3.

1. Instructional Program Criteria and Template

Name of Person Completing this Report: Xinjian Lu
Title of Person Completing this Report: Associate Dean and Director of Undergraduate Programs
College or Unit: College of Business and Economics
Report No.: CBE 3
Programs Included: 5

Total number of service courses
0

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).

Bachelor of Science in Business Administration (BSBA) Online Degree Completion was started in Winter 2010 as a self-support program. It currently has 4 options.

The curriculum of BSBA Online is the same as that of BSBA which is CBE’s major undergraduate program. BSBA Online only admits students who have completed all lower division requirements and most GE classes. Only upper division core classes (60 units) and option electives (16 units for each option) are offered to the students admitted to the program. Each of the four departments is responsible for offering a certain number of courses for BSBA Online. The prefixes of the courses are ACCT, ECON, ENTR, FIN, ITM, MGMT, and MKTG. On the average, 13 sections are currently offered every quarter, including summers. All classes are taught completely online. The majority of classes are lecture, with very few sections of seminar (for the capstone MGMT4650) and no lab, activity or supervision classes.

Due to the fact that the BSBA curriculum requires classes offered by all four departments in CBE, in many places, this report uses aggregated or averaged data instead of data copied directly from the supplemental data package, which are mostly by department or prefix. For the same reasons, most narratives and examples in this report are provided from the college perspective rather than from the department level.

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</th>
<th>There are three 4-unit BSBA core courses that support critical thinking as well as analytical and quantitative reasoning: MGMT3100 Decision Science, which focuses on data analysis and using analytical models for decision making; ECON3551 Managerial Economics and Business Strategy, which emphasizes market environments and strategies for optimization; and MGMT3620 Introduction to Production and Operations Management, which includes quantitative methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
<td>Effective communication is included in one of the four BSBA learning goals. BSBA curriculum allows 12 to 16 units of core electives. Many BSBA students take MKTG3495 Business Communication as a core elective. MKTG3495 focuses on oral and written communication in business organizations.</td>
</tr>
<tr>
<td>Graduates of CSUEB will be able to apply knowledge of diversity and multicultural</td>
<td>CBE’s mission is to “prepare students to make ethical choices and succeed in a dynamic business environment shaped by the challenges of a competitive global economy, emerging technologies, and diverse stakeholders.” CBE values “effective communication, ethical</td>
</tr>
</tbody>
</table>
competencies to promote equity and social justice in our communities

decision-making, and multi-cultural understanding." MGMT4500 Business, Government, and Society (required course) focuses on business ethics, antitrust policy, social responsibility, and consumer protection.

<table>
<thead>
<tr>
<th>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities</th>
<th>MGMT3614 Organizational Behavior (required course) emphasizes: how to observe and analyze individual and group behavior; how to work effectively in a group, which involves communicating, motivating, leading, managing conflicts, and managing changes; and how to improve self-awareness, and group skills. “An inclusive CBE community where students, faculty, and staff from vastly different backgrounds collaborate” is part of CBE’s vision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels</td>
<td>CBE’s vision includes “Highly ethical and socially responsible students.” The BSBA program also includes a global component, which requires either of the two courses: ECON3107 Global Economic Analysis or MGMT 4670 Multinational Business.</td>
</tr>
<tr>
<td>6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</td>
<td>The BSBA program requires a capstone course MGMT4650 Seminar in Strategic Business Management. The course takes a top management perspective and integrates the knowledge and skills of functional areas into decision-making. It emphasizes on analyzing complex business situations objectively and logically, integrating theory with practice, and developing and presenting well-reasoned, feasible, and comprehensive strategic business plans.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

### II. Shared Strategic Commitments: (30%)

BSBA Online is directly aligned with SSC 2 and SSC 3 by responding to the needs of working adults, and expanding their access. The following are further examples of CBE’s initiatives directly aligned with SSCs:

- SSC 1, 4: CBE has deployed CAPSIM, a business simulation software, to further engage students.
- SSC 2, 7: CBE is registering a Financial Literacy Center with the objective of educating students and members of the community on how to make sound financial decisions.
- SSC 3, 4: CBE plans to open a college-based Career Development Center in January 2014 to help students find internships, provide placement services, and promote experiential learning.
- SSC 8: Information technology management is an important component of BSBA.

