Maintenance of Accreditation Report

VOLUME 1
Fifth Year Maintenance of Accreditation Report

Prepared for AACSB International
August 2012
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PREFACE

We are very proud to be one of the few AACSB accredited colleges in the United States. Preparing this report for maintenance of our AACSB accreditation has given us an opportunity to review both our achievements and the challenges we have dealt with during the last 5 years. This has helped us to plan for the future and to identify the areas on which we need to focus.

A well-functioning College of Business and Economics requires that the entire faculty and staff work together towards achieving the mission of the College. Not surprisingly, the preparation of this report was also a team effort. Many people pitched in to provide necessary information to write different sections of this report. I would like to thank those who were especially generous with their time in writing, reviewing or editing sections of this report. They are Stephen Andrews, Jennifer Aure, Jed DeVaro, Linda Dobb, Tamra Donnelly, Micah Frankel, Sharon Green, Joanna Lee, Xinjian Lu, Nancy Mangold, Luanne Meyer, Susan Opp, Zinovy Radovilsky and Glen Taylor. I am also thankful to all those faculty and staff who provided valuable help in preparation of this report. Finally, I am thankful to former Dean Terri Swartz for her leadership and guidance during the last five years. I take the full responsibility for any errors in this report.

Jagdish Agrawal
Interim Dean
August 2012
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Section 1 – Situational Analysis

Context

California State University, East Bay (CSUEB) is one of the 23 campuses in the CSU System, the largest university system in the United States. Founded in 1957, CSUEB has three primary locations in the East Bay (the Hayward and Concord campuses, and the Oakland Professional Development Center), along with an Online campus. CSUEB offers academic degree programs in four colleges, and among these the University is best known for its College of Business and Economics (CBE).

CBE has four departments: Accounting and Finance, Economics, Management, and Marketing and Entrepreneurship and continues to operate out of the Valley Business and Technology Center (VBT), the campus’s newest academic building. In addition to its offerings at the aforementioned primary locations CBE provides MBA degree programs in San Ramon (another city in the East Bay) and in Moscow, Russia.

CBE carries the largest student-faculty ratio (SFR) (37.2) compared to the College of Letters, Arts, and Social Sciences (24.8), the College of Science (26.2) and the College of Education and Allied Studies (21.2).

In Fall 2011, CBE had 51 full-time tenured/tenure track faculty members, with a total full-time equivalent faculty (FTEF) of 47.9. CBE faculty make up 17% of the FTEF for the University. In 2011-12, the University conferred a total of 3648 degrees, of which 27% (832 bachelor’s and 148 master’s degrees) were from CBE programs. In terms of percentages of FTES and FTEF, CBE confers a disproportionately large number of degrees compared to the rest of the University.

CBE’s administrative team, with each team member’s year of hire at CBE, includes the following:

- Interim Dean: Jagdish Agrawal (1991)
- Interim Associate Dean and Director of Undergraduate Programs: Xinjian Lu (1999)
- Chair, Department of Accounting and Finance: Micah Frankel (1991)
- Chair, Department of Marketing and Entrepreneurship and Director of Graduate Programs: Joanna Lee (1987)
- Interim Chair, Department of Management: Zinovy Radovilsky (1991)
- Chair, Department of Economics: Jed DeVaro (2008)

The CSU Board of Trustees appointed Dr. Leroy Morishita the fifth President of CSUEB effective January 2012, after he joined the University as interim President in July 2011. Under Dr. Morishita’s leadership, an extensive community-wide conversation was completed at the end of May 2012, which led to a revised mission statement and the development of eight “shared strategic commitments” which have been formally recommended for adoption to the Cabinet as a basis for all future strategic planning. During 2011-12, through a similarly inclusive community-wide effort, the Academic Senate, faculty and staff developed and adopted the University’s Institutional Learning Outcomes (ILOs) for our students. The alignment of the CBE SLOs with the University ILOs will be addressed at CBE retreats.

Reputation

In 2011 the Princeton Review selected CSUEB as a “Best in the West” college for 2012 for the eighth consecutive year. This determination was based on surveys of current students, who noted the following highlights:
- affordable tuition
- small class sizes
- a strong business program
- diligent, career-minded students
- multicultural community

CSUEB was also listed in the Princeton Review’s *The Best 294 Business Schools, 2012 Edition*, for the sixth consecutive year. In that report, the CBE was recognized for its academic programs, career and placement services, and student life. It was noted that CSUEB’s MBA program “maintains a strong reputation in the (Bay) Area” and that the “low in-state tuition cost is significantly less than other schools in the area. Fortunately the low cost does not translate into hassles and red tape; the business school is well run.” The MBA program was also recognized for its “excellent assortment of specializations to choose from.” Students praised the high quality of professors and excellent library resources. They also liked the practical and affordable education they received from the CBE. Further information is available online at [www.PrincetonReview.com](http://www.PrincetonReview.com).

*Diverse: Issues in Higher Education*, based on an analysis of U.S. Department of Education reports submitted by 9370 institutional degree listings, recognized CSUEB’s undergraduate program as No. 71 in the nation for the number of degrees awarded to students of color. The graduate program is also included in the publication’s “Top 100” for 2011.

*The Best Colleges* selected CSUEB’s Online Bachelor of Science in Business Administration Degree program as No. 7 in the nation for 2011-12, calling it “an excellent value.”

In addition to the preceding distinctions and to maintaining AACSB accreditation at our last review, our MBA program in Moscow, Russia has been accredited by the Russian Ministry of Education and Science.

**Resources**

CBE relies on state support to meet its resource needs, but also augments its operating capital with entrepreneurial efforts. In 2007-08 state support totaled $8.1 M. In 2011-12, the state provided $6.4 M. The current economic situation in the State of California has recently led to reduction in the amount of state funds appropriated to CSUEB and to the rest of the CSU system. Despite these financial challenges, CBE has successfully recruited new faculty by offering a combination of desirable location, active faculty, a balance of scholarship and teaching, start-up packages with multi-year summer grants, and opportunities to augment base salary by teaching in the BSBA on-line program, the MBA for Global Innovators, the One-year Intensive MBA, and the Moscow MBA. Eleven new faculty joined CBE in Fall 2008, and two more will start in Fall 2012. Recruitments for five new tenure-track hires for Fall 2013 are in progress.

**Sponsors and Supporters**

The development efforts in CBE have increased over the past five years, including the following highlights:

- $1 million pledge from CBE alumnus Jack Acosta and his wife Susan, May 2010, in support of faculty excellence that includes $750,000 for three endowment funds, named Acosta Professorships, in support of faculty excellence, a $100,000 endowment to provide student financial support, $110,000 current use faculty excellence fund and $40,000 current use student financial support.
- Gift from Lou and Kristi Miramontes, September 2009, of $100,000 for current use scholarships, 60% for accounting students and 40% for other BSBA students, and an additional $200,000 bequest to establish an endowed scholarship fund.
• Bequests, approximately $180,000 (February 2009) & $150,000 (October 2009) respectively, from alumni Rich Lopez and Janet Mitchell were announced in support of CBE.
• $100,000 pledge made by CBE alumnus Marv Remmich in June 2006, immediately prior to this five-year period, from which payments have been made for three annual outstanding faculty awards to provide special recognition to faculty who go above and beyond in one of the following categories: research, teaching or service.
• $20,000 current use gift was facilitated by CBE alumnus Janet Grove, November 2011, to establish The Janet Grove Student Enrichment Fund, to be used for the following: CBE unrestricted scholarships; support of student enrichment activities including student participation in competitions; support of extra-curricular activities; and programs to enhance and broaden students’ CBE educational experience.

Corporate, foundation and other gifts include the following:

• $45,000 from the Alfred P. Sloan Foundation in 2010 for the HIRE Center
• $30,000 from the Bank of America Charitable Foundation in 2011 for the Business Opportunity Program
• $25,000 from Wells Fargo Foundation in 2010 and 2012 for the Business Opportunity Program
• $14,000 from the Charles G. Koch Charitable Foundation in 2012 for the Smith Center for Private Enterprise Speaker Series
• $12,500 from the Apgar Foundation in 2010 and 2011 for the Smith Center for Free Enterprise Studies
• $7,045 from the Merritt Community Capital Corporation in 2012 for the Merritt Community Capital Scholars Fund.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>AMOUNT</th>
</tr>
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<tr>
<td>2011-2012</td>
<td>$146,219</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$116,795</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$1,558,543 (note: includes $1 M &amp; $100,000 pledge; and includes $200,000 &amp; $150,000 bequest)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$276,038 (note: includes a $180,000 bequest)</td>
</tr>
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<td>2007-2008</td>
<td>$124,885</td>
</tr>
<tr>
<td><strong>TOTAL for 2007-2012</strong></td>
<td><strong>$2,222,480</strong></td>
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**Future Challenges**

CBE shares significant budgetary concerns with the rest of the university and the California State University system. In the 2009-2010 academic year, faculty, staff, and administrators were furloughed, with a 10% reduction in base salary accompanied by a reduction in hours worked. Students experienced tuition increases of more than 35% between 2008 and 2010, as well as cuts to course offerings. The current financial situation of the State of California is dire, with the CSU system expecting funding cuts for at least the next year at a minimum level of $500 million. As a result of prudent planning and budgeted contingencies, CSUEB ended fiscal year 2011-12 with a surplus sufficient to maintain operating
Support at the current level through the 2012-13 fiscal year. However, the university will continue to face severe financial challenges in the coming years that will require us to prioritize activities and programs to ensure that we are spending our limited resources in support of our highest priorities. Although the exact amounts of cuts CBE will face in the coming years are unknown, the financial strategies (e.g., self-support program offerings) we have developed should enable us to meet future financial challenges while maintaining academic quality and access for our students.

With the retirement of Dean Terri Swartz in August 2012 CBE once again is experiencing a transition in leadership. Associate Dean Jagdish Agrawal, stepped up to lead the team as Interim Dean. Under the leadership of Dr. Agrawal, CBE continues to be a future-oriented organization, committed to continuous improvement. A national search for a new dean will begin in Fall 2012.

Online classes and degree programs are growing in quantity, size and popularity with each passing year. Technologies for online instruction are continuously being developed and improved. Fully online programs help educational institutions reach more prospective students, create new funding streams, and increase student access. This upward trend of online instruction poses both opportunities and challenges. CBE launched its fully online Bachelor of Science in Business Administration degree completion offering in Winter 2010 on a self-support basis. This new offering has helped us to reach a broader student population, enhance student access, and address some of our most pressing needs, especially with respect to the significant budgetary cuts CBE contemplates in the coming years. However, competing local institutions could follow similar strategies in the future, with a possible negative effect on our student recruitment.

**Degree Programs Included in Review and Degrees Conferred**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Degrees Awarded 2011-12</th>
<th>TOTALS</th>
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</thead>
<tbody>
<tr>
<td><strong>Undergraduate Programs</strong></td>
<td></td>
<td></td>
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<tr>
<td>BS in Business Administration</td>
<td>764</td>
<td></td>
</tr>
<tr>
<td>BS in Business Administration – Online</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>BA in Economics</td>
<td>33</td>
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<td>Total Undergraduate Degrees Conferred:</td>
<td>823</td>
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<tr>
<td><strong>Graduate Programs</strong></td>
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<tr>
<td>MBA Hayward</td>
<td>88</td>
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<tr>
<td>MBA Moscow</td>
<td>3</td>
<td></td>
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<tr>
<td>MBA Oakland</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>MS in Business Administration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option in Information Technology Management</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MS in Taxation</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>MA in Economics</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total Graduate Degrees Conferred:</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>Total Degrees Conferred:</td>
<td>971</td>
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Section 2 – Progress Update on Concerns from Previous Review

Three areas were identified in the last maintenance affirmation letter, dated January 19, 2009 for CBE to incorporate into its ongoing strategic planning initiatives. They were:

- The College must continue to monitor progress on AQ and AQ+PQ status for degree programs, disciplines, and locations.
- Regular reporting on strategic planning activities is essential.
- Regular updates on the assurance of learning program, particularly with respect to the MBA program, are expected.

Faculty Qualifications: AQ and AQ+PQ Status

On at least a quarterly basis, the leadership team of the college reviews progress on the percentage of faculty that has AQ status and the percentage that has AQ or PQ status. The need to maintain and improve these percentages has been an important consideration in making teaching assignments. Also, all college-wide meetings, which are held at least quarterly, begin with an update on AQ and AQ+PQ status to emphasize the importance of faculty qualification. Since 2007, CBE has taken several steps to increase these percentages within disciplines, degree programs, and locations. See Section 4 for details.

To illustrate the progress we have made in this area, we present two tables. Table 2A shows AQ percentages for Fall quarters from 2008 to 2012, as well as for Winter 2012 and Spring 2012 by disciplines, locations, and programs. Table 2B provides a similar breakdown of AQ+PQ percentages.

Table 2A: AQ Percentages, Overall and by Disciplines, Locations, and Programs. “n/a” means not applicable because the program did not exist yet.

