%	0	0%	0	0%	3	50%
2015	12	100%	13	75%	0	0%	0	0%	2	50%

5.4: Professional Development of Business Faculty

Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit must provide opportunities for the professional development of faculty that are consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic business unit; and the academic and business communities.

Evaluation Criteria

To develop and sustain current and relevant business curricula and to provide significant and effective learning opportunities for students, business faculty members must be current in their teaching disciplines, must be intellectually engaged with the academic and business communities, and must seek continuous improvement as academic and business professionals.

The institution and the academic business unit should encourage, support, and reward appropriate professional development activities that are consistent with the mission and broad-based goals of the academic business unit. These development activities may be fostered through research grants, sabbaticals, leaves-of-absence, financial support for travel to professional conferences and meetings, and appropriate assistance for research projects.

The institution should have appropriate policies relating to all aspects of the professional development of faculty.

Self-Study Guidelines for Documentation

In the self-study:

1. **Explain the ways in which the institution and the academic business unit foster and reward the professional development activities of business faculty.**

   The Department of International Business and Logistics recruits, supports, and rewards faculty members who are actively engaged in scholarship, who value undergraduate participation in research, who are responsive to educational research, and who use effective educational practices in their classrooms.

   Cal Maritime is committed to supporting faculty in improving the professional skills that are vital for carrying out teaching, research or administrative activities, through workshops, information sessions and funding opportunities. Faculty development funding needs fall generally into three categories: 1) the generation of research; 2) the dissemination of research; and 3) the professional development necessary to advance the expertise of the faculty member. Brief descriptions of some of these funds are provided below.

   CSU Research, Scholarly and Creative Activities Award Program (RSCA Funds) The Research, Scholarly and Creative Activities (RSCA) Grant Program, supported by funds from the Provost's Office and the Chancellor's Office, is intended to help faculty remain engaged in their disciplines beyond the classroom and to contribute new knowledge through robust programs of scholarship. The Academic Senate's Faculty Development Committee (FDC) reviews RSCA and Academy-Wide applications, and the FDC then sends their recommendations to the Provost for approval as per Senate Policy 500. During the self-study year, this fund had a total of $20,669.75 and awardees received an average of $5000 per funded application.

   Department Faculty Development Funds At the beginning of each academic year, every department is provided with a faculty development budget that is based on the number of faculty in the department. During the fall semester, all departmental faculty –tenured, tenure-track and adjuncts—can apply to their respective department chairs for faculty development funds. In the Department of International Business and Logistics, applications from tenure-track faculty are prioritized over all others. For AY 2018-19 the Department of International Business and Logistics had a faculty development budget of $3000. All funds were earmarked before the end of the fall semester.

Academy-Wide Faculty Development Funds - When Department Faculty Development Funds have been completely earmarked, faculty can apply for Academy-Wide Faculty Development. Academy-Wide Faculty Development Funds are intended to support faculty in the dissemination of research that might not otherwise be able to be funded via departmental funds. The Faculty Development Committee reviews applications to the academy –wide faculty development funds. 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 that 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.

Professional Faculty Development Funds - Faculty members seeking money for professional development (skills development, professional competencies, pedagogical enhancement, curriculum redesign, etc.) are encouraged to apply through the Professional Development Fund. Applications for Professional Development are reviewed by the Coordinator for Faculty Development and the Library Dean. Their recommendations are sent to the Provost for approval.

Class of 1965 Memorial Endowment - Funds are available for faculty who have an activity that aligns with the endowment purpose: "To motivate, recognize, and promote professionalism and safety in the maritime industry. The fund will allow qualifying cadets and faculty to attend industry conferences and seminars to improve their professional skills and understanding of the industry." The Faculty Development Committee reviews the application and makes their recommendation to the Library Dean. The Library Dean, after consulting with the Vice President of Advancement, makes the final decisions on the awards. Successful recipients have to file a brief account of how the monies were spent with Advancement for their Annual Stewardship Report.

Faculty Maritime Fund Grant - Up to $500/grant that can be used to meet a variety of academic needs such as the purchase of specialized equipment and computer programs, project funding, conferences, stipends to hire assistants, etc. Applications may be submitted at any time to Robert Arp, Vice President for University Advancement.   Faculty Maritime Fund Grant application

Sabbatical Leaves All full-time faculty are eligible to apply for a sabbatical leave after serving full time for six (6) years at Cal Maritime in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical. A Professional Leave Committee composed of tenured faculty unit employees evaluates the quality of sabbatical applications and provides their recommendation to the appropriate administrator. The department provides an account of the impact of the sabbatical leave on the department's operations and the President makes the final decision after considering the merits of the proposal, operational impact and campus budget. Additional details are provided in Senate Policy 502. In the three years preceding the self-study, two IBL faculty applied for sabbatical leaves and one was granted.

Provost's Curriculum Redesign Funds: As part of the CSU Graduation Initiative 2025 campuses in the CSU system were awarded funds for initiatives aimed at boosting student retention and graduation and/or closing equity gaps. In AY 2016-17 and again in AY 2017-18 the office of the Provost used a portion of these funds to encourage faculty to propose and implement curricular changes to remove impediments to student success, boost graduation rates and close achievement gaps. Three proposals submitted by the Department of International Business and Logistics received a total of $25,000 from the curriculum redesign funds.

The Office of Faculty Development provides relevant and thought-provoking on-campus programming to support all faculty in their teaching, scholarship, and service journeys. The Faculty Development Coordinator works with external and internal partners to offer professional development opportunities such as new faculty orientation, information sessions, workshops, faculty learning communities and brown bag discussions. The primary goal of such events are to help faculty in their teaching by providing information on best practices for teaching and learning. The FDC also provides programs to support faculty as they develop their research, scholarship and/or creative agendas and opportunities for faculty to come together to share their research and teaching experiences. The majority of IBL faculty regularly participate in faculty development sessions and/or faculty learning communities.

2. Demonstrate the effectiveness of the professional development activities of the business faculty by providing examples of the results of their implementation within the academic business unit.

In documenting effectiveness, the academic business unit must provide examples of the outcomes or benefits resulting from the professional development activities of business faculty. In other words, the academic business unit must describe the various ways in which the institution, the academic business unit, and/or students have benefited from the faculty's professional development activities (e.g., improvements in curricula; improvements in pedagogy and teaching methods; the development of new and innovative programs; the establishment of new co-curricular or experiential learning opportunities; new research or consulting projects; the development of new or improved teaching materials; etc.).

Departmental and Academy-wide funds for travel to conferences

With the generous support of the institution, full-time faculty attended and/or presented their research at regional, national, and international conferences. These include the annual and regional IACBE conferences, discipline specific conferences such as the CSU Productions and Operations Management (CSUPOM), the International Association of Maritime Universities and the Academy of International Business and conferences and workshops that focus on teaching and learning. Detailed information about these activities can be found in the vitae of the respective faculty member but a brief summary is provided below.

Some examples of research presentations include two at the International Academy of Maritime Universities that involved research projects with students. Dr. Joshua Shackman presented a paper on maritime stock prices that evolved from a student class project. Dr. Tony Lewis presented a case analysis of Philippine transmarine carriers which also evolved from a student project. Both Dr. Lewis and Dr. Khalid Bachkar have presented one than once at the International Conference on Industry, Engineering, and Management Systems in Cocoa Beach, Florida. This has included presentations very relevant to the major including the impact of sea rise on ports and retention in the maritime industry.

In 2018 IBL a team comprising of two IBL faculty and two Cal Maritime staff members (the Director of Career Services and the Community Engagement Coordinator) was selected, through a competitive application process, to attend the 2018-19 Project Based Learning Institute co-hosted by AAC&U and Worcester Polytechnic Institute (WPI). Their participation in the Institute was made possible with the support of the Provost's Curriculum Redesign Grant. The team attended the 2-day workshop in June 2018 where one of their main takeaways was the oft-repeated slogan "Start small, move slow." The team took this advice to heart and is slowly integrating more and more project-based learning into selected courses.

In AY 2018-19, the Community Engagement Coordinator piloted a civic engagement project in two classes taken by business students –*Environment of Modern Business* and *Ethics*. Students had the opportunity to be involved in City of Vallejo's Participatory Budgeting Project. The City of Vallejo is the first U.S. city to adopt Participatory Budgeting, wherein the City Council approved that a significant portion of the city budget would be designated for special projects that the citizens would suggest, then vote on to implement. Students had the option to approach the project from one of three angles: 1) as citizen volunteers, 2) as city PB organizers, or 3) as objective observers of the entire process. Participating students improved their understanding of the needs of local community members and businesses, explored resource allocation decisions and the associated tradeoffs, learned about the inner workings of local government works and practiced their communication and advocacy skills. Also noted were various ethical issues that arose for each of the different angles: from citizen volunteers trying to promote their own project ideas rather than being impartial; to PB organizers struggling to remain impartial during discussions and disagreements; and from an objective observer trying to remain impartial and non-judgmental about the entire process. Overall, student participants reported having an interesting and enlightening experience and some were inspired to become more involved in their own hometowns.

Curriculum Redesign Grants

Dr. Kamdar and Captain Browne (ex-Chair of Marine Transportation) received a curriculum redesign grant from the Office of the Provost to explore alternative pathways to graduation for Marine Transportation students who, after completion of a significant portion of the MT degree, decide not to continue in the major. They explored four different pathways to achieving these goals.

1. Creation of a new Maritime Management degree within IBL or MT or offered jointly by both departments
2. Development of a non-licensed track within the MT major
3. Creation of a Maritime Management concentration or track within the IBL major that would allow more MT classes to transfer
4. Reordering the MT curriculum so that more classes in the first year would count towards other majors

They concluded that the third option, creating a Maritime Management concentration within the IBL major, would be the best way to move forward in a cost-efficient manner. (See Appendix 4B). This work together with the Lewis-Shackman proposal provided the foundation for the year-long curriculum redesign conversations in IBL. We anticipate seeking approval for a new and updated curriculum with two focus areas –Supply Chain Management and Maritime Business –before the end of AY 2019-2020.

Dr. Joshua Shackman and Dr. Tony Lewis received a curriculum redesign grant in 2018 to examine new pathways for the IBL major. They examined data from job placement and a student survey along with benchmarking of similar programs. Based on the data they proposed two alternative pathways for IBL majors, one focused on logistics and one focused on maritime management. These initial proposals have been the basis for the current department-wide curriculum redesign efforts.

Sabbatical Leave

Dr. Khalid Bachkar was granted a sabbatical leave in Spring 2018 to redesign his supply chain and operations courses to align them with the Body of Knowledge Framework of the Certified Production and Inventory Management (CPIM) certification exam. In AY 2018-19, he modified and updated his courses to include many of the concepts covered on the CPIM exams, to ensure that students interested in pursuing CPIM certification were provided with a strong foundation.

Participation in Faculty Learning Communities and other faculty development activities

IBL have participated in a number of faculty development activities over the years and frequently use the knowledge and skills gained to update their pedagogy and teaching methods. During the self-study year, four IBL faculty were among the many who attended a half-day workshop on metacognition and the science of student learning. Inspired by the workshop, ten Cal Maritime faculty participated in a yearlong faculty learning community which used “make it stick: The Science of Successful Learning” as its primary text.   The text draws on cognitive psychology to offer specific, actionable techniques to become a stronger learner. The authors discuss counterproductive study habits, the illusion of mastery, spacing, interleaving, and retrieval practice to equip readers with academic habits to *make learning stick*. Three IBL faculty were among the ten participants and at the end of the year, all three resolved to re-structure their courses in AY 2019-2020 to encourage spaced retrieval practice, interleaving of information and greater reflection and metacognition. This was done through increased used of low-stakes testing in the form of daily clicker questions, making all exams cumulative and encouraging reflection after each exam. Instructors also provided students with research –based information about productive vs non-productive study methods and the illusion of learning/competence.