### 5. Criterion 2

**Link to Scoring Rubric**

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

ACCT, ECON, ENTR, FIN, ITM, MGMT, 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>82.79</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>470.40</td>
<td></td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>553.19</td>
<td>4</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>1</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>84.4</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>144</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Corporate Management</td>
<td>44.6</td>
</tr>
<tr>
<td>4</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Finance</td>
<td>55.2</td>
</tr>
<tr>
<td>5</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Operations and Enterprise Resource Management</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Supply Chain Management</td>
<td>14</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**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>1</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>4.6</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>8.2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Corporate Management</td>
<td>2.8</td>
</tr>
<tr>
<td>4</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Finance</td>
<td>3.2</td>
</tr>
<tr>
<td>5</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Operations and Enterprise Resource Management</td>
<td>0.6</td>
</tr>
<tr>
<td>6</td>
<td>Business Administration BS DCIE: BSBA</td>
<td>Supply Chain Management</td>
<td>1</td>
</tr>
</tbody>
</table>
D.

The BSBA Online Degree completion program was launched in Winter 2010 as a self-support program. The total number of students (unduplicated) in the program was 70, 142, and 210 in Fall 2010, 2011, and 2012 respectively. Therefore, the average number of 84.4 (unduplicated) students over the past 5 years given in the supplemental data package doesn’t reflect the fast-growing size of the program, neither do the number of degrees offered, the average numbers for the options and the corresponding quartiles.

CBE currently offers 4 options to students in the program: Corporate Management, Finance, Operations and Enterprise Resource Management, and Supply Chain Management. Students have been requesting more options, especially the Accounting option. The limited number of accounting faculty doesn’t allow the college to make the Accounting option available to students in the program. We anticipate that the demand for the BSBA Online degree completion program will continue to grow. CBE held online teaching workshops to help faculty gain knowledge and skills for teaching online classes. The college continues to fund for training on online instruction.

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 BSBA Online</td>
<td>16640</td>
</tr>
<tr>
<td>2 BSBA Online-Corporate Management option</td>
<td>8330</td>
</tr>
<tr>
<td>3 BSBA Online-Finance option</td>
<td>5960</td>
</tr>
<tr>
<td>4 BSBA Online-Operations and Enterprise Resource Management option</td>
<td>6010</td>
</tr>
<tr>
<td>5 BSBA Online-Supply Chain Management option</td>
<td>7310</td>
</tr>
</tbody>
</table>
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

The job titles in our worksheets are directly related to BSBA curriculum and option requirements. Some closely related job titles could not be included in our worksheets due to the 5-title limit. The following are not represented by the COEP data:

- Many finance jobs in banks, financial institutions and securities brokerage firms are not included in COEP forecasts. These jobs were impacted by financial crisis, but are stabilized and will grow in the future.
- The employment projections by the U.S. Bureau of Labor Statistics (http://www.bls.gov/emp/ep_table_102.htm) include many business and management related jobs with very strong growth potential.

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)</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</td>
<td>1.44</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>1.45</td>
<td></td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

Each department prepares quarterly averages of student evaluation results for faculty to review. A major emphasis of faculty performance reviews is to provide feedback on teaching improvement. Student comments indicated that they desire more

- hands-on experience,
- applied statistical analysis,
- critical thinking, and
- technology.

To address these concerns, CBE provided Instructional Improvement Grants to eighteen faculty in each Summer of 2011 and 2012. Those faculty worked in Summer to revise or develop teaching materials, and to learn online teaching skills. These efforts helped faculty to incorporate current knowledge, new technologies and teaching tools in their teaching materials.

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.

Dr. Jane Lopus was a recipient of the 2008 CSU Wang Awards – a system-wide program that celebrates outstanding faculty and administrators, and was a Fulbright Scholar to Romania for February through May 2009.

CBE’s China America Business and Education Center provides faculty teaching improvement grants.

3. Faculty-supervised student projects

In 2011-12, CBE introduced a Business Opportunity Program to promote experiential learning. This program is course-embedded, bringing real world clients and their business problems to the students. All of the 21 projects were faculty-supervised. CBE plans to continue this program.

In 2011 and 2012, Dr. Scot Fung mentored some students who participated in the CFA (Chartered Financial Analyst) Institute Global Investment Research Challenge competition, in which they took on roles as professional analysts.

Typical examples of student clubs: American Marketing Association at CSU East Bay, Beta Alpha Psi, and Beta Gamma Sigma, all of which are mentored 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

The Oracle Corporation donated to CBE the Oracle ERP (Enterprise Resource Planning) system, which contains a variety of software applications in various functional areas, including operations and supply chain management, accounting and finance, marketing and customer relationship management, and human resources management. In a number of courses, faculty utilize ERP directly as part of course coverage and assignments, or indirectly as part of demonstration and in-class presentation.

CBE’s faculty are highly diverse in country of origin, native language, race etc. For example, faculty have more than 15 countries of origin, which collectively enable a global perspective on business education.