<table>
<thead>
<tr>
<th>CBE Overall</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Winter 2012</th>
<th>Spring 2012</th>
<th>Fall 2012 projected</th>
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<tbody>
<tr>
<td>Discipline:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounting</td>
<td>53.5</td>
<td>59.4</td>
<td>59.0</td>
<td>68.8</td>
<td>63.6</td>
<td>58.5</td>
<td>57.2</td>
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<td>Finance</td>
<td>79.6</td>
<td>85.7</td>
<td>83.3</td>
<td>83.3</td>
<td>77.4</td>
<td>73.4</td>
<td>73.4</td>
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<tr>
<td>Economics</td>
<td>97.6</td>
<td>97.4</td>
<td>96.4</td>
<td>82.7</td>
<td>66.4</td>
<td>74.8</td>
<td>80.9</td>
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<tr>
<td>Management</td>
<td>67.6</td>
<td>75.2</td>
<td>76.1</td>
<td>77.9</td>
<td>83.5</td>
<td>80.5</td>
<td>77.0</td>
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<td>Marketing</td>
<td>74.6</td>
<td>68.2</td>
<td>79.9</td>
<td>75.9</td>
<td>74.0</td>
<td>73.5</td>
<td>94.3</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Hayward</td>
<td>74.0</td>
<td>76.7</td>
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<td>76.6</td>
<td>77.4</td>
<td>73.6</td>
<td>77.7</td>
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<td>Concord</td>
<td>50.5</td>
<td>73.4</td>
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<td>Online</td>
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<td>75.9</td>
<td>94.0</td>
<td>79.8</td>
<td>92.8</td>
<td>92.8</td>
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<td>Moscow</td>
<td>66.7</td>
<td>78.7</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>85.1</td>
<td>100</td>
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<tr>
<td>Oakland</td>
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<td>n/a</td>
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<td>100</td>
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<tr>
<td>San Ramon</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Program:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B.S. Bus. Admin.</td>
<td>71.4</td>
<td>77.5</td>
<td>75.5</td>
<td>78.3</td>
<td>75.9</td>
<td>77.0</td>
<td>73.5</td>
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<tr>
<td>B.A. Econ</td>
<td>100</td>
<td>95.7</td>
<td>100</td>
<td>94.5</td>
<td>90.3</td>
<td>79.0</td>
<td>88.3</td>
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<tr>
<td>M.B.A.</td>
<td>96.4</td>
<td>87.1</td>
<td>83.3</td>
<td>98.5</td>
<td>76.6</td>
<td>87.6</td>
<td>100</td>
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<tr>
<td>M.A. Econ</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>M.S. Tax</td>
<td>78.7</td>
<td>64.9</td>
<td>78.7</td>
<td>78.7</td>
<td>0</td>
<td>78.7</td>
<td>78.7</td>
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</tbody>
</table>

Table 2B: AQ+PQ Percentages, Overall and by Disciplines, Locations, and Programs. “n/a” means not applicable because the program did not exist yet.
As shown in the tables, since Fall 2009, our AQ percentages have exceeded 50% substantially. Further, since Fall 2011, the AQ+PQ percentages have been at or close to the 90% expectation in most disciplines. However, the numbers fluctuated from quarter to quarter, and the AQ+PQ percentages deviated below 90 percent in a few instances, especially in the disciplines of Accounting and Finance. The fluctuation can mostly be explained by the changes in our enrollment target set by the University. CBE typically responds to higher enrollment targets by adding more sections, to be taught by part-time faculty who are more likely to be PQ than AQ. The result is a decrease in AQ percentages. CBE has obtained approval from the University to recruit five full-time AQ faculty members (two in Accounting including one in Taxation, one in Finance, and two in Economics) in 2012-2013. With these recruitments and the continued professional development of existing faculty, it is anticipated that the deviation of AQ+PQ percentages in the disciplines of Accounting and Finance will be corrected in the near future.

**Reporting on Strategic Planning Activities**

Over the past five years, we have regularly informed our key stakeholders of the ongoing strategic planning activities, and have sought their engagement in these activities.

- **Faculty and Staff.** CBE has increasingly engaged faculty and staff in strategic planning activities, as illustrated by the following examples:
  - At every college-wide meeting, former Dean Swartz reported the AQ and AQ+PQ status and progress, plans to address budget challenges, approaches to managing enrollment trends and targets, and other ongoing strategic activities.
  - Faculty and staff participated in reviewing and revising mission, values and vision at college-wide meetings. The most recent review and revision occurred at the Fall Faculty Retreat on September 20, 2011.
  - From October to early November 2011, three brainstorming sessions were held with faculty and staff to identify potential activities CBE might undertake to achieve its vision.
In mid-November 2011, a selected group of faculty and staff convened as CBE’s Vision Action Task Force. The former dean charged the task force to review and add to the ideas from the brainstorming sessions, synthesize them into a list of possible actions, analyze their impact on achieving the College’s vision, and prioritize the actions and make recommendations for implementation (see Appendix for the presentation made by the task force at a college-wide meeting). See Section 3 for more details.

- **Students.** Our mission, values and vision statements are published on the college’s website. “Meet the Dean” sessions were held two or three times a year to provide opportunities for students and the dean to meet and discuss issues of concern or interest to students. The launch of the CBE Career Expo is an example of CBE’s responsiveness to student concerns regarding career launch. Former Dean Swartz initiated a “President’s Roundtable” with presidents and other senior officers of CBE student professional clubs, with meetings held on June 1, 2011 and November 30, 2011 to further enhance student engagement. Recently, CBE designated a space on the first floor of the Valley Business and Technology building as the Student Club Corner. In an effort to recognize excellence in learning, every May CBE holds its Student Recognition and Awards event along with the Beta Gamma Sigma initiation.

- **Advisory Board.** The Dean’s Advisory Board is composed of senior business leaders and key alumni in the Bay Area (see Appendix for the list of members). The Board meets with the CBE leadership team, usually twice a year. At these meetings, the dean reports and seeks input on current and potential strategic initiatives of CBE. During the past five years, the board provided useful input on potential new programs (e.g., the one-year intensive MBA program) and identified needs that led to the development of other new programs (e.g., CBE Career Expo in February 2012).

**Updates on Assurance of Learning**

Over the past five years, CBE has increased its effort in updating faculty and staff on activities addressing gaps identified in assessment, as illustrated by the following examples:

- Assessment reports for CBE master’s degree programs and undergraduate degree programs are provided to the Curriculum Committee and department chairs on a regular basis as outlined in the assessment schedule.

- At every Fall Faculty Retreat, faculty and staff are informed of the status and progress made on Assurance of Learning (AoL), and discuss approaches to closing the loop. One approach, for example, was to provide “more experiential learning.” This was a direct result of student input gathered through the CBE’s AoL. At the Fall 2011 Faculty Retreat, former Dean Swartz introduced to faculty and staff the course embedded Business Opportunity Program (see Section 6 for details) started in Summer 2011 in an effort to improve experiential learning in the BSBA degree program. At the retreat, faculty provided input on how to emphasize experiential learning in our classes. The input became part of the discussion for the CBE’s Vision Action Task Force.

- On April 19, 2011, former Dean Swartz sent a request for proposals (see Appendix for call letter) for Summer 2011 CBE Instructional Improvement Grants (IIG) to all tenure track faculty. The IIGs were designed to support revision of existing courses and development of new courses to address “closing the loop” in the areas of experiential learning, applied statistical analysis, critical thinking and technology skills. Grants were made to fund development / improvement to 19 courses.
Section 3 – Strategic Management

In the last five years substantial progress has been made in revitalizing and strengthening CBE strategic management. Our strategic management process today increasingly reflects the high value we place on strategic decision making, within CBE as well as playing an active role as contributors within the University and the external community.

CBE strategic management is shaped by a variety of driving forces. One of them is the need to provide high quality education for our main stakeholders – the students. This necessitated a number of strategic decisions related to curriculum enhancements and new program development. The strategic management in CBE is also associated with another group of stakeholders – the faculty, specifically, in terms of faculty development and support, and facilitation of the growth of their intellectual contributions. In addition, CBE implemented several important strategic moves to connect to one of our external stakeholders – the local business community. CBE is also driven by the need to connect its strategic management with the University’s own strategic initiatives, for example, Science, Technology, Engineering and Mathematics (STEM), and eight shared strategic commitments. A recent change in the University mission required CBE to reconsider and adjust its own strategic management directions for the future.

An important driving force that dramatically shapes our strategic management decisions is the reduction of financial resources we receive from the state. In the last five years, the State of California has experienced serious government budget deficits that resulted in reduced support for the CSU system, our University, and CBE. The CBE base budget allocation sharply declined by close to 20%, from above $8.1 million in 2007-2008 to around $6.4 million in 2011-2012. In these circumstances, CBE strategic management efforts have been undertaken with a keen sense of our need to make prudent use of our financial resources while finding new ways of offsetting reductions in state support. New strategic initiatives like “self-support” academic programs were launched in anticipation of the need to diversify our sources of revenue and meet the needs of quality education for the students while helping to fund the ongoing development of our faculty.

CBE strategic management includes several major elements, i.e., a strategic framework, a strategic planning process, strategic decision making and outputs, and a financial strategy. In this section, we provide a detailed description of these elements. First, we introduce our strategic framework that is comprised of the CBE mission, values, and vision. We continue with the explanation of the CBE strategic management planning process and its main strategic outcomes. In conjunction with the strategic outcomes, we incorporate in this subsection the results of new program development and intellectual contributions of our faculty. Finally, we discuss main financial strategies that support our strategic management decisions.
Mission Statement and Strategic Framework

The foundation of CBE strategic management is its strategic framework that includes three main parts: mission, values, and vision. The CBE mission is cast in broad but clearly defined terms, reflecting the educational needs of our diverse student population and the diverse communities in which they live and work. We are in many ways defined by this diversity as well as the demands placed on us to foster the same global outlook as the stakeholders we serve in one of the most dynamic, technology intensive regions of the world.

Mission
The mission of the College of Business and Economics 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.

Our mission is further detailed in the CBE Values – the second part of the CBE strategic framework.

Values
CBE values excellence in teaching and learning in an innovative academic environment that is inclusive and student-centered. We value engagement in the business and economic life of the communities we serve — locally, regionally, and globally. We value research, critical and creative thinking, effective communication, ethical decision-making, and multi-cultural understanding. We value academic freedom and the open exchange of ideas and viewpoints in an environment of mutual respect.

These values give us a deeper sense of purpose and define what we need to strive for as we pursue our mission. Values like excellence in teaching and learning, innovative research, critical and creative thinking, ethical decision-making, and others drive the CBE strategic process and create outcomes that are discussed in the next subsection. In addition to the CBE Mission and Values, the College invested time and effort to articulate its vision – the third important part of the CBE strategic framework:

Vision
We strive to be known for:

- Outstanding academic programs, recognized for their excellence
- Graduates who are innovative and effective problem solvers, skilled in organizing and expressing their ideas
- Outstanding faculty scholarship
- Curricula that foster active student participation through applied learning, research, and community service
- High academic standards along with services and support that provide each student the opportunity for success
- An array of activities that prepare students for professional success
- A learning-centered experience where teaching is lively and engaging and individual differences are appreciated
- Dedication to open-minded inquiry, especially with regard to major business, economic and global issues
- Programs for students to pursue international opportunities
- A welcoming college atmosphere that is responsive to the needs of our CBE community
- An inclusive CBE community where students, faculty, and staff from vastly different backgrounds collaborate — creating and sustaining a vibrant learning community
- Highly ethical and socially responsible students
- Engagement in and essential contributions to the economic well-being of our region and communities
The CBE Vision provides strategic directions that CBE follows in order to pursue its mission and values. At the same time, the Vision statements represent strategic goals that we incorporate in CBE strategic decision making process. CBE strategic decisions involving curriculum improvement, new program development, and faculty development and support (see subsection on strategic management outputs) are directly associated with the need to address CBE strategic goals described in the vision statements. For example, the CBE vision of “highly ethical and socially responsible students” necessitated a revision of the undergraduate curriculum that resulted in creating an undergraduate student learning objective (SLO) in ethics, and incorporating the business ethics and social responsibility topics in the coursework. See Appendix for details.

CBE strategic framework (Mission, Values, and Vision) was adopted by the faculty during the college-wide retreat in September 2007, and revised during another college-wide meeting in September of 2011. The latest revision did not alter the mission, but rather incorporated some changes to sharpen and clarify the values and vision statements. For example, the faculty adopted a change in the first sentence in the CBE Values statement by adding the word “excellence” for teaching and learning. Another example is the inclusion of the new vision statement on “highly ethical and socially responsible students” to strengthen our mission and strategic goals in this important area of business.

At the next annual CBE college-wide faculty retreat in September 2012, CBE will (1) review our mission, values, and vision in light of the revised university mission and strategic commitments announced June 19, 2012, (2) discuss ways to further align faculty support to our mission, values and vision, (3) discuss the potential revision of our AQ/PQ standards in an effort to align them with recent changes made by AACSB, and (4) deliberate on ways to reduce class size, particularly given that CBE has by far the highest student/faculty ratio of the four colleges at CSUEB.

**Strategic Management Planning Process**

To pursue and achieve CBE strategic goals, shaped by its Mission, Values, and Vision, CBE strategic management encompasses a planning process that enables the college to develop and manage its strategic decisions, and realize substantial outcomes. We describe the CBE strategic planning process and its respective outcomes in this subsection.

The main participants of the CBE strategic planning process are:

- **Administration**: represented by the Dean, Associate Dean and Administrative Council (the composition of the Council is presented in Section 1)
- **Faculty**: participating via the college-wide meetings, college standing committees (Curriculum and Faculty Affairs Committees), and faculty task forces
- **Community**: in the form of the Dean’s Advisory Board, CBE alumni and external donors.

CBE Administration is responsible for organizing the strategic management process guided by the Bylaws of the CBE Faculty. This process includes the initiation of various strategic initiatives / decisions in the College, moving them through the faculty-related meetings and committees, getting and summarizing the faculty feedback, and ensuring sufficient resources to successfully implement strategic decisions approved by the dean. The CBE dean, on an annual basis, charges each faculty standing committee with the strategic agenda topics that need to be discussed in the following year. The Administrative Council members at their meetings, typically held biweekly, discuss strategic management initiatives and develop action items to move these initiatives forward.