Following participation in the project-based learning institute at WPI, IBL faculty are continuing to look for ways to incorporate more experiential and project-based learning in their courses. Currently two IBL faculty are involved in Makerspace FLC to learn how to incorporate making into their courses. In the Fall they will learn how to use various tools in Cal Maritime’s newly created Makerspace , such as soldering irons and 3D printers, and in the Spring they will work on creating a Makerspace project for their classes.

3. Demonstrate that the professional development activities of the business faculty are consistent with the mission and broad-based goals of the academic business unit.

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. The mission statement also emphasizes that our graduates will have a practical balance of theoretical knowledge, experiential learning, strong ethical values, and global leadership skills. Our broad-based operational goals include 1. attracting and retaining highly qualified faculty who are effective teachers and are engaged in significant service and professional development activities and 2. providing an environment that fosters active and collaborative student learning.

Faculty in IBL are highly qualified in their disciplines and stay on the cutting edge of business and education, travelling to conferences and collaborating with colleagues at home and abroad to test, refine and put new ideas into practice. They also provide our undergraduates the opportunity to get involved in cutting-edge research. Participating in undergraduate research allows students to explore questions in depth, frame testable hypotheses, analyze information and appreciate the ambiguities inherent in real world problems. It increases their interest in further education and strengthens their resume and applications to graduate school.

IBL faculty maintain close connections to industry to develop course content that addresses current business practices while anticipating tomorrow’s business needs. Many faculty regularly attend, and encourage their students to attend, meetings of professional networks such as the Bay Planning Coalition, the Propeller Club and Women in International Trade. They encourage students to earn additional certifications such as the CPIM certificate and to participate in resume-worthy ‘experiences such as the Collegiate Wind Energy Competition and Vallejo’s Participatory Budgeting Project. All of this helps makes our students readily employable as evidenced by our high placement rates.

Finally, participation of faculty in the Project Based Learning Institute, the Makerspace Faculty Learning Committee, the Materials Handling Institute and attendance at various sessions on active learning are consistent with our mission statement’s focus on experiential learning.

3. Identify the documents that contain the institutional and/or academic business unit's policies relating to the professional development of faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).

The following documents contain institutional policies relating to the professional development of faculty. Links are provided below and they can also be found in the Appendices

Faculty Handbook (See Volume 1, Appendix 1D)
Retention Tenure and Promotion Policy (See Volume 2, Appendix 5I)
Senate Policy 528-Evaluation of Lecturers (See Volume 2, Appendix 5I)
Senate Policy 502-Sabbatical Leave (See Volume 2, Appendix 5J)
Description of Faculty Development Funds (See Volume 2, Appendix 5K)
Provost's Curriculum Redesign Grant (See Volume 2, Appendix 5L)

5.5: Evaluation of Business Faculty

Excellence in business education requires institutions and their academic business units to have effective processes for faculty evaluation. Therefore, each institution must have a formal system of faculty evaluation for use in personnel decisions.

Evaluation Criteria

Human resource decisions in the academic business unit should be based on faculty contributions to teaching, scholarly activity and service that are consistent with the unit's mission and broad-based goals. The process used for faculty evaluation should be within the jurisdiction of the academic business unit, and should include a combination of student-, peer-, supervisor-, and self-evaluations of faculty. The results of faculty evaluations should be shared with the individual faculty members who are being evaluated, and when there are disagreements regarding the results of faculty evaluations, the evaluation system should provide an opportunity for faculty members to appeal.

The faculty evaluation process for faculty members who teach in graduate-level programs should recognize that graduate teaching differs substantially from undergraduate teaching, and that the expectations of graduate-level faculty exceed those of faculty teaching only at the undergraduate level.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the process employed by the institution and the academic business unit for the performance review and evaluation of business faculty. If the process is not under the control of the academic business unit, provide a rationale for this.**

   Excellence in education is the department's primary goal. The department can provide an education of high quality only with faculty of high quality who themselves are committed to disciplinary and pedagogical currency. Evaluation of all faculty is determined by both Academic Senate Policy and by the Collective Bargaining Agreement between the California Faculty Association (Unit 3) and the California State University.

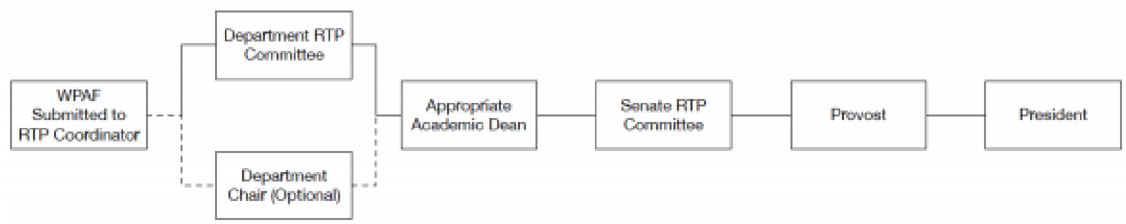
   The formal evaluation for retention, tenure, and promotion is called a Performance Review. Tenure-track faculty normally undergo a performance review for retention during their second and fourth probationary years and for tenure during their sixth probationary year. Less formal Periodic Evaluations are conducted for all years during which a Performance Review is not required (normally, their first, third and fifth probationary years). The Periodic Evaluation only requires submission of a Faculty Activity Report (Volume 2, Appendix 5, Page 251) but extensive documentation of faculty activities and accomplishments, in the form of a Working Personnel Action File (WPAF), is required for formal Performance Reviews. In their WPAFs, faculty members are expected to provide documentary evidence of performance and achievement within three basic areas

   A. Teaching effectiveness

   B. Service to the University and Academic Community

   C. Scholarly, Creative, and/or Professional Achievements

   The institutional process by which retention, tenure and promotion decisions are made involve multiple levels of review and are codified in Academic Senate Policy AS 01-004 Retention Tenure and Promotion Policy. The process is depicted in the figure below. The dashed box around the Department Chair review indicates that it is an optional review. The product of each review will be a written recommendation to the President. The recommendation from each level of review will be incorporated into the WPAF for the next level of review and after the Provost's review has been incorporated into the WPAF, the WPAF will be forwarded to the President for a final determination



Lecturers at Cal Maritime may have term appointments, one-year appointments or three-year appointments. Most lecturers only have teaching responsibilities; in some cases, they are assigned service responsibilities and provided with the appropriate compensation. Senate Policy 528 (Volume 2, Appendix 5I) codifies the evaluation process for lecturers. All full-time and part-time lecturers with one- and three-year contracts must be evaluated at least once during the term of their appointment and this evaluation occurs in the spring semester prior to the end of the contract period. Full-time lecturers are evaluated by a Department Committee, the Department Chair and the Academic Dean but no department committee evaluation is necessary for part-time lecturers.

2. Demonstrate that the quality of teaching and student learning outcomes is a central component of the faculty evaluation process and explain the ways in which the process measures teaching and learning effectiveness.

Academic Senate Policy AS 01-004 (Retention, Tenure, and Promotion, Volume 2, Appendix 5H), which addresses retention, tenure and promotion, clearly states:

The academic assignment of most members of the faculty consists primarily, but not exclusively, of teaching. For these members teaching effectiveness is the most important element to be considered during retention, tenure, or promotion evaluations completed at the university.

Further, the policy elaborates that multiple measures can be used to judge teaching effectiveness including the following:
a. A list of courses taught, sections and average section size
b. Student evaluations for the review period (mandatory)
c. Peer evaluations from classroom visits by teaching colleagues (mandatory)
d. Other instructional achievements
e. Information pertaining to student advising
f. Information pertaining to curricular development

Further, as per Article 15.15 of the Collective Bargaining Agreement,

"Written or electronic student questionnaire evaluations shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee shall have such student evaluations unless the President has approved a requirement to evaluate fewer classes after consideration of the recommendations of appropriate faculty committee(s)."

Hence, summative student evaluations are required in all classes. (In addition, several faculty in IBL also make use of formative mid-semester evaluations to improve the learning experience of their students.) The Department Chair works particularly closely with new faculty members 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 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.

A preponderance of evidence suggests that average student evaluation of teaching scores are not valid measures of teaching effectiveness and that teacher ratings aren't necessarily correlated with learning outcomes. Hence, Cal Maritime's RTP policy mandates the use of peer observations in addition to student evaluation forms. At a minimum, the Department RTP committee is expected to conduct an annual classroom observation. In addition, reviewers consider course syllabi and assignments, the faculty member's teaching philosophy, curricular development efforts, participation in faculty development activities and self-evaluation of their teaching practices.

The current RTP policy does not formally link achievement of student learning outcomes (either at the program or course level) to the performance review of faculty. However, all IBL program learning outcomes are assessed annually, as our select institution-wide learning outcomes. The results are shared and discussed with all department faculty. If there are persistent deficiencies in particular areas, the department agrees on action necessary to address those gaps and the department chair follows up with the appropriate instructors to ensure that the necessary steps are taken. All departments are now required to submit Annual Learning Reports to the Associate Vice Provost explaining the results of the outcomes assessment process. This annual process allows departments to observe and document trends in student learning and make adjustments as necessary.

3. **Demonstrate that the distribution of business faculty contributions in the various performance areas included in the evaluation process is consistent with the mission and broad-based goals of the academic business unit.**

Performance in the area of teaching has been quite strong with all faculty consistently receiving average evaluations above 4. Since there are not enough tenured IBL faculty, classroom visits are typically conducted by neutral faculty members from other departments who have also given high evaluations to our faculty. This high performance in teaching is highly consistent with our primary mission of preparing students for careers related to their major. It is clear that our emphasis on teaching highly aligns with our mission.

All of our tenured or tenure-track faculty are academically active with publications, presentations, and other forms of scholarship. Given the heavy emphasis on research in logistics, transportation, international business, and the maritime industry this area of faculty contributions is highly consistent with our mission of preparing students for careers in these areas.

Regarding the performance area of service, we have a small faculty so every one of our faculty needs to be involved in a heavy level of service. IBL needs to be represented on multiple university-wide committees, which means almost all of our faculty need to serve on one or more committee. Departmental service such part-time and full-time faculty search committees, accreditation, and curriculum review committees also require extensive time commitment from almost all faculty members. These activities do have a positive impact on our mission as we have been able to hire two new faculty members with expertise in logistics and maritime business, and we have also been making strong progress in redesigning our curriculum. These efforts should allow us to better carry out mission and goals over the long-run.

4. **Identify the documents that contain the institutional and/or academic business unit's policies relating to the evaluation of business faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study). These documents may be faculty handbooks, general employee manuals, individual faculty contracts, faculty union agreements, or other documents.**

Please see the Appendix 5B for the Faculty Handbook, Collective Bargaining Agreement, the Academic Senate Policy for Retention, Tenure and Promotion and the Academic Senate Policy for Evaluation of Lecturers.

5. **Provide blank copies of the instruments that are used in the faculty evaluation process (these should be placed in an appendix of the self-study).**

   Please see the official Student Evaluation of Teaching form, Classroom Observation form (for peer review), the periodic evaluation form, and the lecturer evaluation form in Appendix 5B.