1a. TT faculty contributions

| | 2008 - Total Number | 2008 - Average per TT | 2009 - Total Number | 2009 - Average per TT | 2010 - Total Number | 2010 - Average per TT | 2011 - Total Number | 2011 - Average per TT | 2012 - Total Number | 2012 - Average per TT | 2011 - Total Number | 2011 - Average per TT | 2012 - Total Number | 2012 - Average per TT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books | 46 | 0.73 | 59 | 0.94 | 46 | 0.81 | 38 | 0.69 | 40 | 0.7 |
| Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities | 32 | 0.51 | 44 | 0.70 | 19 | 0.33 | 22 | 0.40 | 22 | 0.4 |
| Number of TT faculty in Table1 in supplemental data package * | 63 | 63 | 57 | 55 | 51 |

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

The average number of peer-reviewed journal articles, books or book chapters is 0.69 or more per year per TT, sufficient to meet CBE’s AQ (Academically Qualified) standards. Many faculty publish in highly prestigious and/or well-respected journals. About 90% of TT faculty are AQ (AACSB’s critical quality indicator).
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 2011, Dr. Scott Fung has held an endowed professorship established by Jack and Susan Acosta to support academic excellence.
CSU Chancellor appointed Professor Gary McBride to California State Board of Accountancy Ethics Study Committee to establish courses for 10 semester (15 quarter) units in ethics, required for California CPA license, beginning January, 2014.
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 is a 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 worked 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, 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:

CBE has an Advisory Board which is composed of 16 senior business leaders and key alumni in the Bay Area. CBE leadership team meets with the Board usually twice a year. The Board provided useful input on potential new programs and identified needs that led to the development of other activities (e.g., CBE Career Expo in 2012 and 2013).
CBE regularly reviews and revises its programs, including BSBA, to align with the requirements of AACSB, WASC and SB1440. CBE is planning to start a Career Development Center in Winter 2014. Its functions will include systematic alumni tracking and employer surveys.

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

In Winter 2010, CBE launched its BSBA Online Degree Completion program, which is geared toward working adults who need to continue their education in an online format. It has been a self-support program, currently with more than a dozen sections per quarter.
In several courses, faculty use Oracle ERP (Enterprise Resource Planning) system, and thus allow students to gain experience with up-to-date enterprise software.
In 2012-13, CBE deployed CAPSIM, a business simulation software and an outcomes assessment tool. In addition to assessment, CBE will use it as a pedagogical tool to improve learning outcomes related to integration of functional knowledge.

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 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.
BSBA Accounting option meets the Educational Requirements for CPA (Certified Public Accountant) Licensure.
CBE is listed in the Princeton Review’s The Best 294 Business Schools, 2013 Edition, for the seventh consecutive year.

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

The VBT (Valley Business Technology) building gives the more than 2000 business students a concept of “home” facility, and
makes communication and collaboration among faculty much more effective and efficient than they were before moving to VBT in December 2006. However, the following would improve student learning environment:

- CBE needs an “open” computer lab for business majors to walk in and study.
- Faculty and students would benefit from a layout reconfiguration of the two computer labs VBT 221 and 222 (reservation required).

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

CBE’s SSC (Student Service Center) serves as a one-stop help-desk for CBE’s undergraduate students. It maintains academic files of students, manages all registration-related activities, and advises in all academic program–related matters. Degree roadmaps for all 12 options of the BSBA program and annual class schedules are posted at [http://www20.csueastbay.edu/cbe/tentative.html](http://www20.csueastbay.edu/cbe/tentative.html)

Experiential learning was enhanced with the introduction of a course-embedded Business Opportunity Program in 2011-12. Students worked directly with external client organizations on real world business problems to gain hands on experience. All of the 21 projects were faculty-supervised. Recently, Wells Fargo provided additional funds for CBE to continue this program.

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

CBE has an established system of program improvement. Assurance of Learning is led by a Task Force which decides on assessment processes and actions to close the loop, and is administered by a full-time Assistant Director and advised by a faculty member.

The following are examples of closing the loop on three of the undergraduate learning objectives:

- **Functional integration:** In Spring 2013, CBE introduced CAPSIM (a business simulation tool) in BSBA capstone class MGMT4650. Business simulations engage participants in a dynamic competition to turn struggling companies into profitable businesses. CBE will continue to fund for CAPSIM to help students achieve this learning objective.
- **Communication:** CBE is designing a two-day oral communication workshop at the end of Fall 2013 as a non-credit offering to students enrolled in MGMT4650.
- **Ethics:** CBE is identifying a potential prerequisite for MGMT4500 (Business, Government, and Society) to reinforce ethics in BSBA.