The dean is also responsible for organizing the college-wide meetings / retreats, which are typically held at least four times per academic year. During these meetings, the Administration updates the faculty on the results and outcomes of the strategic management process, e.g., the faculty qualifications (AQ, and AQ+PQ percentages) and assessment (AoL) results. In addition, the faculty at the college-wide meetings
review and revise various strategic decisions, participate in brainstorming, and provide their feedback on changes and updates in the strategic decisions and related documents. An example, as discussed earlier, is the revision of the CBE Mission, Values, and Vision.

The members of CBE standing committees (Curriculum and Faculty Affairs) are nominated and voted in by the college faculty. The Curriculum Committee directly participates, through frequent meetings (typically, once or twice a month), in making recommendations to the dean concerning various strategic decisions. These include: (1a) revision of undergraduate and graduate programs, (b) development of new academic programs, (c) modification of existing and development of new courses, and (d) student assessment policies and procedures. The FAC (Faculty Affairs Committee) also discusses and provides recommendations to the dean regarding strategic policies and decisions including those on faculty intellectual contributions, AQ and PQ status, assigned time support, flexible travel support and grant support. For example, in 2011-2012, the FAC was involved, as charged by the dean, in reviewing our existing AQ and PQ qualification standards and guidelines for consistency with AACSB interpretations and the CBE Mission, Values, and Vision. The FAC had an advisory role in this process, with the final approval of standards and guidelines made by the dean.

The dean also aligns CBE strategic management decisions with input from the business community. The Dean’s Advisory Board is comprised of local business leaders and CBE alumni, who are engaged in consulting and advising the Dean (and Administrative Council) in its strategic planning process. Meeting two to three times a year, this group provides feedback and input into ongoing strategic initiatives, e.g., new program development and curriculum changes.

The strategic management planning process includes several major steps. A strategic initiative such as new program development or curriculum revision is typically initiated by the dean in consultation with the Administrative Council. It may be also spearheaded by faculty, but in full collaboration with CBE Administration. This strategic initiative is then referred by the dean to one of the CBE standing committees or to a special task force for discussion, consideration, and recommendation to the Dean on how to develop and implement this particular strategic initiative. The dean may approve or reject the recommendations, or request that the CBE standing committee / task force present their findings and suggestions at the next college-wide meeting. CBE faculty, playing an advisory role in this process, discuss at the meeting the strategic initiative and provide their feedback on possible changes / updates to the development and implementation of the strategic initiative. The faculty feedback is summarized and incorporated by the committee / task force into the final recommendations that are sent to the dean for consideration and approval.

An example of the CBE strategic management planning process is the recent process of developing prioritized strategic action items to fulfill the CBE Vision. During the Fall Quarter of 2011, CBE faculty and staff engaged in intensive brainstorming sessions to elicit ideas for ways to achieve our strategic vision. Having identified a wide range of ideas, a Vision Action Task Force (VATF) was appointed by the dean to: (a) review and synthesize the ideas from the brainstorming into a list of possible actions, (b) analyze the possible actions in terms of impact on the college achieving its vision, (c) prioritize and recommend actions, (d) report to the dean, and (e) report to the college. The VATF presented to and discussed with the dean the draft recommendations on the vision action items in February 2012, and then presented its findings and recommendations at a college-wide meeting held in March of the same year. The faculty comments and suggestions made at the meeting were later discussed by the VATF members and partially incorporated into the revised recommendations. The final version of the VATF recommendations was sent to the dean for approval in May of 2012. See a complete summary of the VATF process and recommendations in the Appendix.
Strategic Outcomes

In the last five years, CBE, by using its strategic framework (Mission, Values, and Vision) and applying a strategic management planning process, was able to achieve the following three groups of outcomes:

- Accelerated faculty development and support in terms of hiring new faculty, utilizing various incentives for faculty research, and increased AQ and AQ+PQ percentages.

- Extension of existing and creation of new programs by introduction of new program offerings (One-year Intensive MBA, MBA for Global Innovators, and BSBA Online Degree Completion Program), and the proposed MS in Accountancy program.

- Curriculum improvements through revision of the existing MBA and BSBA programs, emphasizing business ethics in our programs, infusing courses with STEM-related content, and developing the new Business Opportunity Program.

In this subsection, we elaborate on the preceding three outcome groups.

Accelerated Faculty Development and Support

Since 2007, CBE has substantially increased its efforts in faculty development and support. These efforts were made in conjunction with the strategic goals derived from the CBE strategic framework, i.e., outstanding faculty scholarship, and excellence in teaching and research. The main outcomes of faculty development and support in the last five years are the following:

- Hired 13 new full-time AQ faculty in 2007-2012, with a plan to hire five more in 2012-2013 (see details of faculty development in Sections 2 and 4). These new hires led to an increase of the AQ and AQ+PQ percentages.

- Implemented a variety of faculty incentives to encourage and support scholarship and teaching. These include assigned time support, competitive grants, new hire summer research grants, instructional improvement grants, and travel support (see Section 4, Table 4.2.3).

- Established Endowed Chair Professorships (the Wang Family and Acosta Professorships).

- Continued the Marv Remmich Outstanding Faculty Awards to recognize excellence in faculty research, teaching and service (see Section 4).

- Created infrastructure to support faculty intellectual contributions. This includes CBE Faculty Standards for Academic Qualification that defines the minimum quantity and frequency standards for intellectual contributions (IC), and explains the three main IC types, i.e., learning and pedagogical research contributions, contributions to practice, and discipline-based scholarship. In addition, CBE developed lists of “A+” and “A” journals that encourage faculty publications in quality research journals in their respective fields of study.

The five-year CBE portfolio of ICs and their respective types are provided in Table 2-1 (see Appendix). Table 3-1 below summarizes that date.
Table 3-1: Summary of the CBE Portfolio of Intellectual Contributions in 2006-2010*

<table>
<thead>
<tr>
<th>Groups of Intellectual Contributions (ICs)</th>
<th>Types of Intellectual Contributions (ICs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Reviewed Journals</td>
<td>Peer Reviewed Proceedings</td>
</tr>
<tr>
<td>180</td>
<td>57</td>
</tr>
<tr>
<td>63%</td>
<td>20%</td>
</tr>
<tr>
<td>47</td>
<td>22</td>
</tr>
<tr>
<td>81%</td>
<td>38%</td>
</tr>
</tbody>
</table>

*These numbers include instances of two or more faculty co-authoring or participating in the same IC.

The five-year CBE portfolio of intellectual contributions, summarized in Table 3-1, demonstrates that almost 2/3 of them (63%) were publications in peer reviewed journals (PRJs). The data in Table 3-1 also show that a substantial cross-section of faculty (81%) participated by publishing their research in PRJs in the last five years. With respect to the IC types, 79% of all contributions were made in discipline-based research with 78% of faculty participating in this process.

**Extension of Existing Programs and Development of New Programs**

In the past five years we have revised and consolidated some of our state supported programs in response to funding constraints, while launching new program formats based on a model of program self-support. Self-support program offerings are self-funded, meaning no state funding is received and the fees charged to the students more than cover costs. Residual funds from self-support programs are used to support activities related to our mission and vision.

**One-year Intensive MBA**

CBE-sponsored market research conducted in 2010 by a team of students in a graduate marketing course (see Appendix) revealed a strong market demand existing for MBA education in the region. The survey results also demonstrated students’ interest in completing an MBA program in a shorter time. In response to the dean’s charge to consider new MBA formats for self-support, a One-year Intensive MBA program format was proposed and approved. Based on further market research, we chose the Oakland Professional Development Center as the best location for this MBA offering because potential students rated it highly as an easily accessible facility conveniently serviced by all lines of the Bay Area Rapid Transit system.

In June 2010 CBE launched its One-year Intensive MBA in Oakland, graduating its first cohort in June 2011, and the second one in June 2012. The One-year Intensive MBA is designed for up-and-coming
young professionals who want to fully concentrate on the required graduate coursework, and complete the program in a shorter period of time.

The distinguishing features of the One-year Intensive MBA that attract students are as follows:

- A 12-month cohort-based format
- Focus on intensive (four days a week) studies that enable completion of the program in one year
- Easily accessible location in Oakland
- Smaller classroom environment with more personal interaction
- A set of electives defined by the Program Director in a dialogue with the students in each cohort
- Courses taught predominantly by AQ faculty from CBE.

The One-year Intensive MBA has been well received by students. The first cohort, launched in 2010, was fully subscribed. Offering a cohort program increases retention and improves graduation rates. In the first cohort we achieved 100% retention and 100% graduation. Students in this cohort were three times more likely than the average MBA student to be in the top 10% of the graduating class. Due to the nature of their experience as a cohesive learning community, students in the One-year Intensive MBA emerged as leaders of our MBA student organizations, and assumed leading roles in the MBA Association and the Entrepreneurship Association. Students in the second cohort went on to win an international business strategy competition competing against 33 teams of MBA students from universities in North America.

More details on the One-year Intensive MBA including admission and curriculum requirements are available at: [http://www20.csueastbay.edu/cbe/mba/one-year/index.html](http://www20.csueastbay.edu/cbe/mba/one-year/index.html). Learning goals and assessment results are presented in Section 5.

**MBA for Global Innovators**

The MBA for Global Innovators was launched in June 2011. It is an 18-month graduate program designed to serve a mature student body, in particular, mid-career working professionals in high technology companies in the Bay Area who are at a point in their careers where they cannot advance any further without an MBA. A minimum of five years of progressively responsible working experience is required to be considered for entry into the MBA for Global Innovators. The main distinguishing features of the MBA for Global Innovators are as follows:

- Emphasis on executive MBA education for mid-career professionals with employment positions in various roles and functions. For example, current students include software engineers, project managers, marketing managers, directors of operations and operations managers, financial analysts, senior engineers, vice presidents, and accountants.
- Focus on global business development, innovation and sustainability issues.
- International experiential learning component in which students spend ten days in an international business environment learning how to develop strategic partnerships, how to penetrate international markets and how to leverage research and development capabilities that are widely dispersed in global technology companies.
- Saturday (once-a-week) classes are offered at the San Ramon Conference Center. This center offers a world class learning environment with 40 state-of-the-art classroom facilities as well as food services in keeping with the needs of an executive style MBA. San Ramon is easily accessible during the weekends when traffic is not as congested as it is during the week.
- Courses are taught predominantly by AQ faculty from CBE.

Like its One-year counterpart, the MBA for Global Innovators also enjoys extremely high student retention rates. The first cohort will finish in December 2012 and is on track to graduate 100% of the entering class. Like the One-year Intensive MBA, these students are significantly more likely to be in the top 10% of the MBA graduating class. In an anonymous survey of our current students, 31 out of 32
students in the MBA for Global Innovators said that they would recommend the program to friends and families.

More details on the MBA for Global Innovators including admission and curriculum requirements can be found at: [http://www20.csueastbay.edu/cbe/mba/global-innovators/index.html](http://www20.csueastbay.edu/cbe/mba/global-innovators/index.html). Learning goals and assessment results are presented in Section 5.

### BSBA Online Degree Completion Program

Recent market research showed that offering courses online constitutes one of the top preferences for students. The online delivery model adds flexibility and convenience for students, and extends opportunities to students who live far from the University. A new BSBA program offering, the Bachelor of Science in Business Administration (BSBA) Online Degree Completion Program, is geared toward working adults who want to attend an AACSB accredited university. While located in the San Francisco Bay Area, because the program is online, it is available to all in the state and beyond. It may be of special interest to students at California community colleges, especially those already taking online courses who want or need to continue their education in an online format.

Beginning in Winter quarter of 2010 with 18 students, and offering 3 courses, the BSBA Online program has expanded each quarter as demand has increased. In Summer quarter 2012, we have more than 200 continuing students, and are offering 12 online courses each quarter (see table 4.1.3 in Section 4 on BSBA Online enrollment history).

The main distinguishing features of this online program are as follows:

- It is the first AACSB accredited undergraduate business program offered by a California based institution
- All courses in the program are taught completely online (no hybrid courses or in-class meetings are required)
- The courses are taught predominantly by AQ faculty from CBE using a learning management system (Blackboard) to develop and teach online courses.
- Substantial course offerings per quarter including core classes and courses in four BSBA options (finance, supply chain management, corporate management, and operations and enterprise resource management)
- Opportunities to complete two options making students’ degrees more marketable.

More details on the BSBA Online Degree Completion Program, including admission and curriculum requirements, can be found at: [http://www.extension.csueastbay.edu/degree/BSBA/index.shtml?intid=fhome_bsba](http://www.extension.csueastbay.edu/degree/BSBA/index.shtml?intid=fhome_bsba). Learning goals and assessment results of this program are presented in Section 5.

### Proposed Master of Science in Accountancy Program

CBE had an accounting option in the MBA program for over 30 years prior to the revision of the MBA with Options program in 2008. The revised MBA with Options program was designed with a set of general courses for all MBA students and an additional 12 units for any particular option. The revised program design does not satisfy the education requirements for the CPA exam and licensure in California. In 2008, CBE and the Department of Accounting and Finance made a strategic decision to propose a state supported Master of Science in Accountancy (MSA) program for students interested in pursuing a career in accounting. Approval of the program was delayed by the CSU Chancellor’s Office due to state budget uncertainties. Subsequently CBE reformulated the MSA proposal as a self-support program that would
meet the new education standards for CPAs in California. The revised MSA program was approved by the department, the CBE Curriculum Committee, and ultimately by the dean in Spring 2012. We are in the process of obtaining approval from the University and the CSU Chancellor’s Office, with a plan to offer the MSA program in Fall 2013.

The Department of Accounting and Finance researched and identified extensive employment needs for the MSA program by studying the new California CPA licensure requirement, Bureau of Labor Statistics’ occupational outlook for accountants and auditors for 2010 to 2020, the State of California’s projected employment for accountants and auditors for 2010-2020, American Institute of Certified Public Accountants (AICPA) survey findings on the supply of accounting graduates and the demand for public accounting recruits.