6. **Provide evidence that the faculty evaluation process is being carried out as described in item 4.**

   Copies of processed official student evaluation forms and completed mid-semester formative evaluations will be made available to the site-team, upon request. Classroom observations and peer reviews are part of the faculty member's confidential WPAF but select documents can be made available upon request.

5.6: Summary Reflection on Business Faculty Characteristics, Activities, and Processes

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 faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's faculty characteristics and activities and its faculty-related processes. In this reflection, 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 faculty characteristics and activities and its faculty-related processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's faculty characteristics and activities and its faculty-related processes.**

   The Department of International Business and Logistics has made great strides in hiring highly qualified faculty who are committed to excellence in business education. Three years ago our tiny faculty was stretched thin with overenrolled classes, multiple course-preparations, and an average of 50+ advisees per academic advisor. It was clear that the department needed to hire additional faculty, preferably tenure-track faculty. The department successfully lobbied Administration to grant them an additional tenure-track position for the self-study year as well as the year before and the following year.

   Faculty hiring decisions are guided by assessment information. For example, since student performance on internal and external exams pointed to the need for greater reinforcement of quantitative skills, we recruited a tenure-track faculty member with a strong quantitative background in 2017-18. The need to strengthen our graduates' understanding of ships and shipping, in particular, and the maritime industry in general led us to hire a tenure-track faculty member in 2018-19 who was a licensed merchant mariner, had sailed for several years, and who also had a PhD in economics and management. Surveys revealed that students wish to see more faculty with professional experience and hence we decided to prioritize that for the next tenure-track faculty search.

   There is considerable diversity in the training, background and areas of specialization of the IBL faculty as a result of these strategic hires, but there is much common ground as well. All but one of our tenured/ tenure track faculty hold doctorates, while the lecturers hold a Master's or a JD 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.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

We requested, and were granted, an additional tenure-track line for 2018-19. Realizing that we needed more faculty with industry experience, we prioritized professional experience over a doctoral degree and recently hired someone with extensive experience in logistics and supply chain management. The faculty member is currently enrolled as a graduate student in an online doctoral program in Emergency Management.

Principle 6: Student Policies, Procedures, and Processes

Excellence in business education requires clear and effective student policies, procedures, and processes including (i) admissions policies and procedures that ensure that students who are admitted to the institution's business programs have a reasonable chance of success in the programs to which they have been admitted, (ii) policies and procedures that govern the academic performance of students and the successful progression of students through the programs, and (iii) processes for supporting the career development of business students.

6.1: Admissions Policies and Procedures

Excellence in business education requires clear, transparent, and effective admissions policies and procedures that are appropriate to the expectations of the institution's business programs and that are implemented in a fair and consistent manner.

Evaluation Criteria

The policies and procedures for the admission of students to the institution's business programs must be published, transparent to the academic business unit's internal and external stakeholders and applied in a consistent and equitable manner.

The admissions policies and standards for business programs at all degree levels should be appropriate to the types of programs offered and designed to ensure that students have a reasonable chance to succeed in the programs to which they have been admitted. If exceptions are made to these admissions policies and procedures, it is incumbent upon the academic business unit to provide a rationale and to justify its case for the exceptions.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the admissions policies and procedures for each of the business programs included in the accreditation review.**

Prospective first-time freshmen must achieve a minimum Eligibility Index as determined by the California State University system. This Index takes into account both standardized test scores and grades. Students who take the SAT must achieve a minimum eligibility score of 2950.

The Eligibility Index for SAT students is as follows:
GPA x 800 + Combination of SAT Math and SAT Reading scores
Students who take the ACT must have a minimum eligibility score of 694 which is calculated as follows:
GPA x 200 + (ACT composite x 10)
Students who receive a GPA of 3.0 or higher may apply without taking a standardized exam, but it is strongly encouraged.

Prospective students must also have at least a 2.0 GPA include at least a "C" grade in the following required courses:

A	2 years	U.S. History & Social Science (e.g. American Government, World History)
B	4 years	High School English
C	3 years	Math—Elementary Algebra, Geometry, Intermediate Algebra
D	2 years	Science with lab—one Biological Science and one Physical Science
E	2 years	Foreign Language (must be in the same language)
F	1 year	Visual or Performing Arts

G 1 year College Preparatory Electives (extra courses taken in any of the above categories, plus electives designated by the school)

Lower-division transfer students must meet the admissions requirements outlined above. They must have completed fewer than 60 semester units (90 quarter units) of transferrable work by the time the student plans to enter Cal Maritime. They must also have at least a 2.0 cumulative college GPA in transferrable coursework. In addition they must have taken and passed with a "C-"grade both a college-level English composition class as well as any college-level math course.

Upper-division transfer students have similar requirements as lower-division transfer students, but they need to have completed 60 or more semester units. They must be in "good standing" at all colleges attended (such as not being expelled, on suspension, and on probation). In addition to college-level math and English composition, they must have also completed a critical thinking and oral communications class.

Eligible students must complete an online application form, submit a $55 application fee, and their SAT or ACT score. Transfer students must also submit all official transcripts from all colleges attended. First-time prospective freshmen may choose the Early Action procedure and apply by October 1. Such applicants will be notified of the admissions decision by December 15. Early Action applicants who are rejected may still have their application reviewed for the Regular Admissions procedure. Regular Admissions applicants must submit their application by December 15 and they will receive the decision by the following February 1. However, non-impacted programs continue to accept applications over the summer on a space-available basis provided that applicants meet the admissions criteria.

After students are 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.

2. For each of the business programs included in the accreditation review, demonstrate that the admissions policies and procedures for the program are published, transparent to the public, and consistent with the type of program.

Policies and procedures for prospective first-term freshmen can be found publicly on our webpage here:
https://www.csum.edu/web/admissions/first-time-freshmen
Policies and procedures for transfer students can be found here:
https://www.csum.edu/web/admissions/transfers/internationalbusinessandlogistics
Detailed information about admissions policies can also be found on our webpage:
http://catalog.csum.edu/content.php?catoid=7&navoid=448#undergrad-application-procedures

3. For each of the graduate-level business programs included in the accreditation review, demonstrate that the admissions policies or standards for the program require that students have or will have completed an appropriate bachelor's-level degree, diploma, or other equivalent credential prior to admission to the program.

N/A

4. For each of the business programs included in the accreditation review, explain the ways in which the admissions policies and procedures for the program attempt to ensure that students admitted to the program have a reasonable chance to succeed.

Our admission policies and procedures are the same as the entire California State University system. The Eligibility Index requires students to demonstrate solid potential through both grades and test scores. In addition to the Eligibility Index, there is also a strict minimum GPA of 2.0. Prospective students must have taken a standard list of college preparatory courses and receive a minimum grade of "C" in each of these classes. Finally, it should be noted that these requirements are just the minimum and do not guarantee admission as admission decisions are done on a case-by-case basis.

5. Describe the ways in which the institution and/or the academic business unit evaluates and documents any transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the business programs.

A large portion of transfer credits come from other California community college or other California State University campuses. Transfer credit agreements have been signed between these other institutions and Cal Maritime which clearly state which classes will transfer in from these other universities and which IBL classes they will count for. Students wishing to transfer credits must submit official transcripts from previous institutions to the Office of Admissions where the transfer credit request is reviewed and processed. Any major-specific questions are sent to the Department Chair. Students who have earned an associate's degree in California are guaranteed to transfer in with junior class students. These students are evaluated by both the Office of Admissions and the Department Chair.

Our policy on transfer credits can be found here:
https://www.csum.edu/c/document_library/get_file?uuid=ccdd121d-73bd-4d34-afc4-26a84879120e&groupId=3965808 [Also included in Volume 2, Appendix 6A]

6. Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic business unit's own business programs.

We restrict transfer credits to just those from regionally accredited universities our nationally recognized testing services, which helps ensure quality. The sources of transfer credits that we allow are listed in our catalog:
http://catalog.csum.edu/content.php?catoid=5&navoid=286%23undergraduate-transfer-admissions-requirements

"Types of college credit given prior to enrollment for courses that meet degree requirements are as follows (see Cal Maritime equivalency tables at the end of this section):

- college work from regionally accredited institutions as listed in the American Association of Collegiate Registrars and Admissions Officers "Transfer Credit Practices of Designated Educational Institutions" information exchange report
- applicable Advanced Placement (AP) coursework completed with a score of 3, 4, or 5 on the AP test for that course.
- applicable International Baccalaureate (IB) coursework completed with a minimum score on the IB test for that course.
- College Level Examination Program (CLEP) exams in the areas of natural science, humanities (not including English), and social science/ history.
- military educational experiences in the armed services as listed in the American Council on Education "Guide to Evaluation of Educational Experiences in the Armed Services"

College credit will not be given prior to enrollment for the following:

- transfer courses graded as "credit" if not verified as equivalent to a grade of C- or higher
- some transfer courses older than 10 years. This time period may be even shorter for some courses that are technical or that have specific requirements by licensing agencies"

7. **Provide evidence that the policies governing the acceptance of transfer work for credit in business programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.**

All transfer credit from college work must come from a regionally accredited university as specified in our policies stated above. The large majority of our transfer students are from California, meaning that most of our transfer credits come from institutions that are regionally accredited by the Western Association of Schools and Colleges.

8. **Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in business programs are published and transparent to the public.**

Our transfer credit policies are posted in our online public catalog and the official policy document signed by President Cropper which are both linked below:

http://catalog.csum.edu/content.php?catoid=7&navoid=448#transfer-policies

https://www.csum.edu/c/document_library/get_file?uuid=ccdd121d-73bd-4d34-afc4-26a84879120e&groupId=3965808 [Also included in Volume 2, Appendix 6A]

9. **Describe the ways in which the institution and/or the academic business unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non-academic learning and applied toward satisfying requirements in business programs.**

We currently do not offer any credit for work or life experience.

10. **Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs ensure that the learning resulting from these experiences is comparable in quality to the learning experiences provided in the academic business unit's own business programs.**

N/A

11. **Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs are published and transparent to the public**

N/A

12. **For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the admissions policies for the program during the self-study year, and provide a rationale and justification for these exceptions.**

We are not aware of any recent exceptions to our admissions standards.

6.2: Academic Policies and Procedures

Excellence in business education requires clear, transparent, and effective policies and procedures pertaining to student academic performance and progression toward degree completion. These policies and procedures must be applied in a fair and consistent manner.

1. For each of the business programs included in the accreditation review, describe the academic policies and procedures pertaining to the program, and demonstrate that they clearly delineate standards, conditions, processes, or criteria for:

a. The academic performance of students

A candidate for a Bachelor of Science or Bachelor of Arts degree must have completed the academic program with a cumulative grade point average (GPA) of not less than 2.00 in each of the following three areas:

A. Cumulative GPA: All baccalaureate-level units completed at Cal Maritime and other academic institutions; and
B. Campus GPA: All units completed at Cal Maritime; and
C. Major GPA: All units completed in the major. Students who maintain a cumulative grade point average of at least 2.00 in each of the above three areas will be considered in good academic standing. Students who do not meet this standard will be placed on academic probation or disqualified.

