1. Instructional Program Criteria and Template

Name of Person Completing this Report: Yi Jiang
Title of Person Completing this Report: Associate Director
College or Unit: College of Business and Economics
Programs Included: MBA for Global Innovators

Total number of service courses

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

I The MBA for Global Innovators was launched in Summer 2011 as a self support graduate program. It is an 18 months cohort program. Classes are offered at the San Ramon Valley Conference Center on weekends. The program has developed to offer courses with an emphasis on Globalization and Innovation, including MGMT 6440 Global Strategy and MGMT 6485 International Immersion.

III. Graduation requires a completion of 16 graduate courses, 64 units in total.

IV. There are no service courses.

V. All courses are delivered in person.

VI. 75% of courses are lecture based, 19%, seminar and 6%, supervision.

4. Criterion 1

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>ILO</th>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
<td>Courses in the program are designed to encourage students to think critically and creatively and apply analytical and quantitative reasoning to address problems. Courses such as MKTG 6215 Marketing Management and MGMT 6225 Executive Leadership engage students to think critically and creatively through information based decision process. Students are expected to demonstrate mastery of thinking critically in course MGMT 6800 Seminar in Strategic Management.</td>
</tr>
<tr>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
<td>Students communicate ideas while listening openly to others in all courses in the program. A recent survey of instructors show that all 13 of the MBA core courses require writing assignments, presentations or in-class discussions and contribute to development of students' communication skills. Students are expected to show mastery of communication skills in MGMT 6225 Executive Leadership and MGMT 6800.</td>
</tr>
<tr>
<td>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competences to</td>
<td>The MBA curriculum requires a core Business, Government and Society course (MGMT 6215). MBAs learn the importance of equity and social justice in our communities both as a civic duty and as a business interest and ethics. In the MBA core course, Managerial Communication, students gain the knowledge of diversity and acquire/reinforce multicultural competencies by working in teams that are composed of members from different cultures. In the recent Exit Survey, graduates noted that the</td>
</tr>
</tbody>
</table>
promote equity and social justice in our communities

diversity and multicultural competency is the number one strength of the MBA program and that they feel very confident in their ability to succeed in diverse communities.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

Almost all courses in the program require team work. Leadership and team building abilities are highly emphasized soft skills in management education and this is the case in the CSUEB MBA program. In the recent survey of faculty, 85% of core courses were found to involve exercises that are intended to introduce or reinforce leadership and team building skills. In addition, students are expected to show mastery in courses such as Executive Leadership (MGMT 6225) as well as the capstone course (MGMT 6800).

5. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

Responsibility and sustainability are discussed throughout the program. The required course MGMT 6215 Business, Government and Society helps students recognize the importance of acting responsibly and sustainably as an individual, as a business and as a community. Students analyze the issues and understand their impact and opportunities at local, national, and global levels. They learn to recognize the issue of sustainability as a challenge as well as an opportunity and learn to act in a responsible manner. In a survey of graduating MBAs, students note the enhanced appreciation for sustainability and globalization as a strong learning point of the CSUEB MBA curriculum.

6. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

The program requires a capstone course MGMT6800 Seminar in Strategic Business Management. The course takes a top management perspective and integrates the knowledge and skills of functional areas into decision-making. A recent survey of MBA core course instructors reported that 10 out of 13 core courses either instruct, reinforce or expect mastery of analysis and integration of functional knowledge in solving business/management problems.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

- SSC1: Examples include client based experiential learning projects in MGMT 6215, MKTG 6401 and MGMT 6800, etc.
- SSC2: Financial Literacy Center enhances inclusive campus preparing students for diverse community.
- SSC3&6: The guaranteed schedule improves graduation rate. The cohort enhances students’ education experience and fosters mutual understanding.
- SSC4: Students have participated in the regional conference - Net Impact conference that focuses on sustainability issues and corporate social responsibility. It enriched student services and facilitates lifelong learning.
- SSC7: The CBE Career Expo (2012, 2013) and the planned CBE Career Center supports economic life of the community.
- SSC8: The MBA program is a STEM infused curriculum. Quantitative skills and technology are emphasized throughout the MBA curriculum.

5. Criterion 2
Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

MGMT, ACCT, ECON, FIN, ITM, MKTG

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>1</td>
<td>17.2</td>
<td>2</td>
</tr>
<tr>
<td>MBA</td>
<td>2</td>
<td>17.2</td>
<td>2</td>
</tr>
</tbody>
</table>

### C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>data missing</td>
<td>data missing</td>
<td>data missing</td>
</tr>
</tbody>
</table>
D.