The MSA program is intended to serve the following student market:

- Students with a baccalaureate degree and a non-accounting undergraduate major.
- Students with a baccalaureate degree and an undergraduate major in accounting.
- Accounting working professionals who need the additional 30 semester (45 quarter) units of accounting study and ethics study units in order to fulfill the CPA licensure requirements.

The proposed MSA program is a 45-unit graduate program with four (16 units) prerequisite courses. Since the MSA program will be self-support, the program will be offered on a cohort basis to simplify administration. The cohort-based program will also guarantee that the students can complete the program in a 12-month period. Accounting courses in the program will be taught by the current accounting faculty who are AQ or PQ. Non-accounting courses will be taught by other CBE faculty who are AQ. To further enhance our ability to offer the proposed program effectively, the Department of Accounting and Finance is recruiting for two positions to start in Fall 2013, one for accounting and one for tax. We will have sufficient accounting faculty to staff the MSA program in Fall 2013.

One of the distinguishing features of the new MSA program will be faculty with special expertise in several accounting areas to offer an up-to-date curriculum that covers emerging areas not commonly offered by other universities, e.g. accounting for banks and financial institutions, and accounting for special industries. These courses will prepare students for careers in particular industries. In addition, the MSA program features the latest developments and applications in international financial reporting standards (IFRS) and international standards on auditing (ISAs) that will prepare students to work in an international environment. The MSA program also features the latest developments and practices in accounting information technology, e.g. attestation and information system auditing. Students with knowledge and practice in accounting technology will have a competitive advantage on the job market. More details on the MSA program are presented in Section 6.

**Curriculum Improvements**

Summaries of the key improvement outcomes in the curriculum are listed below:

- **A major revision of the existing MBA program** was done in 2007-2008. The program’s core, options, and corresponding AoL metrics were significantly restructured. The new strategic focus of the revised program on general management education, with an emphasis on globalization, innovation and sustainability, was directly connected to the CBE strategic goals (Vision) and Values (see more details on the MBA revision in Section 5).

- **A scheduled four-year revision of the existing BSBA degree program** was completed in 2009-2010. The core curriculum was revised to emphasize ethics, which is an important element of our strategic framework. See details in Section 5.

- **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. This program directly fits into
various CBE strategic goals related to the vision that our graduates will become innovative and effective problem solvers (see details on the Business Opportunity Program in Sections 5 and 6).

- **The Instructional Improvement Grants in summer 2011 and 2012** were given to a number of CBE faculty members in order to aid faculty in their continuous improvement of current course offerings and in the development of new course offerings consistent with CBE’s strategic initiatives. The IIG grant of 2011 was specifically focused on increasing CBE’s STEM orientation and on closing the loop in terms of more hands-on experience, applied statistical analysis, critical thinking and technology. The 2012 IIG grant was concerned with online teaching and learning. Specifically, CBE wanted to enhance the level and quality of its online instruction in the BSBA online degree completion program and the MS in Taxation online program (see more information on IIG grants in Section 4).

**Financial Strategies**

As stated in our 2007 *Maintenance of Accreditation Report* “CBE revenue sources fall into one of three categories: state appropriations and other allocations made from the general fund; continuing education and international programs; and gifts, grants and endowment earnings. Currently, general fund revenues represent almost all of CBE’s total revenue sources.” *(Volume 1, p. 25, December 10, 2007)* Since the time of that report two significant changes occurred: the global economic crisis, including California’s own financial meltdown, and the California State University (CSU) Board of Trustees implementation of a professional graduate business fee, effective fall 2009. The proposed fee was referenced in the most recent report, with the majority of the fee anticipated to flow directly to CBE.

In response to the financial crisis, the 2009-10 CSU system budget allocation was significantly reduced, with a delay in a reduction of students served. In addition, for 2009-10 faculty, administrators and almost all staff had 24 furlough days, resulting in an estimated reduction in wage expenses of 9.5%.

After accounting for contributions to financial aid (25% of the fee revenue), the CSU professional graduate business fee generated an estimated $1 million in additional revenue for support of the graduate business programs. The university indicated additional professional graduate business fee revenue was built into the 2009-10 CBE base allocation. Table 3-2 illustrates change in the CBE base budget allocation and SCU targets over time. As the Table shows, CBE’s base allocation has significantly decreased since the last AACSB Maintenance review. Enrollment targets, measured in student credit units (SCUs) have been decreasing over last several years. This decrease, in turn, affects the base allocation of budget to CBE.

<table>
<thead>
<tr>
<th>Year</th>
<th>Base Allocation ($)</th>
<th>SCU Target</th>
<th>$ per SCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>8,132,638</td>
<td>37,459</td>
<td>217</td>
</tr>
<tr>
<td>2008-09</td>
<td>8,709,164</td>
<td>35,398</td>
<td>246</td>
</tr>
<tr>
<td>2009-10</td>
<td>6,947,813</td>
<td>35,119</td>
<td>198</td>
</tr>
<tr>
<td>2010-11</td>
<td>5,990,012</td>
<td>31,783</td>
<td>215</td>
</tr>
<tr>
<td>2011-12</td>
<td>6,369,978</td>
<td>30,372</td>
<td>210</td>
</tr>
<tr>
<td>2012-13</td>
<td>6,542,380</td>
<td>28,748</td>
<td>228</td>
</tr>
</tbody>
</table>

Since the last review, CBE has been very innovative in generating new sources of funding in order to reduce our reliance on state support, e.g., self-support programs, training programs, private donations and endowments. The following is a list of CBE funding sources:

1. State appropriations
2. International Programs (Moscow MBA Program)
3. Continuing Education Revenue Fund (CERF) and self-support programs:
   3.1 BSBA Online Degree Completion Program (self-support)
3.2 One-year Intensive MBA Program in Oakland (Self-Support)
3.3 MBA for Global Innovators Program in San Ramon (Self-Support)
3.4 Japan Program
3.5 MS in Accountancy – in progress (Self-Support)
4. Graduate professional fees (65% of $158/quarter units to CBE)
5. Academic Access, Enhancement and Excellence (A2E2) fees
6. Private donations / gifts / grants / endowments
7. Private contributions to scholarships

Using these funding sources, CBE is able to (a) allocate sufficient financial resources into the ongoing strategic management decisions / action items to sustain strategic outcomes discussed in the previous subsection, and (b) move forward to plan and finance new strategic action items in order to pursue its mission, values, and vision. Table 3-2 below provides a detailed description of the CBE financial plan for the immediate future, including strategic action items, anticipated sources of funding, and timing of funding.
### Table 3-3

<table>
<thead>
<tr>
<th>Supporting</th>
<th>Activity</th>
<th>Start Date</th>
<th>First Year Cost/Revenue</th>
<th>Continuing Annual Cost/Revenue</th>
<th>Source or Disposition of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities/Technology</td>
<td>Student Technology support appropriate to programs</td>
<td>7/1/13</td>
<td>$45,000</td>
<td>$60,000</td>
<td>CERF Fund &amp; Prof Grad Fee</td>
</tr>
<tr>
<td>Facilities/Technology</td>
<td>Infrastructure for learning (classrooms, labs, computers)</td>
<td>7/1/12</td>
<td>$350,000</td>
<td></td>
<td>State support</td>
</tr>
<tr>
<td>Facilities/Technology</td>
<td>Faculty Technology support (software/computers)</td>
<td>7/1/14</td>
<td>$170,000</td>
<td>$15,000</td>
<td>CERF Fund &amp; Prof Grad Fee</td>
</tr>
<tr>
<td>Facilities/Technology</td>
<td>Faculty Research Databases</td>
<td>7/1/12</td>
<td>$225,000</td>
<td>$275,000</td>
<td>A2E2 Instructional Equipment (IRE) funding (partial) &amp; balance paid from Prof Grad Fee</td>
</tr>
<tr>
<td>Faculty</td>
<td>CBE Funded Assigned Time (including sabbaticals)</td>
<td>7/1/12</td>
<td>$475,000</td>
<td>$525,000</td>
<td>CERF Fund &amp; Prof Grad Fee</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Salaries-Teach self- support programs</td>
<td>7/1/12</td>
<td>Net positive $200,000</td>
<td>Net positive $225,000</td>
<td>Three year-salary reimbursement from 3 self-support programs (tuition)</td>
</tr>
<tr>
<td>Faculty</td>
<td>New Hire Moving/Start up</td>
<td>7/12/12</td>
<td>$20,000</td>
<td>$50,000</td>
<td>HIRE contract commitment by University-1st year</td>
</tr>
<tr>
<td>Faculty</td>
<td>New Hire Faculty Summer Research Grants/Release Time</td>
<td>7/1/12</td>
<td>$40,000</td>
<td>$200,000</td>
<td>Three-year support (each new hire) from CERF Fund &amp; Prof Grad Fee</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Instructional Improvement Grants (IIG)</td>
<td>7/1/12</td>
<td>$96,000</td>
<td>$125,000</td>
<td>CERF Fund &amp; Prof Grad Fee</td>
</tr>
<tr>
<td>Faculty</td>
<td>CABEC Grants</td>
<td>7/1/13</td>
<td>$25,000</td>
<td>$25,000</td>
<td>CABEC Funds</td>
</tr>
<tr>
<td>Faculty</td>
<td>Increase Teaching Effectiveness</td>
<td>7/1/12</td>
<td>$50,000</td>
<td></td>
<td>CABEC Funds</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Research/Publication Grants</td>
<td>7/1/12</td>
<td>$175,000</td>
<td>$200,000</td>
<td>CERF Fund &amp; Prof Grad Fee</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Professorship Grants</td>
<td>7/1/12</td>
<td>$18,000</td>
<td>$20,000</td>
<td>Donation/endowment funds (CBE Leadership)</td>
</tr>
<tr>
<td>Supporting</td>
<td>Activity</td>
<td>Start Date</td>
<td>First Year Cost/Revenue</td>
<td>Continuing Annual Cost/Revenue</td>
<td>Source or Disposition of Funds</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Professional Development (travel, research costs, and conferences)</td>
<td>7/1/12</td>
<td>$75,000</td>
<td>$100,000</td>
<td>University funding (partial) &amp; balance paid from Prof Grad Fee</td>
</tr>
<tr>
<td>Programs</td>
<td>AACSB Accreditation</td>
<td>7/1/12</td>
<td>$45,000</td>
<td>$25,000</td>
<td>Prof Grad Fee</td>
</tr>
<tr>
<td>Programs</td>
<td>Grad Programs-including competition, programs and supplies</td>
<td>7/1/12</td>
<td>$145,000</td>
<td>$175,000</td>
<td>CERF Fund &amp; self-support programs (tuition)</td>
</tr>
<tr>
<td>Programs</td>
<td>Grad Programs-salaries</td>
<td>7/1/12</td>
<td>$100,000</td>
<td>$150,000</td>
<td>Prof Grad Fee</td>
</tr>
<tr>
<td>Programs</td>
<td>Assurance of Learning</td>
<td>7/1/12</td>
<td>$50,000</td>
<td>$50,000</td>
<td>University funding (partial) &amp; balance paid from Prof Grad Fee</td>
</tr>
<tr>
<td>Programs</td>
<td>HIRE Center &amp; Business Opportunity Program-including supplies &amp; salaries</td>
<td>7/1/12</td>
<td>$80,000</td>
<td>$80,000</td>
<td>Prof Grad Fee</td>
</tr>
<tr>
<td>Programs</td>
<td>Evaluation of BSBA &amp; MA in Economics programs</td>
<td>7/1/13</td>
<td>$20,000</td>
<td>$20,000</td>
<td>CERF Fund, Self-support program</td>
</tr>
<tr>
<td>Programs</td>
<td>Implement MS in Accountancy program</td>
<td>7/1/13</td>
<td>Net positive $75,000</td>
<td>Net positive $135,000</td>
<td>Self-support program (tuition)</td>
</tr>
<tr>
<td>Staff</td>
<td>Support Staff Professional Development</td>
<td>7/1/12</td>
<td>$5,000</td>
<td>$5,000</td>
<td>Trust funds (CBE Leadership)</td>
</tr>
<tr>
<td>Staff</td>
<td>Support Staff hire (Grad Program and P/T AACSB admin)</td>
<td></td>
<td>$75,000</td>
<td>$75,000</td>
<td>Self-support program (tuition)</td>
</tr>
<tr>
<td>Staff</td>
<td>Support Staff hire (SSC)</td>
<td>7/1/12</td>
<td>$36,000</td>
<td>$36,000</td>
<td>Self-support program (tuition)</td>
</tr>
<tr>
<td>Students</td>
<td>Student Advising-Reconfigure Student Service Center-CBE</td>
<td>7/1/12</td>
<td>$20,000</td>
<td></td>
<td>2011/12 Rollover-General Fund</td>
</tr>
<tr>
<td>Students</td>
<td>Student Experiential learning (travel, internship, competition)</td>
<td>7/1/12</td>
<td>$125,000</td>
<td>$135,000</td>
<td>Donation/endowment funds (students), CERF Fund &amp; Prof Grad Fee, self–support programs</td>
</tr>
<tr>
<td>Students</td>
<td>Student Scholarships</td>
<td>7/1/12</td>
<td>$60,000</td>
<td>$75,000</td>
<td>Donation/endowment funds (students)-increasing current #</td>
</tr>
</tbody>
</table>
It is important to point out that the bulk portion of the action items presented in Table 3-3 is directly associated with the strategic management decisions and outcomes described in this section. For example, the *Accelerated Faculty Development and Support* strategic outcomes are represented by the following action items:

- New faculty search, moving / setup, and faculty summer grants / release time
- CBE funded assigned time
- Variety of faculty grants for research / publications, professorships grants, instructional improvement grants (IIG), and CABEC grants
- Faculty professional development (travel, research cost, and conferences)
- Faculty technology support and research databases

The action items in Table 3-3 for the new self-support program offerings (One-year Intensive MBA, MBA for Global Innovators, and BSBA Online) and proposed MS in Accountancy will require resources to pay faculty salaries and maintain these programs, but will be net positive in terms of generating supplementary revenue for the College. In addition, a number of action items in Table 3-3 support various Curriculum Improvements including the following:

- Evaluation of BSBA and MA in Economics programs
- Assurance of Learning
- Business Opportunity Program (BOP)
- Increase teaching effectiveness and IIG grants
- Student experiential learning (travel, internship, and competition).