(Academic Standing Policy: https://www.csum.edu/c/document_library/get_file?uuid=03eb861c-3022-4bd3-b2be-2d02bc1f85e7&groupId=3965808) [Also available in Volume 2, Appendix 6B]

b. The satisfactory academic progress of students toward completion of degree programs;

Students on financial aid must meet university Satisfactory Academic Progress (SAP) standards as follows:
A. Must maintain a GPA of 2.0 or higher
B. Must successfully complete 67% of attempted course work
C. Must complete the degree within six years
(Academic Policy Manual: https://www.csum.edu/c/document_library/get_file?uuid=e94aaefe-3121-401d-8a40-7de060aa7d8b&groupId=3965808) [Also available in Volume 2, Appendix 6C]

c. The identification of retention issues and at-risk students;

We have three main methods to improve retention and reach out to at-risk students:
1. Registration campaigns: University Advisors send out emails to all students who do not register for the upcoming term and invite them in for one on one help with their schedule. This meeting gives the students an opportunity to discuss why they have not registered and ensures students are receiving resources needed for future terms.

2. Resource Messages by category: All students are separated by risk level (probation, repeating a class for the third time, repeat unit limit warning, term GPA warning, nearing a 2.0 in their cumulative, campus, or major GPA's, failed or received a "D" in the previous term and low risk). Students are then sent an individualized email with appropriate resources and are invited to meet with a University Advisor to discuss the resources in detail if desired.

3. Early Alert: Early Alert campaigns are conducted in Week 7 and Week 10 of the semester. All instructors are asked to review their classes during one of these two weeks and report any students

whom they believe to be at risk of failure. The hope is to identify these students early enough in the term to give them an opportunity to improve their performance and achieve a passing grade. Students receive a letter from the School Dean and an invitation from a University Advisor to meet and discuss their at-risk class and appropriate resources.

d. The provision of academic counseling and support services when needed;

Every student is assigned a faculty program advisor who is an expert in their major and responsible for meeting with students and confirming they have a clear academic plan. Each term a registration hold is placed on all student accounts, which prevents registration until the hold is lifted by the faculty advisor. This allows faculty advisors to confirm that students are planning to register for the courses that will keep them on track for graduation and ensures that students meet with their advisor at least once a term.

Students also have the opportunity to work with University Advisors, who are staff members solely devoted to advising students with an emphasis on at-risk students. Cal Maritime's University Advisors promote student success by helping students navigate University requirements, policies, forms, and deadlines, while educating them about other programs and opportunities that are available to assist with student success. Students on academic probation are required to meet with a University Advisor at regular intervals throughout the term to review their academic progress. The university advisors collaborate with faculty advisors for major and general education course advisement and work with students to develop a plan, including support services, to ensure completion of all university requirements for graduation in a timely manner.

Our Student Engagement and Academic Success (SEAS) Center also offers peer- tutoring services. Students may request tutoring appointments of up to one hour per day. In addition to tutoring appointments, SEAS also offers drop-in tutoring sessions every Monday-Thursday nights during the fall and spring semesters. In addition to tutoring, SEAS organizes Supplemental Instruction sessions which involve peer group study sessions for first year classes with high drop-out rates. It should be noted that most of the SEAS Center's tutoring services focus on basic first and second-year general education topics such as math, writing, and science.

e. The placement of students on academic sanction (e.g., warning, probation, suspension etc.);

Students with an overall, campus, or major GPA of less than 2.0 are placed on academic probation, in which case they are required to take between 12 and 15 units in consultation with their academic advisors to improve their GPA. In the term of enrollment following placement on probation, students must:

a. Complete a minimum of 12 units
b. Have no grades of "F", "D", "WU", or "NC"
c. Earn a minimum 2.00 semester GPA

A variant of academic probation is "Administrative Academic Probation". As authorized by Title 5 of the California Code of Regulations, a student may be placed on Administrative Academic Probation if the student:

1. Withdraws or is administratively disenrolled from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not subject to administrative academic probation for such withdrawal), OR
2. Repeatedly fails to progress toward the stated degree objective or other program objective, when such failure is due to circumstances within the control of the student, including reaching or exceeding the maximum allowable number of course withdrawals or repeats, OR
3. Fails to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, that is routine for all students or a defined group of students, such as failure to complete the writing skills test, failure to complete a required laboratory, failure to comply with professional standards appropriate to the field of study, or failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program, OR

4. Earns only grades of “F,” “NC,” and/or “WU” for two consecutive semesters in a calendar year.

These policies on academic probation can be in our Academic Standing Policy: https://www.csum.edu/c/document_library/get_file?uuids=03eb861c-3022-4bd3-b2be-2d02bc1f85e7&groupId=3965808 [Also included in Volume 2, Appendix 6B]

Students who engage in severe or repeated incidents of academic misconduct such as plagiarism may be face suspension of one semester or more. The Committee on Academic Integrity consists of three faculty members and one student, and hears cases regarding allegations of academic misconduct. Each violation is given between 0.5 and 3 sanction points. Any student who accumulates 1.5 sanction points will be suspended for one semester. Likewise, any student who accumulates 2 points will be suspended for two semesters, and 3 sanction points will result in suspension for three semesters.

Students can also be suspended for serious non-academic conduct. This is discussed in more detail in Principle 1 above. These policies and procedures can be seen in pages 64-83 of our Student Handbook, pages 54-65. [The Student Handbook is also available in Volume 2, Appendix 1C]

f. The dismissal of students from programs when necessary.

A student on academic probation will be subject to Academic Disqualification if:
1. The student does not successfully complete a minimum of 12 units, OR
2. The student receives a grade of “F”, “D”, “WU”, or “NC” in any course taken, OR
3. The student’s semester grade point average is below 2.00.

A student may also be placed on Administrative Academic Disqualification. As authorized by Title 5 of the California Code of Regulations, a student may be subject to Administrative Academic Disqualification if:
1. The student’s cumulative GPA is so low that, in view of the overall educational record, it is unlikely that the deficiency will be removed within a reasonable period, regardless of whether or not the student was on academic probation at the time, OR
2. The conditions for removal of administrative academic probation are not met within the period specified, OR
3. The student becomes subject to academic probation while on administrative academic probation.

Students can also be expelled for serious non-academic conduct, see pages 64-83 of our Student Handbook as well as Principle 1.

2. **For each of the business programs included in the accreditation review, demonstrate that the academic policies and procedures pertaining to the program are published and transparent to the public.**

On our webpage we have a link to our Academic Standing policy that includes our academic probation and disqualification policies:
https://www.csum.edu/c/document_library/get_file?uuid=e94aaefe-3121-401d-8a40-7de060aa7d8b&groupId=3965808 [Also included in Volume 2, Appendix 6B]
Our catalog also has a section on academic standing that outlines some of these same policies:
http://catalog.csum.edu/content.php?catoid=5&navoid=269#academic-standing

3. **For each of the business programs included in the accreditation review, demonstrate the effectiveness of the institution’s and/or the academic business unit’s policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs.**

We believe that overall our policies and procedures are very standard and consistent with the California State System. As shown in Table 6-1 below, over the last year we have had 15 students put on probation with nine of those being dismissed. This means about 5% of our student population was dismissed. This number suggests that our policies are rigorous and being enforced. However, this number is not so high that it suggests that there is an overwhelming number of students being dismissed and that our outreach efforts to at-risk students are having some success. Graduation rates also suggest that our policies are effective regarding advising and tutoring. Our most recent graduation data is from the fall of 2014 cohort, which shows a 60% four-year graduation rate. This is significantly higher than Cal Maritime's graduation rate as a whole (48%) and much higher than the system-wide California State university graduation rate of 25.5%.

4. Provide Table 6-1: Students Subject to Academic Sanctions

5. BUSINESS PROGRAM	NUMBER OF STUDENTS ON WARNING, PROBATION, ETC.	NUMBER OF STUDENTS ON SUSPENSION	NUMBER OF STUDENTS DISMISSED
BACHELOR'S-LEVEL PROGRAMS			
IBL	15	0	9

6. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the academic policies for the program during the self-study year, and provide a rationale and justification for these exceptions.

All exceptions are granted by the Provost and School Dean. If after disqualification a student feels there are extenuating circumstances that contributed to poor academic performance, an appeal explaining these circumstances can be made in writing to the Provost (via the Registrar's Office) within 10 working days of the notification. Written appeals will be reviewed by the Provost, the appropriate Dean, and the appropriate academic
Department Chair(s) within 10 working days of receipt. Further appeals will not be accepted.

Only one IBL student was granted an exception during the 2018-19 year. While the student was subject to disqualification at the end of the fall 2018 term, but did well overall on his GPA while on probation. He did receive a passing D in one course, but due to circumstances outside of his control and improving his GPA, the student was permitted to continue on probation in the following term.

6.3: Career Development and Planning Services

Excellence in business education requires effective support for the career development of business students, including career planning services, placement assistance, or appropriate practices as deemed by the institution.

Evaluation Criteria

Institutions and/or their academic business units should have processes for supporting business students in all phases of their career development – from assistance with choosing a program of study to securing a professional business position. In addition, they should also provide support to alumni for making career changes, career advancement, and searching for meaningful employment.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the support for career development that the institution and/or the academic business unit provides to business students, including career planning services and placement assistance.**

Our Career Services is staffed by a Director of Career Services and three Career Coordinators. The "Career Conversation Series" of presentations and meetings trains students in job placement skills starting from the freshman year. Topics such as career selection, interview skills, and resume skills are covered during this series. Special workshops are also given for students searching for an internship for our Business-Industry Coop. For graduating seniors, job fairs are also organized for both the fall and spring semester.

2. **Demonstrate the effectiveness of the career development support provided to the academic business unit. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, job placement rates, graduate school placement rates, student satisfaction with services provided, employer satisfaction with graduates, career advancement of alumni, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).**

From our 2018-19 and 2017-2018 graduating cohorts, 97 and 96% respectively were placed in full-time jobs or graduate school. Of our 2016-2017 cohort, 100% were placed in full-time positions or graduate school. In addition to these high placement rates, we have also had luck in placing our graduates in positions closely related to their major. Roughly 40% of our job placements are in the maritime industry, 32% in logistics-related positions, and the rest in diverse positions such as military, government, or education.

6.4: Summary Reflection on Student Policies, Procedures, and Processes

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 student policies, procedures, and processes in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's student policies, procedures, and processes. In this reflection, 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 student policies, procedures, and processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's student policies, procedures, and processes.**

Overall, we feel our student policies and procedures are effective and more than adequate for addressing a wide range of circumstances that might students face during their time in our program. Policies for dealing with academic sanction and student progress is consistent with policies at all other California State University campuses. Our transfer credit agreements for other California State campuses and California community colleges allows for an efficient transfer credit system with broad assurances of consistency between our classes and those taught at other institutions in California. Our admissions policies are also consistent with the rest of the California State University, in particular with the use of the Eligibility Index.

We do see some need for improvements in student support services. Until recently, we only had four full-time faculty responsible for advising roughly 200 students. A load of 50 advisees proved to be unmanageable and the Academic Dean and Associate Vice Provost (neither of whom has a background in business) had to handle some of the advising. We have recently hired two University Advisors who have been highly engaged with our students, but they serve our entire student population of roughly 1000 students. The Early Alert system developed by the University Advisors is a powerful tool but it is relatively new and not all faculty are making use of it. The Academy has also invested in powerful, new advising software like SmartPlanner and EAB Analytics that faculty advisors are gradually learning to use. We do have tutoring services, but the emphasis is on general education rather than business administration.