### 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).

To help students launch successful careers, CBE is in the process of building a Career Development Center, and plans to open the Center to CBE students in Winter 2014.

### 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.**

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>0%</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>0</td>
</tr>
<tr>
<td>Upper Division</td>
<td>3</td>
</tr>
<tr>
<td>Graduate</td>
<td>3</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></th>
<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 - All four departments combined</td>
<td>846.51</td>
<td>128.57%</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

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

BSBA Online is a self-support program. The program was launched in Winter 2010. In the first few quarters, we had some low enrollment sections. The demand for the program has been growing. Currently, the average size of the online sections is around 45.

We would like to point out the following:

- The data in Table 16 of the supplemental data package include only the Accounting discipline. Therefore, the comparison of the SFR values might not be what Criterion 4 has been designed for.
- From Table 17, the cost per FTES in 2010-11 and 2011-12 are $532.89 and $1,218.03. The average increase of 128.57% is based only on these two dollar values.
- We anticipate that the cost per FTES will be higher than $1,218.03 (the value for 2011-12) before it stabilizes. However, given the higher tuition fee for students in this self-support program, BSBA Online will continue to be financially sustainable.

8. Criterion 5

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

The economic situation in the State of California a few years ago led to significant resource reduction. It can be seen from Table 1 of the supplemental data package that the total number of TT faculty in CBE changed from 63 in Fall 2008 to 51 in Fall 2012. Table 2 shows that FTEFs in CBE have also decreased. Accordingly, the average size of BSBA classes has been increased from approximated 35 before Fall 2008 to about 50 in recent quarters.

CBE has four departments. Instead of one administrative support coordinator per department, two departments share one
coordinator, each supporting more than 30 instructors, with necessary student assistance. Within the current resources, there would be hardly any room to grow the already impacted BSBA program.

II. Impact of Declining Resources (Up to 125 words)

Several years ago, CBE took actions to improve resource efficiency, as described in the above section. Further resource reduction would have the following consequences:

> • AACSB has minimum requirements for AQ (academically qualified) and PQ (professionally qualified) faculty. TT faculty are usually categorized as AQ or non-AQ, and every lecturer is required to be PQ. To be in compliance with AACSB’s AQ ratio, CBE must maintain sufficient TT faculty. Reduced resources would make it impossible to add new TT faculty, and consequently jeopardize CBE’s effort of maintaining its AACSB accreditation which would negatively impact CSUEB’s reputation.
> • CBE would need to further increase class sizes.
> • CBE wouldn’t be able to offer enough elective classes, and students wouldn’t be able to graduate on time.

III. Impact of Augmentation (Up to 125 words)

Additional resources would help CBE to

> • Offer more option elective classes so that more students can graduate on time, which would contribute to the University’s effort of improving graduation rate, and allow more students to have multiple options and become more competitive in job markets.
> • Recruit more TT faculty to maintain high AQ ratio, which is a critical performance indicator for AACSB.
> • Expand advising capacity, which would help current students to (1) understand curricula better (2) follow course prerequisites more closely and (3) have better relationships with the University, and thus would improve retention and graduation rates.
> • Fund a Financial Literacy Center to educate students and members of the community on making sound financial decisions.

IV. Additional Information (Up to 250 words)

The following are unique potentials and issues not covered elsewhere:

> • In response to the growing demand for students with “big data” knowledge and data analysis skills, CBE is exploring how to incorporate data analytics and develop innovative and forward-looking curricula.
> • To align with the University’s effort of growing the enrollment at Concord campus, CBE needs to analyze the demand and make plans to expand course offerings there.
> • In early 2013, AACSB discontinued its 2003 accreditation standards, and introduced a new set of standards. The new emphasis is on innovation, impact, and engagement, which will drive the quality of management education. Starting from 2016-2017, all business schools that seek to obtain or maintain AACSB accreditation will be reviewed under the new standards. CBE is scheduled to submit its next 5th year AACSB Maintenance Report in Summer 2017. The imminent tasks are as follows:
> (1) Develop CBE’s new standards for faculty qualifications, which must be aligned with AACSB’s new standards for faculty currency and relevance.
> (2) Ensure that faculty’s professional development activities are sufficient to meet AACSB’s requirements. Research publications are usually considered the most important indicator of faculty qualifications. CBE must continue to provide sufficient funds to support faculty development.
> (3) Provide strong evidence to demonstrate that CBE’s practices focus on innovation, impact, and engagement with students, employers, and the communities we serve.

Evidently, all of the above are of strategic importance, and will take considerable amounts of effort and resources.