The funding sources presented in Table 3-3 demonstrate that most of the specified strategic action items are not funded by the state support, but rather CBE-generated resources including CERF funds and self-support programs, professional graduate business fee, CABEC funds, and donation / endowment funds. This clearly indicates that, through CBE’s innovative and well-designed approach to generating financial resources, we are able, despite the significant reduction of state support, to move forward with our strategic management process and continuous improvement achievements.
Section 4 – Participants

This section addresses key areas of maintenance with respect to students and faculty. First we describe student characteristics in terms of diversity, enrollment trends and student support services during the last five years, and then provide an overview of faculty management policies and the faculty composition in CBE.

Students

Diversity
CSUEB has been and continues to be a culturally diverse institution. The University “welcomes and supports a diverse student body” to share its commitment to “enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development” (CSU East Bay Mission and Shared Strategic Commitment). Table 4.1.1 presents the demographic profile of students at CSUEB and in CBE in Fall 2007 and in Fall 2011. As seen in the table, the characteristics of CBE students generally reflect the University’s diverse student body.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSUEB</td>
<td>CBE</td>
<td>CSUEB</td>
<td>CBE</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td>Gender: Male /</td>
<td>53% / 47%</td>
<td>40% / 60%</td>
<td>50% / 50%</td>
<td>38% / 62%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>30%</td>
<td>22%</td>
<td>37%</td>
<td>26%</td>
</tr>
<tr>
<td>islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-resident</td>
<td>21%</td>
<td>10%</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>aliens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>18%</td>
<td>24%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10%</td>
<td>17%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Black</td>
<td>5%</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Others</td>
<td>16%</td>
<td>18%</td>
<td>13%</td>
<td>18%</td>
</tr>
</tbody>
</table>

CSUEB undergraduates are non-traditional students with an average age of 26 in Fall 2011, down from 27 in Fall 2007. The majority (61%) of students come from Alameda and Contra Costa Counties.

Students enter CBE as juniors pursuing their major field. The majority of undergraduates entering CBE are transfer students, and many of them work either part time or full time while pursuing their degrees. Undergraduate courses are offered during the daytime, evening, and online to meet the differing needs of undergraduate students. The average age of CSUEB graduate students is 32. Graduate courses are offered in evenings and on weekends in the CBE to accommodate the needs of working professionals.

Enrollment Trends and Admissions Criteria
As shown in Table 4.1.2, the enrollments in the CBE’s state-supported programs showed a downward trend during the last five years. The decline in enrollments was due in large part to mandated changes at the CSU system level in the enrollment targets for each campus. These mandates were driven by the state budget crisis.
Table 4.1.2

Headcount Enrollment of CBE State-Supported Programs Fall 2007 to Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2010</th>
<th>Fall 2009</th>
<th>Fall 2008</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Business Administration (BSBA)</td>
<td>1,716</td>
<td>2,133</td>
<td>2,910</td>
<td>2,708</td>
<td>2,554</td>
</tr>
<tr>
<td>BA Economics</td>
<td>140</td>
<td>97</td>
<td>108</td>
<td>96</td>
<td>89</td>
</tr>
<tr>
<td>MBA</td>
<td>220</td>
<td>254</td>
<td>357</td>
<td>382</td>
<td>483</td>
</tr>
<tr>
<td>MA Economics</td>
<td>30</td>
<td>40</td>
<td>54</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>MS Taxation</td>
<td>44</td>
<td>36</td>
<td>26</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>2,150</td>
<td>2,560</td>
<td>3,455</td>
<td>3,241</td>
<td>3,197</td>
</tr>
</tbody>
</table>

BSBA: Table 4.1.2 shows a decline in the BSBA program enrollment in Fall 2010 and 2011. The program declared “impaction” effective Fall 2010. Campuses in the CSU system may request to have a program declared “impacted”. This status is conferred by the Chancellor’s Office. An impacted program has the latitude to tighten admissions requirements, thereby affecting enrollments. For the specific changes to admission requirements that we implemented, see http://www20.csueastbay.edu/ecat/general-info/admiss-undergrad.html for the old requirements and http://www20.csueastbay.edu/cbe/doc-forms/business-admissions.html for the new requirements.

The BSBA Online program was introduced in Winter 2010 and has been growing ever since. As shown in the table 4.1.3, the program started with 18 students enrolled in Winter 2010. There were 240 students eligible to enroll in the program in Summer 2012.

Table 4.1.3

Headcount of Students in BSBA Online from Winter 2010 to Summer 2012

<table>
<thead>
<tr>
<th></th>
<th>W10</th>
<th>SP10</th>
<th>SM10</th>
<th>F10</th>
<th>W11</th>
<th>SP11</th>
<th>SM11</th>
<th>F11</th>
<th>W12</th>
<th>SP12</th>
<th>SM12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>28</td>
<td>44</td>
<td>129</td>
<td>83</td>
<td>156</td>
<td>82</td>
<td>65</td>
<td>264</td>
<td>95</td>
<td>86</td>
<td>83</td>
</tr>
<tr>
<td>Admitted</td>
<td>19</td>
<td>29</td>
<td>69</td>
<td>58</td>
<td>74</td>
<td>46</td>
<td>32</td>
<td>93</td>
<td>65</td>
<td>52</td>
<td>42</td>
</tr>
<tr>
<td>New Enrolled</td>
<td>18</td>
<td>18</td>
<td>38</td>
<td>38</td>
<td>45</td>
<td>26</td>
<td>19</td>
<td>54</td>
<td>46</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>Continuing*</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>20</td>
<td>24</td>
<td>19</td>
<td>12</td>
<td>40</td>
<td>42</td>
<td>34</td>
<td>31</td>
</tr>
</tbody>
</table>

*as of Summer 2012
Source: CBE Student Service Center

MBA: As shown in Table 4.1.2, the enrollment in the state support MBA program shows a declining trend during the last five years. Some factors that likely contributed to the drop in enrollments are as follows:

- Resource-Related Factors:
  - Fee/Tuition increase: Professional Graduate Degree Fee that took effect in Fall 2009 adds $10,000 to the cost of an MBA and reduces the program’s affordability.

1 Source: Data extracted from CSUEB Fact Book-Headcount enrollment by Degree Program and Degree Level in Appendix 4.2, Office of Planning and Institutional Research at http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-2.pdf
o The system-wide directive of 9.5% reduction in student enrollment in Fall 2010.
  o Reduced access to courses: Fewer courses were offered each quarter limiting access to courses that students can take in the program.

- Application-Related Factors:
  o Lack of Accounting Option in the program: The revised MBA program does not offer an Accounting Option as an area of concentrated studies. Traditionally, accounting had been the most popular option, chosen by 25-30 percent of MBA students in the old program. CBE made a strategic choice to separate accounting from the MBA program and offer a separate MS in Accountancy, which is expected to begin in Fall 2013.
  o Repositioning of the state support MBA program as the Multi-Year MBA program with Option in Fall 2010: Students who desire faster graduation time line were guided to other alternatives such as the One-year Intensive MBA Program or the MBA for Global Innovators.

- Admission-Related Factors:
  o Closing MBA, Option in Accounting in Winter and Spring 2009.
  o Increased selectivity in admission: The program raised admission standards and became more selective starting Fall 2010. Table 4.1.4 presents acceptance rates of completed applications reviewed from Fall 2008 to Fall 2011. Details of admissions criteria can be found in [http://www20.csueastbay.edu/ecat/files/docs/previous-catalogs/20092010.pdf](http://www20.csueastbay.edu/ecat/files/docs/previous-catalogs/20092010.pdf) for old and [http://www20.csueastbay.edu/ecat/graduate-chapters/g-buad.html#mba](http://www20.csueastbay.edu/ecat/graduate-chapters/g-buad.html#mba), for revised.

| Table 4.1.4 |
| Admissions to MBA Program: Fall 2008 to Fall 2011 |

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students applied</td>
<td>436</td>
<td>496</td>
<td>456</td>
<td>375</td>
</tr>
<tr>
<td>Number of students admitted</td>
<td>174</td>
<td>185</td>
<td>117</td>
<td>109</td>
</tr>
<tr>
<td>Number of students denied</td>
<td>97</td>
<td>98</td>
<td>111</td>
<td>96</td>
</tr>
<tr>
<td>Admission rate</td>
<td>40%</td>
<td>37%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>Mean Total GMAT</td>
<td>559.02</td>
<td>558.65</td>
<td>555.81</td>
<td>565.21</td>
</tr>
<tr>
<td>Median Total GMAT</td>
<td>560</td>
<td>550</td>
<td>560</td>
<td>570</td>
</tr>
<tr>
<td>Mean GPA</td>
<td>3.1</td>
<td>3.09</td>
<td>3.19</td>
<td>3.23</td>
</tr>
<tr>
<td>Median GPA</td>
<td>3.06</td>
<td>3</td>
<td>3.1</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Source: CSUEB Planning and Enrollment Service and CBE Graduate Programs

While enrollment in the state supported offering of the MBA program contracted, two self-support offerings of the program were introduced which bolstered overall enrollment. In June 2010, the first cohort of 35 students began in the One-year Intensive MBA program in Oakland. In June 2011, the second cohort of 32 students started in the One-year Intensive program and the first cohort of 32 started in the MBA for Global Innovators in San Ramon. In Fall 2012, 30 new students joined classes in Oakland, and 28 in San Ramon, for a total of 90 students enrolled in both programs.

MA in Economics: The enrollments of the MA in Economics program declined in the last couple of years. The department lost half its faculty since 2007, with a number of core areas going understaffed or unstaffed, leading to limited course availability. The need to increase average class sizes necessitated a change to the structure of graduate course offerings, with core offerings scheduled every other year rather than every year. This removed flexibility for students and led to a longer expected time-to-completion of degree. Any of these factors could be expected to depress enrollments.
MS in Taxation: Enrollment in the MS in Taxation program showed an upward trend since it went 100% online in Fall 2010. There were 27 students enrolled in the program in Fall 2007 and 44 in Fall 2011, showing a 63 percent increase in five years.

In summary, the enrollment trend in CBE state supported programs reflects the financial challenges faced by the CSU system. CBE has been successful in growing enrollments in newly introduced self-support offerings, such as the BSBA Online, One-year Intensive MBA, and MBA for Global Innovators.

Student Service Support
CSUEB is committed to helping students succeed and provides various advising services to assist students. Services are available at the university level and at the college level, as we now discuss.

At the university level, a CSUEB student can receive advising from various offices depending on the kind of advising needed, as shown in the Academic Advising Guides. Students are directed to the appropriate office to get help from an academic advisor to choose their classes, select their majors, or discuss their academic standing. For example, an undergraduate junior student who needs advising on General Education courses is directed to the Academic Advising and Career Education (AACE), and a student in need of tutoring is sent to the Student Center for Academic Achievement (SCAA). Career advising at CSUEB is centralized at the university level and is handled by AACE. AACE helps students locate jobs and internship, write résumés and cover letters and prepare for interviewing. CSUEB students can participate in Career and Internship Fairs in Fall, Winter and Spring quarters. SCAA is the center for advancing the mission of academic success and lifelong learning of CSUEB students. SCAA provides general help to CSUEB students and offers tutoring in math, statistics, and writing skills. At the major level, tutoring in accounting and finance is available for business students.

CBE undergraduate academic advising is done by the Student Service Center (SSC), and graduate advising is done by the Graduate Programs Office. The SSC offers general major advising to both current and prospective students in the BSBA and BA Economics programs. Similarly, the Graduate Programs Office either answers graduate students’ general questions or directs those students to the appropriate academic units / faculty for discipline-specific advising. A number of tutoring services are available to CBE students. These tutoring services are provided by Beta Alpha Psi students. In addition, CBE offered its first career fair, the CBE Career Expo, in February 2012. CBE hopes to offer the Career Expo once a year. The College’s first Career Expo may be viewed at http://vimeo.com/39563812.

As a result of the budget cuts and the accompanying limitation in course offerings, students at CBE became increasingly concerned about limited access to the courses they need to take to graduate and the uncertainty in course availability in future quarters. The concerns were compounded by the fact that CBE only made course schedules available to students for two months prior to the start of each quarter, which made planning difficult for students. In response to the student concerns, in Fall 2010 CBE implemented advance scheduling, providing course offering plans one to two years ahead. Early in the process of joining CBE, undergraduates are contacted by the SSC and receive an orientation and a course offering plan for the next academic year. Similarly, graduate students are contacted by the Graduate Programs Office and receive an orientation and a two-year course offering plan and degree-completion-plan road map. The schedules and road maps are available to students online. The new policy is consistent with the two-year degree completion plan of the multi-year MBA program that was presented as a Best Practice entitled “The Proactive Just-In-Time Course Offering Plan” at the 2011 AACSB Associate Dean’s Conference.

Student opportunities at CBE have been expanded in recent years in terms of scholarships, projects, and contacts with prospective employers. The number of CBE scholarship nearly doubled to 27 sources of funding in 2011-2012 from fifteen in 2007-2008. The amount of available funds increased fivefold from
$33,550 to $163,066 during the same period. Student opportunities have also expanded through project opportunities channeled through the Business Opportunity Program. In 2011-2012, three new student clubs in CBE were awarded CBE new student club support of $1000 each.