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

A. Academic Advisors used to have untenably large advising loads of approximately fifty advisees each just a couple of years back. We have hired three new faculty over the last three years but their share of academic advising has been limited since advising requirements only slowly rise during the first two years of employment. Nevertheless most Advisors now have approximately thirty advisees. With smaller advising loads, we hope to expand advising beyond just degree plans and course scheduling and offer students support and guidance on a wide range of academic issues. In particular, we can have academic advisors provide counselling at support to any advisee who is at-risk. This will take some burden off the University Advisors and allow them to focus on the very most difficult case. Several training sessions have been offered in the use of the new Advising software tools but we need to strongly encourage all Faculty Advisors to use these tools as intended. We have also incorporated an assignment in first semester courses to encourage students to become familiar with the SmartPlanner.and SchedulePlanner.

B. Our Early Alert system is at an early stage and not all faculty know how to use it or have been using it on a regular basis. We will provide additional training in this system and encourage all faculty to use it for every class, every semester. Will also encourage faculty to administer an exam or quiz within the first quarter of the semester for early identification of at-risk students and for earlier notification within the Early Alert system.

C. As we move to increase the rigor in quantitative oriented classes such as accounting, finance, and information systems we anticipate a need for more specialized tutoring in these classes. We will work with the SEAS Center to identify potential new tutors for these classes, and we will also work with them to start Supplemental Instruction sessions including peer study groups.

D. IBL faculty strongly believe in the need for the campus to create a Writing Lab where students can work on developing their writing skills together with faculty or staff with the necessary expertise. However, this requires a campus-wide commitment and concomitant resources.

Principle 7: Resources Supporting Business Programs

Excellence in business education requires appropriate resources to be provided to the academic business unit. The allocation of resources should be sufficient for the accomplishment of the mission and broad-based goals of the academic business unit and for sustaining future change efforts in business education, and should include adequate financial support for human resources, learning resources, and physical and technological infrastructure.

7.1: Financial Resources Supporting Business Programs

Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit and to accomplish its mission and broad-based goals.

Evaluation Criteria

The financial resources allocated to the academic business unit must be sufficient to support, sustain, and improve all aspects of its activities

To support continuous improvement of the business programs and activities of the academic business unit, any necessary changes and improvements in curricula, resources, processes, and other operational elements of the unit that are identified as a result of the outcomes assessment process should be appropriately linked to the budgeting and resource allocation processes.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the budget development and resource allocation processes of the institution and the academic business unit.**

   The budgets for the campus divisions of Academic Affairs, Student Affairs, Administration and Finance, Advancement, and Marine Programs are created from the up-flow of requests to the VPs from departments, and in cabinet the Vice Presidents address division-level priorities in accordance with strategic planning priorities. The President retains central year-end operating balances to be used for campus-wide, non-recurring strategic initiatives. These budget proposals are assessed at a campus cabinet offsite meeting. At this meeting, a preliminary budget is created. The preliminary budget then moves to the Budget Advisory Committee (BAC), which is designed to advise the President on budget allocation issues. The BAC consists of two faculty appointed by the Academic Senate, one student appointed by ASCMA, one student appointed by the Corps leadership, two staff members and the President's Cabinet. The BAC meets at least once per semester, but generally in February and March meets every week. The committee's budget proposal is presented at the Budget Town Hall in April to the campus. Vice presidents present their budget requests (which are tied to the strategic plan) and feedback is invited. The feedback is used to refine the budget. The finalized university budget is placed on online and in reserve in the library.

   The Provost and Vice-President of Academic Affairs, with input from the Academic Deans, 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 Deans. 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 Deans, submit a request with justifications to the Provost and VP of Academic Affairs for his approval for extra one time funds.

The Deans 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 Deans also handle 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.

2. Explain the ways in which the results from implementing the academic business unit's outcomes assessment plan in terms of changes and improvements needed are integrated into the budget and resource allocation processes.

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 Deans and the Associate Vice Provost and taken into consideration when planning the budget for the next year

3. Describe the financial resources supporting the academic business unit's programs and activities in the following areas:

a. Human resources

The total human resource budget for International Business and Logistics in 2019-2020 is $776,849. In addition, there is $216,399 budgeted for personnel in the School of Maritime Transportation, Logistics, and Management who also serve IBL.

b. Physical and technological infrastructure

Budget specifically allocated for IBL for 2019-2020 is $9,000 plus $65,000 for the School of Maritime Transportation, Logistics, and Management. Of course, far more funds are provided for physical and technological infrastructure at the university-level

c. Business-related learning resources

While our library does not allocate library resources strictly by department, in 2018-19 we purchased the following IBL-related resources from the Cal Maritime budget:

Books	$5,465.00
Digital resources	$6,900.00
Total IBL-related	$12,365.00

In addition, Cal Maritime faculty and students have access to a much greater collection of business-related digital resources purchased centrally by the CSU Chancellor's Office for the entire CSU system. The cost of these resources is not disaggregated by subject or department, but several of our most heavily-used business resources are included in this set, such as ABI/Inform, Business Source

Complete, and Mergent Online. Cal Maritime's total portion of the Chancellor's Office's contribution of both business and non-business digital learning resources is $162,095.

d. Scholarly activities of business faculty

Faculty development funds are primarily used for travel to conferences and other scholarly activities. At the beginning of the academic year, a set amount is free for the department chairs to award to their faculty. At the midpoint of the academic year, leftover department funds and other sources of funding are transferred into the Academy-Wide Faculty Development Fund. These funds are awarded by the Provost with the recommendation of the Faculty Development Committee. Faculty use a common application to request these funds. For the last few years, nearly every application has been approved

Cal Maritime faculty members seeking internal money for research may apply for Research, Scholarship, and Creative Activity (RSCA) funds. The sources for this fund are the Chancellor's Office and Cal Maritime. These funds, provided by the Office of the Chancellor and Cal Maritime, are distributed to each CSU campus based on FTEF and are to be used for research, scholarship and creative activity in support of the undergraduate and graduate instructional mission of the CSU. Of course, faculty are also encouraged to seek outside funding. In 2018-2019 one faculty was awarded $2,300 for scholarly activities

e. Professional development of business faculty

Faculty members seeking money for professional development (skills development, pedagogical enhancement, curriculum redesign, etc.) are encouraged to apply through the University-wide Professional Development Fund. These applications are reviewed by the Coordinator for Faculty Development and the Library Dean, whom make a recommendation to the Provost.

The President's Mission Achievement Grant program is designed to provide resources to the faculty to engage in activity that facilitates our institutional mission. Each year the Foundation will set aside a certain amount to be added to this effort, the amount being determined by Foundation performance in the previous year. The maximum amount will be $5,000 per grant. Initial priority will be placed on applications that:

a. Provide significant benefit to the institution not just the grantee (i.e. projects that will have institution-wide as well as personal impact regarding the mission)

b. Promote Intellectual Learning in our students, facilitate Leadership Development in students, or enhance the ability of the institution and students to function with Global Awareness

c. Have matching resources as evidence of commitment (e.g. faculty development funds, departmental funds, personal funds, outside funding sources, in-kind contributions).

Cal Maritime supports faculty who are eligible to receive sabbatical leaves to conduct research, scholarly and creative activity, instructional improvement or faculty retraining. Any full-time faculty member, including lecturers, is eligible for a sabbatical leave if (s)he has served full-time for six years at the Academy. The sabbatical leaves may occur in either the fall or the spring semester at full-pay or at half-pay for both the fall and spring semester. During the review period, Dr. Khalid Bachkar took a sabbatical to work on revisions and improvements to his courses. Another faculty was awarded $2,300 for professional development.

f. Technology support for business faculty and students

As a small institution we do not budget specifically for business students when it comes to our technology budget, but the software and hardware budget for the entire institution was $659,000 in 2018-19

g. Student services

We do not have a separate IBL budget for student services, but university-wide the overall budget for student services is $9,134,490

4. **Provide Table 7.1: Educational and General Expenditures**
5. **Provide Table 7-2: Salary Ranges of Full-Time Business Faculty by Rank.**

   This table should contain the actual full-time salary ranges for business faculty (lowest, mean, and highest) during the self-study year (before overloads) for each of the faculty ranks in the academic business unit.

6. **If applicable, describe the method of computation of, and provide figures for, the amount of extra compensation of full-time business faculty for overload teaching (i.e., compensation over and above a faculty member's annual contract compensation during the self-study year for teaching in excess of the contractual teaching load).**

   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 additional 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.

https://www2.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit3-cfa/article36.pdf

7. **Provide compensation figures for part-time/adjunct faculty who teach business courses offered by the academic business unit.**

   The pay ranges from approximately $3500 to $6,500 per course.

8. **Demonstrate that the financial resources of the academic business unit are sufficient for accomplishing its mission and broad-based goals.**

Table 7.1: 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	45,451,992	49,777,645	51,240,434
B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution	15,795,299	16,851,135	18,075,522
C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	926,611	1,060,865	1,160,290
D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	5.9%	6.3%	6.4%
E. Total Student Credit Hours Taught by the Institution	32952	27592.5	
F. Total Student Credit Hours Taught by the Academic Business Unit	4399	4327	
G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit(F divided by E)	13.3%	15.7%	

Table 7-2: Salary Ranges of Full-Time Business Faculty by Rank

FACULTY RANK	NUMBER OF FULL-TIME FACULTY	ACADEMIC YEAR SALARY RANGES BY RANK		
		LOWEST	MEAN	HIGHEST
Professor	1		120,876	
Associate Professor	1		116,496	
Assistant Professor	3	87,984	90,000	96,756
Instructor	2	63,672		67,272
Other				

7.2: Facilities Supporting Business Programs

Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support a high-quality learning environment for its business programs.

Evaluation Criteria

The classrooms, computer laboratories, and other physical spaces 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.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the physical facilities, such as classrooms, computer laboratories, faculty offices, and other physical spaces that are available to business students and faculty. This description should also address any plans for renovation of space or construction of new facilities associated with the business programs.**

   The Classroom Building has six conventional lecture classrooms. The three lecture halls on the first floor have capacities of 40-52 students in a standard lecture layout. Those classrooms all have sliding whiteboards, dual projectors, and SMART Boards, which allow for on-screen writing. The three classrooms on the second floor have capacities of 28-52 students. These rooms contain a projector, desktop PC, and whiteboard spanning 3 of the 4 walls. The building also contains a computer lab, which is used for instruction and student computing, that will be discussed in further detail in Section B.

   The Technology Building has five classrooms. The largest of the classrooms is Peachman Lecture Hall (Tech 146) which has a capacity for 96 in a standard lecture format. The room has whiteboards and projection capability at the front. The building also contains four smaller classrooms with capacity for 28-40 in a standard lecture layout. These rooms have whiteboards on 2 of the walls in the room and projector in the front of the classroom.

   The Laboratory Building contains one classroom, Lab 201, which is a standard lecture hall with capacity for 30 students. It contains whiteboards and a projector at the front of the room.

   The ABS Building consists of two classrooms. ABS 101 is a standard lecture hall layout with a capacity of 56. This room offers a small whiteboard, a projector, and two SMART boards in the front of the room. ABS 102 is considered a flexible layout classroom. This room is setup in a meeting style, where the tables can be arranged in a conference format, allowing students to see one another during discussions.

   The TSGB has five classrooms with capacities varying from 15-45 students. The classrooms are named Bowditch (45), Ericson (40), Maury (25), Miller (15), and Osborne (23). The layout is similar to the shore-side classrooms with a standard lecture layout and includes access to a computer and projector. These classrooms are primarily used for instruction during the summer training cruises, when the ship is out at sea. During the semester the classrooms are available for scheduled classes if there is insufficient capacity on the main campus.