MBA for Global Innovators was launched in Summer 2011. There is not enough data to analyze the change over the past 5 years. Data from Table 9 is missing. From our record, we graduated 32 students - the first cohort of the program - in 2012. Each cohort is capped at 35 students. Each year, there are over 500 prospective students inquiring about the program. The MBA for Global Innovators is in high demand. Program size is capped at 35 students to maintain quality.

II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MBA</td>
</tr>
</tbody>
</table>
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

According to the COEP data for 2010-2020, the average annual job openings for the first five occupations relevant to the MBA is 14330. However, job projections are less relevant to this program. Students in the MBA for Global Innovators are all working full time. They attend classes on weekends. Students expect to advance their career with an MBA degree.

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.46</td>
<td></td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.44</td>
<td></td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.45</td>
<td></td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

Results of student and peer evaluations and assessment indicated that students desire
- more hands-on experience (experiential learning)
- applied statistical analysis
- critical thinking
- technology

In an effort to meet student needs and to aid faculty in their continuous improvement, CBE provided Instructional Improvement Grants in 2011 and 2012. Grants were made to fund development/improvement to 19 courses reflecting the areas noted in student feedback.

2. Teaching awards, teaching grants, and recognitions

Since 2008, CBE has annually selected one TT faculty member for the Marv Remmich (CBE alumnus) award and one lecturer for a teaching award, both to recognize outstanding instructional performance.

Dr. Nancy Mangold received the 2012-13 George and Miriam Phillips Outstanding Professor Award from the University for her extraordinary instructional and professional achievements.

3. Faculty-supervised student projects

MKTG 6900 Independent Study and MGMT 6900 Independent Study are offered in the programs for students to work on research projects.

Student clubs such as MBA Association, American Marketing Association and Entrepreneurship Association are supervised by faculty.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

CBE aspires to be the college of choice in the region. Examples of quality indicators relate to instruction include:

- Courses including MKTG 6401, MGMT 6440, MGMT 6800 engaged students in consulting projects.
- Cooperate with the industry to offer students experience with up-to-date technology such as Oracle Enterprise Resource Planning system.
### 1a. TT faculty contributions

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
<th>2012 - Total Number</th>
<th>2012 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>44</td>
<td>0.70</td>
<td>59</td>
<td>0.94</td>
<td>46</td>
<td>0.81</td>
<td>38</td>
<td>0.69</td>
<td>37</td>
<td>0.70</td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>19</td>
<td>0.30</td>
<td>19</td>
<td>0.30</td>
<td>7</td>
<td>0.12</td>
<td>10</td>
<td>0.18</td>
<td>9</td>
<td>0.10</td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>57</td>
<td>57</td>
<td>55</td>
<td>55</td>
<td>51</td>
<td>51</td>
</tr>
</tbody>
</table>

### 1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

CBE’s AQ (Academically Qualified) standards require peer reviewed journal articles and other quality intellectual contributions. Faculty AQ ratios are among the most critical quality indicators reported to AACSB. TT/FERP faculty are constantly encouraged to conduct quality research, and obtain or maintain AQ status. About 90% of TT/FETP faculty are AQ.

### 1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

Every lecturer in CBE is required to be PQ (Professionally Qualified) or AQ. CBE’s PQ standards (also AACSB’s important quality indicator) require significant professional experience, and active engagement in professional activities to maintain currency and relevance. 7 of the 8 FERPERs in CBE continue to conduct research and be AQ.

### 2. List significant examples for the following (up to 100 words):

Since 2008, Dr. Jed DeVaro has held an endowed professorship established by Stanley and Franny Wang to honor outstanding achievements.

Since 2009, Dr. Scott Fung has held an endowed professorship established by Jack and Susan Acosta to support academic excellence.

Dr. Jiming Wu received CSUEB’s first Outstanding New Researcher Award in 2012-13.

CBE’s China America Business and Education Center provides research grants to support faculty research.

### 3. List significant professional activities (up to 100 words)

Dr. Zinovy Radovilsky was editor of several journals, and currently managing editor of Journal of International Business and Economics. Dr. Leo Kahane (retired in 2012) has been editor of Journal of Sports Economics.

Dr. Nancy Mangold was selected to be the U.S. Securities & Exchange Commission Academic Fellow for 2009-10, and work in the SEC’s Office of the Chief Accountant in Washington D.C., advising on major accounting and auditing policies. She was also invited by SEC’s Division of Corporate Finance to provide a special training. Many CBE faculty serve as reviewers for journals and conferences, session chairs, or invited speakers.

### 1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically,
emphasize evidence of the following:

The MBA program regularly undergoes a systematic review and update. The current program was the product of comprehensive review in 2008-2009. The program was designed and updated based on input from both internal and external sources including students, faculty, alumni, employers, competitors, AACSB, WASC and other benchmark studies.