Faculty

Maintaining a sufficient number of qualified faculty is critical to achieving our mission. When seven new members of the faculty joined in 2007, the CBE’s total faculty size (including tenured, tenure-track, and those in the faculty early retirement program (FERP)) reached 61. Between 2007 and 2011, there were eleven departures. In 2008, these departures were replaced when eleven new faculty joined CBE. Table 4.2.1 presents details of the faculty movement in CBE since 2007. With 2 new hires in 2012 and 5 successful searches in 2012-2013, CBE anticipates 61 faculty in 2013-2014. These data mask some considerable shifts in the relative faculty sizes across departments. For example, the Economics Department experienced the sharpest reduction, falling by about 50% from 2007 to 2012.

Table 4.2.1
CBE Faculty Hires and Departures: Fall 2007 to Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>New faculty</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
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<td>FERP</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Resigned</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Termination</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>FERP expired</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Faculty w/FERP</td>
<td>61</td>
<td>70</td>
<td>68</td>
<td>63</td>
<td>60</td>
<td>57</td>
<td>61</td>
</tr>
<tr>
<td>Total Faculty wo/FERP</td>
<td>58</td>
<td>66</td>
<td>64</td>
<td>57</td>
<td>53</td>
<td>50</td>
<td>55</td>
</tr>
</tbody>
</table>

Source: CBE Dean’s Office

The following describes CBE’s faculty management policies with respect to recruiting, hiring, retention and evaluation of faculty as well as faculty development and support programs and policies.

Faculty Management Policies:
CBE strives to attract and retain qualified faculty who are committed to the CBE mission, values, and vision, and who are able to work with a diverse population. Table 4.2.2 presents the demographic profile of tenured and tenure track faculty in CBE and at CSUEB.
### Table 4.2.2
Demographics of Faculty in CBE and CSUEB in Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CBE Faculty</td>
<td>CSUEB Faculty</td>
</tr>
<tr>
<td>Gender: Male: Female</td>
<td>67%:33%</td>
<td>52%:48%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Black</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>45%</td>
<td>62%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Others</td>
<td>16%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: Data extracted from Appendix 4.3, CSUEB Fact Book – IPEDS Faculty Profile as of November 1st from Fall 2007 to Fall 2011, Office of Planning and Institutional Research

http://www.csueastbay.edu/ira/tables/UniversityEmployees/University.Employees.8-2.html

### Recruiting and Hiring

The CBE’s recruiting and hiring process must follow the CSUEB recruiting policies and procedures. Recruiting qualified faculty has been a challenge because of below-market salaries at CSU and the high cost of living in the Bay Area. Despite these challenges CBE has had reasonable success in hiring by offering a combination of desirable location, a balance of scholarship and teaching, start-up packages with multi-year summer grants, and opportunities to augment base salary such as teaching in self-support programs. For example, during the last few years, new tenure-track faculty members have received guaranteed teaching load reductions for the first two years, with the possibility of a one-year extension based on productivity.

### Retention and Evaluation

Policies regarding evaluation and retention of faculty at the CBE are largely dictated at the University or CSU system levels. A tenure-track member of the CSUEB faculty is evaluated according to the procedure set by the CSUEB Retention, Tenure and Promotion policy. To qualify for retention, tenure and promotion, a member of the faculty must demonstrate evidence of effectiveness in the areas of teaching, scholarship, and both internal and external service.

Members of the temporary faculty are evaluated following the CSUEB policy on Periodic Evaluation of Temporary Faculty.

All full-time tenure track faculty are expected to participate in service activities that contribute to the mission of the College, and based on this expectation the faculty are categorized as follows:

- **Participating Faculty**: Those who are expected to participate in the intellectual and organizational life of the college or program, beyond teaching and intellectual contributions (see Appendix). This group consists of full-time tenure track faculty.
- **Supporting Faculty**: Those who are not required to participate in the intellectual and organizational life of the college or program, beyond teaching and intellectual contributions (see Appendix).

Table 9.1, in Appendix, displays a summary of faculty sufficiency by discipline and school.

CBE requires that all new hires be either Academically Qualified (AQ) or Professionally Qualified (PQ) at the time of hiring, where these statuses are defined as follows:
Academic Qualification (AQ): A member of the faculty must hold a doctoral degree or equivalent preparation in the area of his/her teaching and maintain currency and relevance by producing a sufficient number of intellectual contributions.

Professional Qualification (PQ): A member of the faculty must hold at least a master’s degree in a discipline related to the area of teaching, have professional experience at the time of hiring that is significant in duration and level consistent with the area of teaching, and engage in continuous development activities that demonstrate the maintenance of intellectual capital or currency in the teaching field.

CBE’s AQ and PQ standards are linked to the University standards for retention, tenure, and promotion. The University recognizes the CBE’s AQ / PQ standards as being consistent with the CSU Collective Bargaining Agreement (CBA) Article 20.1:

“Research, scholarship, and creative activity in the faculty member’s field of expertise are essential to effective teaching...The professional responsibilities of faculty members includes research, scholarship and creative activity...which contribute to their currency.”

CBE expects its faculty to be Academically Qualified (AQ) for purposes of retention, tenure and promotion (RTP), though AQ status is not necessarily sufficient to demonstrate a level of professional achievement that would qualify a candidate for tenure or promotion, based on the University’s RTP document. See Policy #6 - CBE Local Interpretation of PTR.

Faculty Development and Support
CBE faculty development support in research and instruction totaled $1.5 million during the last five years. CBE offers a number of faculty support programs to encourage and support faculty scholarship and teaching, as detailed in the following bullets:

- AQ Travel Support: CBE provides travel support up to $1200 for a competitive paper presentation at a “conference of choice”, and $1750 at a major conference. Academically Qualified faculty may use the faculty travel support funds in other ways in lieu of a competitive paper presentation as specified in AQ Travel Support.
- Assigned Time Support: Members of the full-time faculty are expected to teach three classes (4 units each) per quarter, which translates into 9 sections per year. Based on level of scholarship, members of the faculty are eligible for reductions in their regular teaching load or a research grant as outlined in CBE’s policy on Faculty Support-Assigned Time. Faculty can be awarded up to three courses of assigned time or research grant support in a year. The award level varies by the quality of publication and the level of authorship. For example, for first or single authorship, an A+ journal publication is awarded three courses, an A publication two courses, and a B publication one course. The journal lists are found in the Appendix.
- Endowed Chair Professorship: Two endowed chair faculty awards were created during the last five years. The Wang Family Professorship was awarded to Dr. Jed DeVaro in 2008 and the Acosta Professorship was awarded to Dr. Scott Fung in 2010.
Other Support

- Competitive Grant Support: CBE “matching grants” match the first $5000 of the externally funded research grant or CBE Course Buy-Out Program. CBE provided Moscow MBA Summer Research Grants and CBE Summer Grants, with $30,000 in each of those pools to support the direct costs of faculty research. See details on the CBE Competitive Faculty Grant Support.

- Instructional Improvement Grant (IIG): CBE fosters faculty development in teaching by providing Instructional Improvement Grant. In Summer 2011, eighteen faculty received Instructional Improvement Grants that amounted to the total investment of $65,500. In summer 2012, eighteen faculty were approved for improving thirty nine courses with a total budget of $96,000.

- Marv Remmich Outstanding Faculty Awards: CBE recognizes excellence in faculty research, teaching and service by giving annual awards to qualified AQ faculty and a teaching award to a qualified PQ faculty starting 2008. A total of $16,800 was awarded during the last five year.

Table 4.2.3 presents a summary of CBE Faculty Professional Development Support from 2007 to 2011.

**Table 4.2.3**

Summary of CBE Professional Development Support

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Assigned Time Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Faculty</td>
<td>16</td>
<td>21</td>
<td>31</td>
<td>22</td>
<td>15*</td>
</tr>
<tr>
<td><strong>Competitive Grants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching Grant</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Research</td>
<td></td>
<td>3</td>
<td>35</td>
<td>23</td>
<td>42</td>
</tr>
<tr>
<td>Faculty Buyout</td>
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<td>5</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>New Hire Summer Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Improvement Grant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td><strong>Travel Support</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AQ Travel-$1200</td>
<td>24</td>
<td>33</td>
<td>28</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Major Conference Travel-$1750</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>65</td>
<td>135</td>
<td>108</td>
<td>110</td>
<td>110</td>
</tr>
</tbody>
</table>

*reflects the first half of 2011-2012.

Source: CBE Dean’s Office

As the Table 4.2.3 shows, CBE instituted a number of faculty support programs designed to acknowledge and support faculty scholarship and teaching and the majority of CBE faculty received a support to engage in continuous learning. As a result, CBE has made significant improvement in faculty sufficiency and qualification since its last AACSB review in 2007. Details are provided in tables 9-1, 10-1, and 10-2 in the Appendix.
Section 5 – Assurance of Learning

In our Sixth Year Maintenance of Accreditation Report (October 13, 2008) we highlighted the following accomplishments:

- Establishment of the OAT (Outcome Assessment Team)
- Drafts of roles and responsibilities for different participants in Outcome Assessment
- Establishment of review processes and cycles for program, course, and Outcome Assessment reviews
- Revision of 10-year (2 cycle) calendar for assessing objectives
- Revision of procedures for collecting SLO (Student Learning Objective) data
- Launch of integration of STEPS (Student Tracking, Evaluation and Portfolio System) into Outcome Assessment processes

Since that time our AoL (Assurance of Learning) process has been adapted and updated to meet the needs of our students, staff, faculty and administration. The OAT was integrated into the Curriculum Committee (2011-12) to more closely align assessment processes with curricula development.

The utilization of STEPS in the Outcomes Assessment process was deemed less than effective (cost-wise and functionally) and was discontinued in 2010. For assessing SLOs and generating annual reports an Excel-based report template was created in 2010, which displays assessment results; it indicates which SLOs were assessed and the percentage of the students in a given class who achieved complete, limited or no proficiency for the SLO measured. This reporting mechanism has proven efficient and effective. The reports, issued in alternate years for the BSBA and MBA programs, are entitled, “Assessing Learning Outcomes from CBE’s Master’s / Undergraduate Degree Programs: Data Table for the 20XX-20XX Academic Year.”

CBE utilizes a 5-year cycle of program review that is a formal and institutionalized mechanism for ensuring continuous improvement and closing of the loop. Additionally, annual reporting on SLOs provides program heads, department chairs and other administrators the ability to monitor and modify programs and courses annually.

Assessment Tools and Procedures

The foundation of CBE’s Outcomes Assessment System is SLOs derived from each program’s mission and its POs (program objectives). CBE has in place both direct and indirect measures to assess how well its students meet the POs.

Assessment Tools

Direct measures of SLOs are derived from course-embedded assessment of general knowledge and skills, as well as discipline specific learning goals. Direct measures include:

- Rubric-based evaluation of student artifacts
- Business Achievement Test results
- Economics Achievement Test results
- Economics Comprehensive Exam

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2 The Economics Achievement Test, formerly a requirement for the BA Economics degree, was officially eliminated by the Economics Department, effective September 2012. Planning is currently under way to replace it with a different direct measure for AoL purposes.
CBE also uses indirect measures to inform its continuous improvement process, surveying students, alumni and employers. Indirect measures include:

- Annual exit surveys conducted in capstone courses which survey graduating students on various dimensions of satisfaction with their degree program.
- Annual Educational Benchmarking, Inc. (EBI) surveys, also administered in capstone courses, to benchmark CBE’s graduating students’ program satisfaction levels against those of students graduating from “like” schools.
- Employers and Alumni surveys conducted once every five years.

The overlay of data collection with the systematic reviews of programs, courses and processes constitute the CBE Outcomes Assessment System.

**Assessment Procedures**

Course mapping against the SLOs is designed to ensure that students are exposed to material that will provide them with knowledge specified in the SLOs. The Outcomes Assessment Plan has been systematized for each program, in an assessment plan that details each program’s mission, data collection methods, and course mapping.

See Appendix for an outline of the CBE assessment schedules.

Since the time of the last Fifth Year Maintenance of Accreditation Report (December 2007) and the follow-up Sixth Year Maintenance of Accreditation Report (October 2008) CBE has sought to incorporate assessment into its regular course of business. Administrative procedures are in place that encourage participation by faculty, staff and administration in assessment based program improvement.

General oversight of outcomes assessment is led by the CBE Curriculum Committee. The committee is supported by the Outcomes Assessment Director, whose responsibilities include:

- Provide leadership and education in the use of Outcomes Assessment for continuous quality improvement for CBE’s programs.
- Serve as a CBE liaison to external CBE entities (AACSB, University, CSU) and ensure that the objectives of CBE’s AoL process are aligned with any external requirements.
- Recommend appropriate changes in Outcomes Assessment policies and procedures to the Curriculum Committee.
- Report annually to the Curriculum Committee and Faculty on program performance on Pos.
- Support departments, programs and faculties to ensure that desired program outcomes are achieved.
- Work with Program Heads and the Curriculum Committee to ensure that Outcomes Assessment activities are used to better programs.

The roles of the committee and faculty along with staff and administration in the Outcomes Assessment System are outlined in the Appendix.

CBE provided support and training for faculty, staff and administration to attend AACSB conferences and Western Association of Schools and Colleges (WASC) conferences.
Changes in/Additions to Programs

This section describes revisions and additions to programs made as a result of better understanding the needs of students and other CBE stakeholders. These changes have resulted in corresponding additions / changes to the AoL process.

Revised MBA Program
At the time of the 2008 Sixth Year Maintenance of Accreditation Report the MBA program had been restructured significantly through a comprehensive review and input process led by the Curriculum Committee. With its new focus on globalization, innovation and sustainability, this redesign impacted the MBA program’s core, options and corresponding metrics for Assurance of Learning (AoL). As a result, a new assessment cycle began in 2010-11 and concluded in 2011-12; 2011-12 is the first reporting of direct measures of MBA student outcomes for the new program.