   The campus has two main computer laboratories, Classroom 105 and Lab 101. These computer labs each have one instructor workstation and 24 student workstations. Classroom 105 was refurbished in 2015 and includes two projectors and three TV screens, as well as a new sound system, acoustic tiling, and new furnishings. The computers in Classroom 105 are Dell Optiplex 7040 desktops with Intel Core i7 processors, 16GB RAM, and 1 TB HDD.   Lab 101 has one projector and a sound system.   The computers in Lab 101 are Dell Optiplex 9010 desktops with Intel Core i5 processors, 16GB RAM, and 1TB HDD.

The computer labs are used for instruction throughout out the day. Classroom 105 is available to students 24 hours, 7 days a week via ID card access outside of hours where the classroom is being used for instruction. Lab 101 is available to students during school hours (except during instruction) as well as Sunday through Thursday from 7pm to 11pm. The computers in the library are Dell Optiplex 790 desktops with Intel Core i5 processors, 8GB RAM, and 500 GB HDD.

In addition to the computer labs, students have access to workstations in other campus facilities. Computers are available in the Student Engagement & Academic Success (SEAS) Center, Library, and in smaller numbers in other locations throughout the campus. The SEAS Center is equipped with 5 Windows 7 workstations.   Students have access to these computers during school hours and Sunday through Thursday from 7 pm until 11pm. Students have access to 14 Windows 7 workstations in the library which is open 82 hours a week during the semester and remains open an additional 28 hours a week during finals. Hours during the semester are Monday through Thursday 7:30am-11pm, Friday 7:30am – 5:30pm, Saturday 10:30am – 4:30pm, and Sunday 2:00pm – 10pm. In addition, students may check out one of 29 Windows 7 laptops for use outside of the library. This has been helpful as a resource when computing is required in classes not held in the computer labs. Small banks of 2-6 workstations can be found in the Student Services Building and the 2nd Floor of the Laboratory Building, which are available during school hours.

The campus provides a WePA print kiosk service for students with kiosks located in various locations across campus where students congregate. Students can submit their print jobs to the printer from their computer or at the kiosk.

All of our full-time faculty have their own office and do not need to share with other faculty members. This gives our faculty more room to meet with students during office hours. Four of our full-time faculty have offices in the Simulation Building, and two have their office in the Faculty Offices Building.

2. Describe the extent to which the physical facilities available to the academic business unit support a high-quality teaching and learning environment for the unit's faculty and students.

Our classrooms are small and only fit up to 50 students, which serves students and faculty well with classes sizes typically ranging from 20 to 40 students. The small size is highly conducive to our teaching style which often goes beyond the traditional lecture style into other styles such as group discussions and in-class projects. All of the classrooms have projectors, computers, and whiteboards. This allows for use of PowerPoint presentations, whiteboard presentations, and computer-based demonstrations. The computer labs are also equipped with projectors and whiteboards, which allows for a hybrid of both computer-based presentations and traditional whiteboard or PowerPoint presentations. The number of classrooms and computer labs are enough that we have been able to schedule two sections of every required IBL class and one section of every elective class every semester.

We do not have any plans for additional facilities as the number of classrooms is adequate for our current student population and faculty. The only significant change we are hoping on making is consolidating all of our full-time faculty into one building. In addition to housing four full-time faculty members including the Department Chair, the Simulation Building also houses the Dean of the School of Maritime Transportation, Logistics, and Management. Having our faculty in two separate buildings is a small inconvenience that we hope to rectify as space becomes available.

7.3: Learning Resources Supporting Business Programs

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

1. Provide a listing of the business-related databases, and other learning resources available to business students and faculty.

ABI/Inform Global
CountryWatch
Data-Planet Statistical Ready Reference
EBSCO Academic Search Premiere
EBSCO Business Source Premier
Gale Virtual Library
Global Road Warrior
Journal of Commerce online
Mergent
Nytimes.com
Proquest Newstream
PsycArticles/PsycInfo
Regional Business News
Safari Tech Books Online
Statista
WestLaw

2. Describe the ways in which the library supports the business programs offered by the academic business unit. This description should address the following areas:

a. Support for business faculty

The Cal Maritime Library supports IBL faculty via curriculum-integrated information literacy instruction in IBL courses, research assistance for IBL faculty scholarship, and access to general and specialized academic books, articles, data, and other resources relevant to the IBL curriculum and faculty research programs, in print and digital format. The faculty loan period for physical items is one year, and faculty are not charged late fees for overdue materials.

The Library assigns one professionally trained librarian (MLIS) as a Library liaison to the IBL department. This librarian offers research assistance to IBL faculty and serves as the primary selector of business material for the Library. The IBL liaison librarian works as a collaborative partner with individual faculty and the IBL department as a whole to incorporate information literacy student learning outcomes in the IBL curriculum. The IBL librarian develops and delivers a scaffolded program of information fluency material as a guest lecturer in mutually agreed upon required courses in the IBL curriculum at beginning, intermediate, and advanced levels. The IBL librarian also creates online research guides tailored to specific IBL courses and research projects, in consultation with IBL faculty.

b. Support for business students

The library provides circulation and reference services to students. Library services well-used by students include access to Course Reserve materials, such as textbooks and other required course readings, space for individual study and collaborative projects, computers, and circulating equipment, such as laptops, iPads, cameras, scientific calculators, and headphones.

In partnership with IBL faculty, the Library offers several business-specific, in-class workshops tailored to specific student assignments. In addition, librarians offer in-depth, one-on-one research assistance and online research guides that direct students to key business databases and web resources. Students may sign up for librarian consultation via an online scheduler or drop-in during consult hours, offered a minimum of six hours per weekday. Students also may get direct assistance via email or phone.\

The small size of our campus and the close collaboration between library and IBL faculty on scaffolded library instruction allows the IBL liaison librarian to develop closer working relationships with IBL students than is typical in a larger university.

c. Acquisitions program (including faculty consultation and review)

The Cal Maritime Library purchases and subscribes to general business and maritime industry-specific materials in print and digital format, available to faculty to borrow or download. The primary selector for IBL-related materials is the IBL liaison librarian, with extensive experience with academic business information resources. IBL faculty may request specific material for acquisition by the Library. The small size of our campus, and our liaison model of librarian assignment, allow for effective and meaningful partnerships between the Library and the IBL Department.

In addition to material selected and purchased by the Cal Maritime Library, IBL faculty have access to a collection of subscription databases called the Electronic Core Collection (ECC) purchased and managed by the Chancellor's Office of the CSU. With a budget of $6 million, the ECC provides academic resources far beyond the purchasing power of the Cal Maritime Library.

The Library also partners with the entire California State University system in a rapid-lending network called CSU+, by which Cal Maritime faculty may access a system-wide collection of over 6 million items.

The Library specifically provides acquisitions and collection development services in the following areas:

- Ordering and processing requested subscriptions, books, DVDs, and databases in digital and print format
- 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.

3. Describe the extent to which the learning resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.

While the Library has leveraged its modest collections budget and extensive CSU system partnerships to maximize support for teaching, learning, and scholarship, the centralized CSU budget for the Electronic Core Collection was stagnant from 2008-2019. Given an academic publishing environment which included annual subscription price increases, typically 5% per year, the ECC has shrunk in that time period. Furthermore, the ECC must provide core resources for all common programs in the CSU system, and therefore its business-related resources have always been fairly basic. The Cal Maritime Library can only provide limited access to the following types of business information: industry reports, private company information, mergers & acquisitions reports

7.4: Technological Resources Supporting Business Programs

Excellence in business education requires sufficient instructional and technological resources and support to be provided to business faculty and students.

Evaluation Criteria

The institution should acquire, maintain, and support instructional and educational technology that is sufficient in quality and quantity to support the business programs offered by the academic business unit.

Self-Study Guidelines for Documentation

In the self-study:

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

   a. **Technology (hardware and software) available in the classrooms used by the academic business unit**

   All of the classrooms have desktop PCs, digital projectors, and digital document cameras. Seven of our classrooms are equipped with SMART Boards made by Smart Technologies Ltd. These are electronic boards which allow for electronic writing and allow for integration of the internet with traditional white board teaching methods.

   The Classroom Building has six conventional lecture classrooms. Those classrooms all have sliding whiteboards, dual projectors, and SMART Boards, which allow for on-screen writing. The three classrooms on the second floor have capacities of 28-52 students. These rooms contain a projector, desktop PC, and whiteboard spanning 3 of the 4 walls.

   The Technology Building has five classrooms. The largest of the classrooms is Peachman Lecture Hall (Tech 146) which has a capacity for 96 in a standard lecture format. The room has whiteboards and projection capability at the front. The building also contains four smaller classrooms with capacity for 28-40 in a standard lecture layout. These rooms have whiteboards on 2 of the walls in the room and projector in the front of the classroom.

   The Laboratory Building contains one classroom, Lab 201, which is a standard lecture hall with capacity for 30 students. It contains whiteboards and a projector at the front of the room.

   The ABS Building consists of two classrooms. ABS 101 is a standard lecture hall layout with a capacity of 56. This room offers a small whiteboard, a projector, and two SMART boards in the front of the room. ABS 102 is considered a flexible layout classroom. This room is setup in a meeting style, where the tables can be arranged in a conference format, allowing students to see one another during discussions.

   See the next section regarding software available to faculty and students. All of the software mentioned below can be installed on a classroom PC by request. Furthermore, all classroom projector systems have HDMI connection cords to faculty can connect their laptop so they can demonstrate any software on their laptop. All faculty can have the software listed in the next section on their university-issued laptops for use in the classroom.

   b. **Technology (hardware and software) available to business students in computer laboratories and libraries**

A standard image is used for all student-accessed workstations on campus. These workstations run the Windows 7 operating system and have their hard drives refreshed with a standard hard disk image at the beginning of every academic year. The following is a list of software currently on the image:

Adobe Creative Cloud (Including Acrobat)
ArcGIS / ESRI Arc
Arduino + Processing
Atmel Studio
Audacity
AutoCAD 2018
Basic Stamp
CargoMax 2
Comic Life 2
Creo
Eagle
EES
Garmin BaseCamp
Google Earth Pro
HSMWorks
Ultimate IIS
InfraRecorder
Ltspice IV
Lyx, MiKTeX, TeXstudio
Mathematica
MATLAB & Simulink
Microsoft Office 365
OpenCPN
Read&Write
Rhino 5
RStudio
SnagIt
Solar Energy System
Analysis
SPSS
SOLIDWORKS
Tableau
TI Connect
VI Package Manager
Zotero Standalone

c. **Technology (hardware and software) available to business faculty in their offices**

Faculty have access to all of the above software by request. The above software can be installed up request on their Cal Maritime issued computers as well. Faculty machines run Windows 7 or 10 or Mac OS X.

d. **Technology support available to business students and faculty**

Cal Maritime has an IT Help Desk which is open 8:00 am to 5:30 pm Monday through Friday. It is staffed or four full-time information system professionals in addition to several students skilled in information technology. In addition to in-person assistance, the Help Desk also accepts support requests through email and has a Help Disk ticket system for online requests. In addition to having support services during business hours, they also an emergency support phone number for serious emergencies that occur during non-business hours.

The IT Department also has a special Audio/Visual Team staffed by two full-time professional. They are responsible for providing support for audio/visual equipment for classrooms. In addition, there is a full-time Manager of Learning and Academic Technology who supports the Brightspace learning management (LMS) system.