CBE is planning to start a Career Development Center in Winter 2014. Its functions will include systematic alumni tracking and employer surveys.

The program organizes alumni networking events that strengthen alumni connections.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

In 2011, CBE launched MBA for Global Innovators program, a self-support program. Three elective courses are offered in the program: MGMT 6440 Global Strategy, MKTG 6401 Marketing Research, and MGMT 6485 International Immersion.

The two courses MGMT 6440 and MKTG 6401 are designed to prepare students for the international immersion. In the International Immersion course, students gain first hand experience of doing business in emerging economies by visiting companies and government agencies in a developing country. Students commented that the international immersion was their once in a lifetime experience and was intellectually stimulating.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

CBE’s programs are accredited by AACSB (The Association to Advance Collegiate Schools of Business). AACSB has a list of rigorous standards on faculty qualifications and research contributions, financial strategies, assurance of leaning, and many more. Every five years, the CBE submits a report to AACSB and welcomes a review team. The report must provide evidence of meeting all of the standards. The review team meets with faculty, students, staff and administration, and makes its recommendation to AACSB’s Maintenance of Accreditation Committee.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

The most important resource to the program is faculty resource. The college needs to continuously hire AQ faculty to sustain growth of the program.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

Experiential learning was enhanced in CBE programs with the introduction of the BOP (Business Opportunity Program) in 2011-12.

An 18-month course schedule in the MBA for Global Innovators is finalized and announced to students in the beginning of the program.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

CBE has an established system of assessment process and program improvement. AoL (Assurance of Learning) is administered by a full-time Assistant Director of Assessment and advised by faculty member, who are also on the AoL Task Force. Dean, associate Dean, department chairs and program directors serve on the Task Force, which decides on assessment processes and actions to close the loop.

- The new Business Opportunity Program, established in 2011-2012, is a direct response to students’ (and employers’) requests to increase experiential learning by bringing business clients and their business problems to the students in the classroom.
- The 2011 Instructional Improvement Grants generated improvement in 19 courses which addressed “closing the loop” in the areas identified in assessments including experiential learning, applied statistical analysis, critical thinking and technology skills.

5. Student success; list/describe the following (up to 100 words):

Alumni survey results show full-time employment of 69.9% (Table 13, 113 responses), and 52% (29.6%) with employment directly related (somewhat related) to major (Table 14, 98 responses). CBE has a long list of distinguished alumni. Some typical examples are: President of Sony Home Entertainment of America (BSBA 1988), President of College of San Mateo (BSBA 1984), retired Vice Chair of Macy’s (BSBA 1973), and Founder of 24-Hour Fitness Worldwide (BSBA 1981).

7. Criterion 4
A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Upper Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate</td>
<td>121%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Upper Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate</td>
<td>2</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>CBE</td>
<td>$2,142.81</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

III. Narrative (up to 250 Words) (50%)

The MBA for Global Innovator’s program, an 18-month program, was launched in 2011. There is not sufficient data to analyze year to year change.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

An important resource is faculty resource. With limited number of tenure track faculty, lecturers are hired to ensure offering of the courses. There is limited room to grow MBA for Global Innovators with existing resources. Without the growth of faculty pool in the college, the program can not grow.
II. Impact of Declining Resources (Up to 125 words)
CBE’s programs are accredited by AACSB (The Association to Advance Collegiate Schools of Business). AACSB has a list of rigorous standards on faculty qualifications and research contributions, financial strategies, assurance of learning, and many more. Every five years, the CBE submits a report to AACSB and welcomes a review team. The report must provide evidence of meeting all of the standards. Faculty AQ ratios are among the most critical quality indicators reported to AACSB. Reduced resources will negatively impact faculty AQ ratios and put continuation of AACSB accreditation at risk.

III. Impact of Augmentation (Up to 125 words)
They will be used to maintain AACSB accreditation, recruit more TT faculty to maintain high AQ ratio, which is a critical performance indicator for AACSB, engage students with the community activities including workshops and conferences, and strengthen alumni connection.

IV. Additional Information (Up to 250 words)
MBA for Global Innovators emphasizes a team approach to learning and integrates core business disciplines with a global perspective and innovation. Guaranteed course schedule is designed to meet the needs of busy working professionals. The dynamic cohort experience allows students to work collaboratively with their peers and create friendships and professional relationships. The cohort environment also provides a strong alumni network.
The program is moving forward to achieve the next level of improvement with continuous innovation in the curriculum and extracurricular activities including international immersion, engagement of students in the communities, and strengthened alumni connection.
It is imperative that we invest in faculty resources to continuously meet the AACSB requirements and become the program of choice among mid-career managers and entrepreneurs in the region.