New self-support MBA offerings have been introduced which also focus on globalization, innovation and sustainability, and make our program offerings accessible to additional student populations.

The One-year Intensive MBA (Oakland) program allows students to advance their knowledge and apply their real world experience to their education, and vice versa. Its focus on hands-on learning equips students with the skills to apply their globalization, innovation and sustainability knowledge in a more advanced, client-centered way than they could before, better preparing them for the job market—a market that they can and will approach within a year’s time. The experiential learning orientation of the program is a direct response to student input indicating that they find real world experience more applicable and useful to the world of work.

The MBA for Global Innovators (San Ramon) program emphasizes a technologically-oriented global perspective, built on an “incubator” model of innovation and sustainability. It provides an opportunity for CBE to deliver STEM-infused learning (learning that draws upon and applies science, technology, mathematics and/or engineering to business studies) to our students, tying the program directly to CBE’s goals of teaching students about the use of technology, technology transfer and commercialization of technology-driven ideas, analytics and data-driven decision-making.

Both programs fill important gaps in CBE’s curriculum. Through the programs’ focus on sustainability, ethical considerations in business decision-making become a core part of the programs’ curricula. The SLO of Ethics is tied to this core and is integrally a part of the CBE’s mission of “[preparing] 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.”

Master of Science in Accountancy Program
A proposed MSA (Master of Science in Accountancy) program was approved by CBE Curriculum Committee in 2012, and is awaiting University and CSU review. The MSA fills the gap created by the removal of the MBA Option in Accounting. That option was removed during the restructuring of the MBA program. The MSA will provide students with the education needed to meet increased State requirements for Accountancy and CPA licensure.

The Business Opportunity Program
Experiential learning was enhanced in CBE programs with the introduction of the BOP (Business Opportunity Program) in 2011-12. This program is course-embedded, bringing real world business clients and their business problems to the students in the classroom at both the undergraduate and graduate levels. The establishment of this program is a direct response not only to students’ expressed desires to have more hands-on experience included in their programs, but also takes into account employers’ expressed desires to hire students with some “real-world” experience.
Working directly with companies and entrepreneurs, students learn to think in a more holistic, strategic and integrative manner about how successful businesses work (SLO of Integration of Information in Decision Making [MBA] and Integrative and Strategic Perspective [BSBA]); they develop an understanding of the importance of avoiding silos, and an appreciation for the critical nature of teamwork and communication in professional settings (SLO of Leadership, Teamwork and Communication [MBA] and Communication and Teamwork [BSBA]).

For a complete list of projects from the Program’s inception, please see Appendix.

**Strengths and Areas for Improvement**

**BSBA Program**
During this assessment cycle, the BSBA program review occurred in 2009-10. Assessment results show the following:

**Strengths – BSBA Program**

*Ethical Responsibilities: Each student will be able to apply ethical reasoning when making business decisions: 75% Completely Proficient in 2010-11; 68% in 2007-2008.*

BSBA students’ understanding of their *Ethical Responsibilities* is strong overall. The curriculum includes two undergraduate core courses that address ethics, but it is imbued with ethics throughout. Additionally, the faculty members who teach these courses are widely published on the subject.

The dimensions of the rubric that require that students be able to recognize ethical issues, have knowledge of ethical reasoning, apply ethical reasoning, and communicate a conclusion are all addressed in these two classes. For example, in a recent Business, Government and Society course, students read a case involving an ethical dilemma, identified the ethical issues, wrote about what ethical decision they would make, and why, providing an argument in support of their decision.

*Integrative and Strategic Perspective: Each student will be able to integrate functional knowledge and critical thinking to address opportunities and solve business problems. (New in 2010-2011): 89% Completely Proficient in 2010-11.*

The initially strong proficiency in this SLO is poised to continue with the introduction of the BOP and its emphasis on experiential learning. Real world business problems require holistic and strategic thought. Critical thinking is required for students to perform a competitive analysis, understand and analyze the business’s core competencies, and make strategic recommendations.

An example of this is a project the students did for an American biomedical firm focused on selling molecular diagnostics tests to hospitals in China. Their first step was to segment China’s hospitals, as they rightly reasoned that it was only tertiary care facilities that would perform, at least at the outset, such sophisticated tests, not the smaller community or provincial hospitals. In terms of integrating information, they looked carefully at demographic and geographic information and defined strategically which hospitals to consider first for their discovery interviews (intended for students to get an exploratory feel for market need/demand for the molecular tests in question). Next, they performed a competitive analysis, identifying key competitors in terms of geographical location and product offerings. All of this information was integrated into a market sizing report.
Areas for Improvement – BSBA Program

Data-Driven Decision-Making: Each student will apply quantitative, analytical, and technological tools for data-driven decision-making: 54% Completely Proficient in 2010-2011; 60% Completely Proficient in 2007-2008.

This is our SLO that is most in need of improvement. In the past, we have had as few as 25% completely proficient, and most often about a third remain non-proficient. The strengthening of the supply chain management instruction through instructional improvement grants for Production and Operations Management and Global Supply Chain Management courses is directly aimed at improving this SLO.

Communication and Teamwork: Each student will be able to communicate with others and work collaboratively in a diverse, global environment: 66% Completely Proficient in 2010-2011; 73% Completely Proficient in 2007-2008.

Student achievement on this SLO declined in the most recent assessment. The CBE is addressing this issue by now providing students with more opportunities for communication and teamwork skill development than ever before; the increasing emphasis on group projects in the capstone courses, as well as in numerous other courses supported by the BOP fosters teamwork and collaboration among students with very diverse and international backgrounds. In 2011-12, the BOP had 12 experiential learning projects embedded in BSBA courses.

MBA Program

The restructured MBA program was fully available in Fall 2009 and the first year of assessment was 2011-12. Rubrics were revised to reflect the changes in SLOs. All MBA programs are assessed via the same rubrics; assessment results are compiled for each program delivery option, as outlined below.

Strengths - MBA Hayward

Following are the key findings/initial trends in domestic MBA SLOs:

Global Perspective: Each graduate will develop business strategies that respond to emerging opportunities and challenges in the global environment: 94% Completely Proficient in 2011-2012; 63% Completely Proficient in 2008-2009.

In the SLO Global Perspective, the new MBA program is showing improvement increasing to almost 100% complete proficiency, compared to hovering in the 3/4 to 2/3 complete proficiency with the pre-revision program. The introduction of the Globalization, Innovation and Sustainability course, as well as the infusion of the MBA curricula with this subject matter, has provided opportunity for our MBA students to increase their strategic understanding and better apply a global perspective to business problems.

Instructional improvement grants awarded in Summer of 2011 for graduate courses in International Immersion and International Financial Management have further supported students’ ability to succeed in a global environment.

Leadership, Teamwork and Communication: Each graduate will apply leadership, teamwork, and communication skills in diverse managerial environments: 98% Completely Proficient in 2011-12; 78% Completely Proficient in 2008-2009.

For the revised MBA program, the former Leadership and Teamwork rubric became Leadership, Teamwork and Communication; previously, Communication was assessed separately. An Executive Leadership course was introduced in the revised MBA program. With the advent of that course, the redesigned rubric facilitates evaluation of the SLO.
The Executive Leadership course covers topics such as transformational, motivational and multicultural leadership, leading teams, and leadership ethics. Group projects are emphasized in this course, by which experience with teamwork is provided.

With the inclusion of that course, compared to the old program’s *Leadership and Teamwork* and its separate *Communications* rubric, student performance on this SLO has improved, becoming a key strength of the program.

*Integrate Information in Decision Making (new in 2010-2011):* Each graduate will analyze and integrate information from different functional areas of business in managerial decisions: 100% Completely Proficient in 2010-2011.

Integrating information has also become a key strength. The former *Integrative/Strategic Perspective* had between 69% -78% (from 2005-2009) demonstrating complete proficiency for this SLO, and now all domestic MBA students are demonstrating complete proficiency for the revised SLO *Integrating Information*. The revision of the MBA program such that a more general, common body of business knowledge is emphasized has resulted in increased ability among MBA students to integrate their business knowledge from the different functional areas as part of the decision-making process.

**Areas for Improvement - MBA Hayward**

The following two SLOs, which are both new in 2010-2011, are showing need for improvement after initial assessment.

- Legal and Ethical Decisions: Each graduate will make legal and ethical decisions in organizations and society: 68% Completely Proficient in 2011-2012.

- Data-Driven Decision-Making: Each graduate will apply quantitative, analytical and technological tools for data-driven decision-making: 77% Completely Proficient in 2011-2012.

Although more data will be needed to determine if this finding is stable, early indications are that these SLOs need improvement.

**MBA Moscow Program**

**Strengths - MBA Moscow**

Although only half the assessment results are in at this time, with the full complement of data expected at the end of 2012, the Legal and Ethical Decisions SLO is relatively strong for this program.

**Areas for Improvement - MBA Moscow**

- Former MBA Program: Leadership and Teamwork: 57% complete proficiency in 2008-2009
- Revised MBA Program: Leadership, Teamwork and Communication: 58% complete proficiency in 2011-2012
- Former MBA Program: Integrative/Strategic Perspective: 83% in 2008-2009
- Revised MBA Program: Integrating Information: Each graduate will analyze and integrate information from different functional areas of business in managerial decisions: 50% complete proficiency in 2011-2012.

Moscow MBA students have many opportunities for projects that underscore the importance of *Leadership, Teamwork and Communication*. The projects also afford them the opportunity to integrate information for decision making. For example, the market research class in that program required each team to use a research problem from the work place, perform a strengths/weaknesses/opportunities/threats

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3 Only half the data are in at this writing.
4 Only half the data are in at this writing.
(SWOT) analysis and construct a related business argument for why market research was needed before key decisions could be made. The information was then integrated into a submission-ready request-for-proposal for a market research project, complete with budgetary information that came out of the business argument presented to management.5

One-year Intensive MBA Program

Strengths - One-year Intensive MBA

The One-year Intensive MBA Program began in 2010-11; direct assessment was conducted from 2010-11 through 2011-12. The preliminary data indicate that the key strengths of the program are:

Leadership, Teamwork and Communication: Each graduate will apply leadership, teamwork, and communication skills in diverse managerial environments: 91% Completely Proficient in 2010-2011.

Integrating Information: Each graduate will analyze and integrate information from different functional areas of business in managerial decisions: 88% Completely Proficient in 2010-2011.

This program has given the One-year Intensive MBA students the opportunity to demonstrate their skills in business leadership. The Globalization, Innovation, Sustainability emphasis of the program provides the opportunity throughout the one-year program to integrate learning from those three areas into strategic approaches to solving business problems and formulating strategy. A recent project these MBA students worked on was a situational analysis for Hayward’s neighboring community of San Leandro, a city that has heavily invested in technological infrastructure. Their project was to integrate secondary and primary data into a set of recommendations for how San Leandro could proceed in attracting technology companies to their city. The report and presentation that resulted outlined a set of strategic next steps, with appropriate contingencies.

Areas for Improvement - One-year Intensive MBA

Global Perspective: 75% Completely Proficient in 2010-2012.

The program directors are in the process of modifying this program’s curriculum to include more emphasis on globalization and also more international focus in the nature of the cases and projects in which the students are involved. We expect this to strengthen students’ knowledge and understanding of a global perspective.

For the two cohorts that have completed the One-Year Intensive MBA Program (2010-2011 and 2011-12), there is some need for improvement in the following SLOs, but relatively less so compared to the Global Perspective SLO.

Legal and Ethical Decisions (only 52% are completely proficient in analyzing/responding to ethical issues, but 84% are completely proficient in anticipating/recognizing ethical issues; when it comes to legal issues, they are the most proficient, with 95% being completely proficient.)

Data-Driven Decision Making (the dimensions range from 69% - 80% complete proficiency; the lower part of this range is attributable to analysis and problem-solving as well as knowledge of tool being relatively weak).

MBA for Global Innovators

The first rubrics assessment for the MBA for Global Innovators (begun in June 2011) is currently under way; results will be available at the end of 2012-13.

5 For the Moscow MBA Program, the data driven decision making SLO has not been assessed during this cycle.
MS in Taxation Program

MS Taxation rubrics results are based on data collected in the 2009-10 and 2010-11 academic years.

Strengths - MS in Taxation
The MS Taxation program has two rubrics that have shown consistent improvement in the proportion of students with complete proficiency over the period 2005-06 through 2008-09

Professional Ethics: 85% Completely Proficient in 2008-2009
Corporate Tax: 96% Completely Proficient in 2008-2009

Areas for Improvement - MS in Taxation
Assessment results have fluctuated and the current decline in the proportion of completely proficient students suggests improvement needed in the following areas:
Partnership Tax: complete proficiency: 40% to 92% to 79% for 2005-2009
Research/Problem Solving: complete proficiency: 59% to 94% to 73% for 2005-2009

Economics Programs

Economics AoL includes the use of comprehensive examinations that are required to graduate the degree programs, developed by the Economics department.7

BA in Economics Program
The BA in Economics SLO results are reported for the period of 2008-2009 through 2010-2011.

Strengths - BA in Economics
General Economic Knowledge (See Pre-test vs. Post-Test Explanation Below)
General Economic Knowledge, as assessed through a 50-item multiple choice test required for degree completion, approaches two-thirds complete proficiency, under a third limited proficiency, and 9% no proficiency. Before they were exposed to the program (pre-test) 95% had no proficiency, as measured by a 50-item multiple choice test (different test bank questions for pre-and post) administered before they entered the program.