2. Describe the extent to which the technological resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.

All classes that require extensive use of computers by students are scheduled in a computer lab; there are a sufficient number of these classrooms to meet scheduling demand. For students who need hardware or software to supplement their own, the Library has 30 circulating laptops and 20 iPads that may be borrowed for up to four hours at a time, including use outside the Library. Laptop borrowing is popular with students, with 2,700 device loans in AY2018-29, but the Library been able to meet student demand without creating a waiting list. Circulating laptops have the same suite of software as that installed on desktops in the computer labs.

The IT Department updates classroom and computer lab software a minimum of once per year. The Academic Technology and IT Departments solicit faculty input once per year regarding new software needs in classrooms and computer labs.

7.5: Other Instructional Locations

Excellence in business education requires adequate resources to be available at all branch campuses, educational locations, and instructional sites at which business programs are offered.

Evaluation Criteria

If the business programs of the academic business unit are offered at branch campuses, educational locations, or instructional sites other than the main campus/location/site, the human, financial, physical, learning, and technological resources at each location must be sufficient to support the business programs taught at that campus/location/site.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the ways in which the academic business unit ensures consistent quality across all branch campuses, educational locations, and instructional sites at which the business programs are offered.**

N/A. We don't have any other locations

2. **Describe the extent to which the resources available at branch campuses, other educational locations, or other instructional sites are sufficient to support high-quality teaching, learning, and scholarly environments for the unit's faculty and students at those campuses, locations, and sites.**

N/A. We don't have any other locations

7.6: Summary Reflection on Resources Supporting Business Programs

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 various resources in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's financial, physical, learning, and technological resources at all instructional locations at which business programs are offered. In this reflection, 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 financial, physical, learning, and technological resources in**

supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the resources available to the academic business unit.

Overall, we are very satisfied with the resources that are provided. We have been greatly fortunate to be given the resources to hire a new tenure-track faculty member each of the last three years at salaries large enough to attract new hires with either Ph.D.s from top-tier universities or with extensive industry experience. We have enough classrooms and classroom space to accommodate 100% of our students every semester. Our classrooms are equipped with computers, projectors, smartboards, and other technologies. We have two computer labs that serve as workspaces for students after class and also house some of our computer-oriented classes. The classrooms and computer labs are serviced both by an audio/visual team and our IT Help-Desk team which are staffed by qualified professionals.

Our library is well-staffed with professional libraries and has numerous resources that we believe are more than enough for student and faculty research projects. We also are part of the California State University consortium that shares extensive library resources. We are also lucky to have access to enough faculty development funds to send our faculty to at least one conference per year and also to purchase other expenses such as software for research.

Some areas for improvement that came out during our self-study regard the classrooms and computer labs. Both faculty and students have expressed concern that many of the projectors flicker and are overall not working. Misfunction of computers and projectors is common in some of the rooms. Misfunction of computers in the labs is also common and at times students have lost their work during computer-based exams. The two computer labs are also highly booked most of the day making it difficult to schedule a class there. Some classes that were intended to be computer lab classes were scheduled in a standard classroom, but some students noted the lack of outlets to charge their laptops in these rooms.

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

We plan on making the following requests to facilities management and the IT department:
A. Regular inspections of classroom projectors and other classroom technology, with replacement of misfunctioning equipment
B. Regular inspection of laboratory computers, with replacement of older computers
C. Possible establishment of a third computer lab, along with additional outlets in computer labs and more laptops available for checkout from the library

Principle 8: External Relationships

Excellence in business education requires the academic business unit to have effective external relationships with other institutions, organizations, and individuals, including effective linkages with the professional business community. Excellence in business education also requires accountability to the public for student learning outcomes in the programs offered by the academic business unit.

8.1: External Linkages with the Business Community

Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations. These linkages must be consistent with the unit's mission and broad-based goals.

Evaluation Criteria

In professional business programs, linkages between the academic business community and professional practitioners, business, and industry are essential for ensuring currency and relevance of business education, for ensuring that students acquire the necessary professional competencies and skills, and for preparing students to be successful business professionals.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the academic business unit's linkages with the business practice community. This description should address any of the following linkages that apply to the academic business unit and the ways in which the linkages have contributed to the unit and its students and faculty:**

   a. **Business advisory boards**
   Cal Maritime has had an Industry Advisory Board consisting of maritime industry professionals for many years. Until recently, there was one board responsible for advising all academic departments at the university. However, it has recently become several smaller boards responsible for advising each department including one board for School of Marine Transportation, Logistics, and Management. We do not yet have a separate board specifically for the IBL Department. Members of the board include Lynn Korwatch of Vessel Tracking Services, John Amos of Amos Logistics, and several other industry leaders.

   b. **Student internship programs in business**

   All IBL students are required to complete a summer internship. There are a large number of companies that we have a long-term relationship with who regularly employ our graduates such as General Dynamics NASSCO, Norton-Lilly, and Inchcape. Two career fairs are held on campus with numerous companies seeking to employee students either as interns or as full-time employees. Students are also encouraged to seek out other companies for internships. The internship course is three credits and involves both a paper as well as an evaluation by the internship employer.

   At the conclusion of the internship, the employer provides both an evaluation of the student as well as responses to a survey. The survey seeks information about what kind of skills or education they would seek when employing interns in the future. This allows us to plan our curriculum to better prepare our students for their careers.

   c. **Faculty-practitioner internship and externship programs**

We haven't engaged in these activities yet, but we do plan for this in the future. We did have one of our full-time faculty members, Robert Neumann, Bob went to Materials Handling Institute.

d. Guest lecturers/speakers

The Propeller Club typically hosts five guest speakers and two off-campus events each semester. Past on-campus speakers have focused on a broad range of topics including; changing ballast water treatment regulations, China's Belt and Road Initiative, changing regulations on ship exhaust emissions, employment opportunities in maritime insurance, technological developments in the cruise ship manufacturing industry, automation of ships, among many others. In spring of 2018, Propeller Club hosted a discussion panel of five industry experts who fielded student questions about how to be successful in their first job out of college. This was our signature event for the year and over 100 students attended.

Other guest speakers have included Anthony Gutierrez, who is a logistics manager at Free Flow Wines. He recently gave a guest lecture to two sections of MGT 305 Information Systems Management on the use of data analytics in logistics. Dr. Bachkar recently organized a panel discussion on the Trends in Supply Chain Management and Logistics. Four executives from industry were invited to this event.

e. Institutional outreach programs

One of our institutional outreach program is our Cal Maritime Alumni Association which has a national chapter and seven local chapters. Leadership positions in the Association are typically held by industry leaders. In addition to networking events, the Association also has a Cadet Mentoring Program (CaMP) where cadets can seek guidance about their career from Alumni Association members. The Alumni Association also works with Career Services to advertise job openings and to match alumni with potential employers.

f. Partnerships and collaboration agreements with business firms/organizations

While we have many long-term relationships with businesses, we do not at this time have any formal written partnerships and agreements. We do plan to seek partnerships and agreements in the future.

g. **Professionally-active business student organizations**

The Propeller Club is engaged in regular outreach efforts in the maritime industry. The club is part of a broader, worldwide organization of maritime industry professionals. Students attend the annual conference, organize guest speakers, and meet with maritime industry professionals throughout the Bay Area.
The Collegiate Wind Energy Team regularly receives guidance from industry experts on matters relating to their goal of developing and marketing a wind turbine.

h. Practitioner-student mentoring programs

We do have any such programs at the moment but we have had very preliminary discussions about possibly developing an Executive-in-Residence program

i. Joint faculty-practitioner research ventures

We do not currently have such ventures but we are hopeful about developing such opportunities with the help of the professional experience and networks of our recent faculty hires.

j. **Other linkages**

Field trips to businesses are a regular part of our curriculum. Recent field trips include ones by Dr. Bachkar to the Toyota Distribution Center in San Ramon and to the Il Fiorello Olive Oil Company in Fairfield.
International Experience trips typically include visits to businesses. This has included a Toyota manufacturing facility in Japan, the Iberia-Short-Sea-Shipping Company in Portugal, and the International Chamber of Commerce in Madrid. Cadet Anna Lindsey recently attended the International Propeller Club Annual Convention in New Orleans which is a rare chance for a cadet to interact with international industry leaders.
Representatives from The Association of Marine Underwriters of San Francisco have also visited our campus and spoken with students about career opportunities in marine insurance. Women in Logistics is a Bay Area association of logistics professionals and they sponsor a scholarship program for logistics majors. IBL students have won a scholarship almost every year including two in 2019.

2. **Describe the ways in which the academic business unit's linkages with the business practice community are aligned and consistent with the career paths and the roles and responsibilities for which the unit's business programs are designed to prepare students.**

   Our degree program is designed to prepare students for a broad range of careers in international business and logistics. Our external linkages such as the Alumni Association and the Propeller Club allow students to interact with maritime professionals from all over the world. Our guest speakers and internship programs allow students to pursue career opportunities in the maritime industry as well as careers in logistics, operations, and several other areas of business. Roughly 70% of our students receive their first job in maritime or logistics position, which is highly consistent with our external linkages.

3. **Describe the ways in which the academic business unit's linkages with the business practice community are consistent with its mission and broad-based goals.**

   Our mission is "Using a practical balance of theoretical knowledge and experiential learning, the degree program prepares students for general management positions in international business as well as careers in the more specialized fields of logistics, transportation management and port operations." Our linkages through our internship program, Alumni Association, guest speakers, and others has been very focused on careers specific to our mission. We have many long-term relationships with businesses and industry leaders in transportation, logistics, and ports who have sponsored our students for internships, spoken on campus, and provided mentorship through our CaMP program.

8.2: External Accountability

Excellence in business education requires academic business units to be accountable to the public for the quality of their degree programs in business. Therefore, the academic business unit must have processes for the consistent, reliable public disclosure of information pertaining to student success in its business programs. These processes must include the posting of student learning results for each IACBE-accredited business program on its website in a manner that is easily accessible by the public.

Evaluation Criteria

Accountability for student learning outcomes is essential to excellence in business education. Public confidence and investment in business education are enhanced when information pertaining to student success is made available to the public.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide Table 8-1: Public Disclosure of Student Achievement. This table should specify the website path to the page on the institution’s website containing the academic business unit’s public disclosure of student achievement results for each business program included in the accreditation review.

   This information should be presented as shown in sample Table 7-1 in these guidelines.

   Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

2. Provide copies of the documents containing the learning assessment results as described in item 1 above (these should be placed in an appendix of the self-study).

Table 8-1: Public Disclosure of Student Achievement Results

WEBSITE PATH TO PUBLIC DISCLOSURE OF STUDENT ACHIEVEMENT RESULTS	
Click on:	
1.	Menu
2.	Majors and Minors under Academics
3.	'Learn more' under Business Administration
4.	'Learning Objectives and Career Opportunities.'
5.	IACBE Public Disclosure of Student Achievement
6.	
7.	
8.	

8.3: Summary Reflection on External Relationships

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 external relationships in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's external relationships. In this reflection, 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 external relationships in supporting excellence in business education. These conclusions should include an identification of any changes improvements needed in the academic business unit's external relationships.**

Overall, we rate the effectiveness of our external relationships to be extremely high. We consistently achieve job placement rates over 90% with 70% of those being in the maritime or logistics industry. We achieve similar success rates in placing students with internships. We have very high turnout of employers at our semiannual career fairs. Students have numerous opportunities to hear and meet with guest speakers throughout the academic year and have access to mentoring through our Alumni Association. Student clubs such as the International Propeller Club give students tremendous access to networking activities.

However, we do see additional opportunity to expand our external relationships and provide even more opportunities for students. For one thing, many of our external relationships are long-established and a result of the university as a whole's strong ties to the maritime industry. These ties give opportunities not just to IBL students but also students in all of our other majors such as engineering and marine transportation. We would like to make more IBL-specific relationships in industries outside of the maritime industry such as logistics and operations, and also with large local industries such as the wine industry. This would give students access to a wider range of career opportunities and deeper ties to the local business community.

Another opportunity we see is that while we have many long-term relationships within the maritime industry, these relationships are often informal. We would like to establish some formal relationships that might include agreements to employee a certain number of interns, collaborate with faculty and students on research, and have executives in residency or mentoring programs. We would also like to establish student activities such as a logistics lab that allow students to collaborate on projects with local **businesses.**

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

One part of our outreach plan is to expand our reach into the maritime industry even further. We are currently negotiating a memorandum of understanding (MOU) with the International Association of Maritime Port Executives (IAMPE). Part of such an agreement might involving awarding students that take our Port and Terminal Operation class with a high grade with a Certificate of Maritime Port Management. We also discussing having regular visits from IAMPE executives for guest lecturers and meeting with students and faculty. Finally, we are also discussing the possibility of collaboration with faculty on research projects.

Other maritime relationships we are currently working on include Hub, Molex, CH Robinson, SSA Marine, Metro Ports, Vigor Marine, and Kuehn and Nagel. These are all companies that regularly employee our students for both internship and full-time jobs. However, we wish to build more formal cooperation programs with these companies such as bringing in guest speakers, seeking their advice on curriculum, and involving them on student projects and faculty research.

We also currently expanding our local reach to companies other than just those in the maritime industry. Current outreach includes companies such as Alstom which is involved repairing and building trains as well as power engineering. Our hope is to build an internship program with them and bring in their executives as guest speakers. Our Dean has a prior relationship with the Kiewit power engineering and construction company's Kansas division and is currently working to extend this relationship to their California division. In addition to heavy engineering companies, we are also engaged in outreach activity programs with the local wine industry. So far this has resulted in a relationship with Free Flow Wines, a wine logistics company. We have had one of their executives speak to our students during both Fall 2019 and Spring 2019 semesters and have also established an internship problem. Faculty and administrators have had chances to visit their facilities on several occasions as well. We are hoping to use this relationship as a springboard for additional relationships in the wine industry.

Another long-term outreach project we have is to establish a logistics lab for our students. This project would involve activities such as having a small-scale warehouse on campus that local businesses could use for temporary or low-scale storage and inventory. Students would be involved in managing this inventory for short periods. This would give local businesses some extra capacity and allow our students to have some hands-on experience with warehousing and inventory management. Other small-scale logistics activities could potentially be done through a logistics lab such as small-scale manufacturing or procurement.

Principle 9: Innovation in Business Education

The business and business environments are rapidly-changing and becoming increasingly complex and global in scope. Consequently, to adapt and respond to the associated challenges and to prepare students to be competent business professionals in these dynamic environments, excellence in business education requires innovation and creativity in the design and delivery of business programs.

9.1: Innovation in Business Education

Excellence in business education requires the academic business unit to adapt to changes in the business profession and society. Therefore, the academic business unit must provide an environment that encourages and recognizes innovation and creativity in the education of business students.

Evaluation Criteria

To prepare students to be competent and successful business professionals, academic business units must adapt to these changes by developing new approaches to educating business students, including teaching strategies appropriate for the diverse populations that are served.

Individual business faculty members should be encouraged, supported, and rewarded for their creativity and for developing educational innovations related to business curricula, course content, and instruction.

Self-Study Guidelines for Documentation

In the self-study:

1. **Describe the ways in which the academic business unit encourages and supports innovation and creativity in business education.**

Significant university professional development resources have been devoted to promoting innovation in the curriculum. For example, in 2018 an IBL a team comprising of two IBL faculty and two Cal Maritime staff members received university funding to attend the 2018-19 Project Based Learning Institute co-hosted by AAC&U and Worcester Polytechnic Institute (WPI). Their participation in the Institute was made possible with the support of the Provost's Curriculum Redesign Grant. The team attended the two-day workshop in June 2018 where they received intensive training on how to integrate project-based learning into the curriculum and how to design projects that effectively integrate course learning outcomes.

The culture of the department in general also encourages and supports innovation. For example, three IBL faculty spent the self-study year studying and discussing the Science of Learning as members of a faculty learning community that used the book "Make it Sick: The Science of Successful Learning" as its primary text. The book arose in part from a collaboration among eleven cognitive psychologists who collaborated on ten years on research to translate cognitive science into educational science. Their research led them to suggest three keystone study strategies. The faculty members are gradually changing their pedagogy to encourage students to follow specific teaching strategies such as:
1. Practice retrieving knowledge and skill from memory should be the primary study strategy in place of rereading. (Use of frequent low stakes 'clicker quizzes to encourage retrieval)
2. Space out retrieval practice which means studying information more than once but leaving considerable time between practice sessions (Make all exams cumulative rather than just the final exam)
3. Interleave the study of different problem types or topics.

Our department also promotes innovation through our hiring practices. One of our recent hires is Dr. Christine Isakson who specializes in innovation, creativity, and entrepreneurship. She does research on the latest trends in innovation in the maritime and technology sectors and is trained in numerous analytic software and teaching applications. Professor Thomas Brindle is our latest full-time hire, and he has over 10 years of experience in professions that required use of cutting-edge technology and software. Both Dr. Isakson and Professor Brindle use innovative methods in their classrooms and help promote an overall culture of innovation.

2. Provide examples of educational innovation over the past three years (e.g., innovative curricula, innovative learning opportunities for students, innovative teaching methodologies, innovative external relationships, innovative faculty research, etc.).

The IBL Department strongly encourages new and innovative techniques in the classroom. Some examples include:

Flipped Classroom and Just-in-Time Teaching in Economics
Economics courses are gradually moving towards the flipped classroom model and using Just in Time Teaching (JiTT). First contact with new information is moved into the individual learning space (with or without the help of technology) and class time is used for deeper inquiry and interactive learning. First exposure to many economics concepts is through short explanatory videos. After viewing a video, students may be asked to answer 2-3 warm-up questions that address the concepts covered in the video. Answers are due before the next class meeting and guide the choice of class activities/problems/lectures for the next class. Moving information transmission outside the classroom allows the instructor to capitalize on students' preparation, devote more time to integrating and applying their knowledge, and plan class activities that target the upper levels of Bloom's taxonomy (debates, experiments, etc.).

Mindfulness Meditation
According to the 2018 ACHA-National College Health Assessment (NCHA) (a nationally recognized research survey that assesses students health habits, behaviors, and perceptions) over a third of Cal Maritime students reported that their academic performance (defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work) was adversely affected by stress (34.4%) and anxiety (23.4%) in the 12 months prior to the survey. In recent years there has been a lot of scientific evidence of the benefits of mindfulness and meditation including evidence that meditation can help reduce the fear and anxiety associated with taking tests.

In response to this data one of the Economics instructors has started creating space for in-class meditation. In Fall 2018, 2 minutes of every class during the last month of classes was focused on deep-breathing and mindfulness. Many students reported that they loved the calming experience but some felt that it was most useful before exams and quizzes. In Fall 2019, the instructor will continue to use pre-exam meditation and discuss with students whether incorporating it more regularly would be beneficial or not.

Marshmallow Challenge:
MGT205: Organizational Behavior uses this activity to demonstrate the effects of rewards and time pressure on cognitively demanding tasks. Students are challenged to build a tower out of sticks of spaghetti and a yard of string and tape. The Marshmallow Challenge has been completed in many settings are there are good data to use to compare student insights. The activity is fun and lays a useful foundation for talking about the challenges inherent in motivating people to perform well at cognitively demanding tasks.

Rejection Therapy
Students in BUS395: Entrepreneurship have the option to complete an extra credit assignment that challenges them to make public requests that are likely to be rejected. Students are given extra points for

how “deep” of a rejection they can achieve (*i.e.,* getting a rejection because the person asked is unwilling or unable to fulfill the request is a small rejection, getting a rejection because the person asked thinks the requester is weird is a deeper rejection). Students have asked for strange animal parts from the Whole Foods butcher, or requesting their barber to allow them to keep some of the hair they just got cut. The idea is to get students used to the idea of being rejected, something that entrepreneurs have to learn to manage.

Video Production

Students in Supply Chaim Management (MGT 420) are grouped into teams of 4- 5 students. Each group is responsible for creating a lean video focused on one of the lean terms used in the chapter of “Lean Supply Chain” (i.e., Jidoka, Just-in-time, Kaizen, Kanban, Muda, Poka-yoke, etc.). The purpose of the video is to illustrate in everyday terms or situations how lean terms, or practices could be useful in the real world. Each video is approximately 2 minutes long and include various clips, music, a title and conclusion. A detailed script and first draft of the videos are sent to the professor for review. The professor in charge review the videos and provide feedback to the students so they can improve their videos. Videos are evaluated on creativity, clarity, organization, and applicability to all levels of lean learning.

9.2: Summary Reflection on Innovation in Business Education

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 processes for fostering educational innovation in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's processes for fostering educational innovation. In this reflection, 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. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for fostering educational innovation.**

   Overall, we are very pleased by the level of innovation seen by our faculty in the classroom. Our small class sizes, motivated student population, and well-trained faculty have led to a wide variety of innovative methods and activities used in our classes. We also have been providing professional development opportunities for faculty to learn new methods and we provide technology such as clickers and smartboards to assist them in using new methods in the classroom. In addition to using department funds to attend professional workshops, faculty have also invested their own personal time to investigate new teaching methodologies.

   However, we do see some areas where we can encourage more innovation. For one thing, faculty training in areas such as project-based learning and retrieval knowledge has been implemented at a slow pace so far. Also, use of technology such as clickers and smartboards has been limited to just a few classes at this time. Finally, we are in the process of redesigning our curriculum and we need to address what kind of new innovations to include as part of this redesign.

2. **Describe proposed courses of action to make the changes and improvements identified in item 1 above.**

   One course of action we plan on taking is more training of the faculty on educational technologies. We plan on using a service that allows interaction between instructor PowerPoint slides and either smartphones or clickers. Three faculty members attended the training but additional live training is necessary to give faculty the comfort level needed to use it in the classroom. Additional training is required for smartboards which exist in most classrooms but require significant training in order for faculty to be confident about using them for instructional use. Increased faculty comfort level will no doubt encourage and facilitate use of these technologies.

   As part of our curriculum redesign process, we do plan to incorporate much more project-based learning into the curriculum. This is especially the case for our senior courses. We currently have some project-based learning in our senior leadership class but we plan to expand this further and include this to other senior capstone courses such as Strategic Management or International Business II. The use of project-based learning is a great way to incorporate and reinforce material from the entire program into a single large project. We are also working on expanding the scope of some our quantitative-based courses away from traditional pen and paper format to a more computer-oriented format using software such as R and Tableau that encourage critical thinking and creativity. Use of concepts from cognitive psychologists regarding the science of retrieval knowledge will likely be part of the curriculum as we try to better introduce, reinforce, and synthesize throughout the curriculum. For example, for subjects such as finance that students have difficulty with, we may have more use of clickers and cumulative exams across classes to improve student retrieval of difficult subject matter.