Special Note: Oral Communication, Written Communication, Technology Use
Overall, proficiency in oral communication, written communication, and technology use has been strong in the 2008-2009 through 2010-2011 cycles, often in the range of 96-100% complete proficiency in written communication and technology use (oral communication has been somewhat lower). Spring 2011 is an outlier, with significantly lower scores for all rubrics. We will continue to monitor in 2012-13.

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6 Results for 2011-2012 will be available in Fall 2012.
7 Effective Fall 2012, the undergraduate Economic Achievement Test (EAT) will no longer be used.
**MA in Economics Program**

Rubrics results are for 2009-10 through 2011-12 will be available in Fall 2012.

The MA Economics Program was awarded an IIG in Summer 2011. The grant deliverable was recommended revisions to the MA in Economics to make it more business-oriented, thereby enhancing graduates’ employment opportunities.

One of the main recommendations was to make the program more quantitative in nature. Were this recommendation adopted, it would infuse the program with STEM learning, which is directly related to one of the University’s goals. This also is reflective of the ultimate goal to enhance our students’ employability and opportunities.

**Curricula Development Overview**

**BSBA Program**

Currently, the BSBA program is focused on the following areas where students have indicated that they are less-than-satisfactorily prepared:

- Applied statistical analysis
- Critical thinking
- Applying technology

The CBE has emphasized these particular areas via IIGs, through which faculty members are encouraged to “close the loop” in the areas identified above. They have been asked to explicitly and specifically address one or more of these areas in their grant applications and course preparations. The 2012 grant deliverables are the creation or revision of a course needed for BSBA online degree completion.

These grants have been described in some detail above, and are listed in the Appendix. Additionally, as noted above, students have expressed a desire for more hands-on learning and experiences in their courses, and the Business Opportunity Program was established to address this.

Additionally, instructional grants for the improvement of online teaching are a direct result of students’ input that the utilization of technology for their courses could be increased and improved.

**MBA Program**

The revised MBA program that launched in Fall 2009 was a response to AACSB’s recommendation that the number of options be pared down. As was explained in more detail earlier in this document, the result was a more cohesive program that provided a general business degree.

With the revised MBA program came revised SLOs and corresponding rubrics. CBE has just completed its first round of direct assessment and will complete another round in 2013-2014. In parallel, indirect measures (exit surveys) continue to be administered in every capstone course. In this way, CBE benchmarks its performance against that of other “like” schools, and also collects very specific information through a CBE-designed survey. Added to this information is the employer perspective on our program and its graduates, the results of a survey conducted every five years (next in 2013-14).

These multiple sources of feedback will be analyzed and the information triaged to guide curricula development for the MBA programs offered by CBE. Program reviews are conducted every five years; the MBA program’s next review will therefore be in 2014-2015.

Faculty, program heads and department chairs are responsible for making changes that assessment data guides them to make. In this way, CBE’s revised MBA program will continue to improve and strengthen,
with its strong points growing ever-stronger, at the same time closing the loop on areas in need of improvement.

**Future Improvements to Assurance of Learning**

The scrutiny of our assessment efforts occasioned by this report has shown a number of areas that we can address in order to improve our assurance of learning. They include improvements in:

- Expanding our use of course-embedded assessments including signature assignments distributed across the curriculum, to provide formative assessments of learning.
- Strengthening the mapping of SLOs with an assessment of the depth of knowledge expected in every required course would allow for a more meaningful investigation and better formative assessment so that we can improve learning in advance of a student’s final quarter.
- Tightening the relationship between program goals and student learning outcomes to improve the quality of assessment.

These areas for improvement will be shared with the College during the Fall Faculty Retreat. The CBE Curriculum Committee will be informed of the need to revisit learning goals along with related rubrics, to ensure that they are clearly defined and result in valid measurements of learning.

The assessment cycle that has been in place has served CBE well in identifying strengths and areas of needed improvement. However, with rapid changes occurring in the business, economics, and technology along with significant shifts in the demographics of our students, CBE needs to improve its responsiveness to student learning needs. Future revisions of the assessment cycle should provide each program with assessment evidence more frequently, allowing programs to make curricular adjustments in a timely fashion, and then reassess the impact of changes. An acceleration of the assessment cycle would provide great benefit to faculty members and students.
Section 6 - Other Material

In this section we outline a number of innovative, effective and distinctive programs, including centers, international programs, experiential learning approaches, and exemplary processes. In addition, we highlight accomplishments of CBE faculty and alumni that enhance our reputation and distinguish our programs. Finally, we present a discussion of how our students, faculty and the University community at large are engaged in fulfilling our stated mission to prepare students to make ethical choices.

CBE Centers with Innovative Programs

China America Business and Education Center
CABEC (China America Business and Education Center) was started at CBE in 1997 and officially chartered at CSUEB in 2004 to:

• provide educational programs and related business visits for Chinese government officials and business executives,
• provide educational cooperation and exchange between CSUEB and educational institutions in China and Taiwan,
• facilitate cooperation between businesses in the San Francisco Bay Area and China, and
• provide support for CBE faculty to encourage teaching excellence and to promote research and publications at CBE.

Since 1997, CABEC has provided business management / public administration training programs for Chinese government officials, including employees at Beijing Municipal Government, Shanghai Municipal Government, Chongqing Municipal Government, and Tianjin Municipal Government. Many participants were subsequently promoted to high-level positions in their respective governments in China. Our successful graduates include the current Vice Mayor of the Beijing Municipal Government and other senior Beijing government officials.

CSUEB bank management training programs are now well-recognized in China, particularly among small and medium size commercial banks. Since 2002, CABEC has provided training programs for executives and managers at Guangdong Development Bank (2002-2008), Changshu Rural Commercial Bank (2011-2012), Longjiang Bank (2011), Kunshan Rural Commercial Bank (2012), Qinhuangdao Commercial Bank (2012), Ningbo Yinzhou Rural Cooperative Bank (2012), Bank of Chongqing (2012), and several city commercial banks (2007). CABEC currently has requests from ten banks and over 20 training programs are waiting to be scheduled in the coming year.

Among our successful alumni in Chinese banks is the president of Guangdong Development Bank in Zhejiang Province. He is the Executive President of the CEO Forum of Small and Medium Sized Commercial Banks in China, leading the development of small and medium size Chinese commercial banks. In his 2007 book *Financing Solutions* he credited CSUEB’s bank management training program for helping his bank grow from a small, weak bank into a very successful bank in Zhejiang Province. His book is popular among Chinese bankers and is now in its 24th printing.

CABEC also assisted the California governor’s office with organizing Governor Arnold Schwarzenegger’s Banking Roundtable in Beijing, China in 2006 to facilitate business discussions on potential cooperation among Chinese banks and U.S. companies.

CABEC’s training programs are funded through self-support. The revenues generated provide additional funding to CBE faculty to support our vision of academic excellence and outstanding faculty scholarship. The CABEC Advisory Board recently approved a policy which will allow funds to be used by faculty: to attend courses or programs to advance their knowledge in their field; to hire student assistants to help with their teaching needs; to provide funds for research support including paper presentations, research...
assistants, research data acquisition, and / or software for research needs; and for other teaching and research support. The policy for faculty support will be distributed in fall 2012, after which faculty will be able to apply for funds to help improve their teaching and strengthen their research.

Center for Economic Education
The mission of the Center for Economic Education (CEE) is to provide and promote quality economic education programs and materials. Chartered in 1977, it serves as an outreach organization of the university and addresses the mission of regional stewardship by promoting links between the university and the local, national, and international communities.

Locally, in recent years CEE provided economics workshops and other programs for teachers and pre-service teachers of economics and related subjects from 2007-2008, as well as providing a stock market simulation for students from 2007-2009.

Nationally, the director of CEE participated as an economics consultant and judge for the National Economics Challenge from 2011-2012.

Internationally, CEE programs included workshops for teacher-trainers in Sinaia, Romania and teachers in Mexico City, Mexico in 2008, for teacher-trainers in Rustenberg and Durban, South Africa in 2009, and for teacher-trainers in Jakarta, Jogjakarta, Medan, and Lombok, Indonesia in 2009-2011.

HIRE (High Impact Research & Engagement) Center
The HIRE (High Impact Research & Engagement) Center was established in 1994 as a self-supporting research organization within CBE. The HIRE Center mission is to conduct and facilitate high quality research and evaluation leading to effective changes in public policies and programs that build human capital.

The HIRE Center delivers expertise to a wide range of clients in need of quality applied research, evaluation, or technical assistance. Decision makers in government, foundations, and nonprofits have contracted with the HIRE Center for services to help them address the challenges of constructing effective public policies or programs. The HIRE Center has partnered effectively and successfully implemented a wide variety of projects in each of its program areas such as work force, health and human services, education and CBE institutional research.

The HIRE Center has authored reports, papers, and technical assistance guides that are used to guide national, state, and local policies, to improve public and private programs, and to stimulate discussion among policy analysts. HIRE Center’s reports and papers are available at http://www20.csueastbay.edu/cbe/hire/reports-papers.html.

Smith Center for Private Enterprise Studies
The Smith Center for Private Enterprise Studies at CBE sponsors a speakers series in political economy. A calendar of events from Fall 2011 to Spring 2012 listing speakers and their topics is available on the Smith Center’s website. The Center also sponsors student essay contests associated with the Center’s events. The winning essays are posted on the Smith Center’s website.

Smith Center programs are funded by an endowment fund. In 2011-2012, the center received grants from the APGAR Foundation and the Charles G. Koch Charitable Foundation to support its programs.

Center for Entrepreneurship
The Center for Entrepreneurship acts as a point of integration for practitioners, students and researchers of entrepreneurship by facilitating open discussions and helpful interactions. On May 17, 2012, the Center...
was instrumental in hosting a Women in Business Seminar, *Encouraging the Entrepreneurial Spirit*, featuring speakers from the National Association of Women Business Owners.

**Innovative International Programs**

**Moscow MBA Program**
The CSUEB Moscow MBA program, started in 1993, is a two-year evening MBA degree program offered in partnership with the IBE (Institute of Business and Economics) located at the ANE (Academy of National Economy) in Moscow, Russia. ANE was established in 1977 as the leading economic education and research center of the Soviet Union, providing training for top-level managers under the auspices of the Council of Ministers. The current ANE Rector, Vladimir Mau, is a scholar in Russian economic reform and regularly advises the Duma and other branches of the Russian government. IBE evolved from the Academy of National Economy in 1995 as the University's Moscow partner. Directed by Rector Edvard I. Goyzman, IBE provides student recruitment and management support essential to the MBA program's success. It is a self-support program offered through the Division of Continuing and International Education. In addition to AACSB and WASC accreditation, it is also accredited by the Russian Ministry of Education and Science. Since 1998 the program has been consistently ranked among the top MBA programs in Russia. In September 2010, Izvestia newspaper ranked the program fourth out of twenty-nine MBA programs in the country.

The majority of courses in the Moscow MBA program are taught by CBE faculty, although some courses are taught by IBE faculty. The program has incorporated western teaching methodologies into the curriculum, such as business case analysis, group projects, critical thinking, group decision-making, collaborative writing, and team presentations.

The Moscow MBA program targets Russian students interested in receiving an AACSB accredited American MBA degree in Moscow. As of June 2012, over 1,200 Russian managers from 26 MBA cohorts have graduated, and 45 students are enrolled in the 27th cohort. Graduates and current students are employed at middle and top management levels in multinational corporations and in Russian businesses, financial institutions, and government organizations. Employers include Baxter Healthcare, Boeing, Caterpillar, Coca Cola, Google, Hewlett Packard, Microsoft, TNK BP, Alfa Bank, Sber Bank, Troika Dialog.

**Japan Accounting Non-Degree Program**
The Japan Accounting Program is a partnership between CSUEB and Abitus (formerly known as the US Education Network) offering CSUEB credit units to Japanese students interested in completing the coursework necessary to sit for the US CPA examination. The program started in 1997 and is offered in Tokyo, Japan. While students receive CSUEB credit units, they are not enrolled in a degree program. Program courses are taught exclusively by a Japanese partner. CBE faculty visit the program annually to oversee the curriculum to ensure it is up-to-date and meets the CPA examination education requirements. Graduates of the program have taken the CPA examination in the US.

**Distinctive Approaches for Experiential and Hands-on Learning**

**The Business Opportunity Program**
Both students and employers have indicated in CBE surveys that more hands-on experience for CBE students is needed. The BOP (Business Opportunity Program) is designed to provide a hands-on, course-embedded learning experience. Students work on real-world business problems brought to them by business and community representatives. Through this program, students gain experience with a service provider / client relationship.
Additionally, the BOP brings STEM-infused learning opportunities to students which directly addresses the University’s goal to deliver STEM-infused education, a goal which CBE has incorporated in its curricula as well.

For a complete list of projects from BOP’s inception, please see the Appendix.

**Innovative Teaching Using Oracle Enterprise Resource Planning (ERP) system**

The Oracle Corporation donated to CBE a suite of integrated business applications – EBS (E-Business Suite) – also known as the Oracle ERP (Enterprise Resource Planning) system. This suite 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. Faculty utilize the Oracle ERP system directly as part of course curriculum and course assignments in a number of MBA and undergraduate courses (for example, MGMT 6130 Enterprise Planning and Control, MGMT 4640 Enterprise Resource Management, and ACCT 6570-6571 Financial Reporting System: Oracle Financial Applications I and II). Faculty also employ the Oracle ERP system indirectly as a part of demonstrations and in-class presentations in a number of other MBA and undergraduate courses.

Through experiential learning and hands-on experience with the Oracle ERP applications, students improve their ability to understand and apply their conceptual knowledge and skills in various business applications. In addition, the use of this advanced business technology in the classroom gives our students experience using modern, up-to-date enterprise software, and thus affords them a competitive edge in the job market. Finally, utilizing this advanced ERP software technology in CBE is in alignment with the STEM-infused strategy the University and CBE are pursuing.

**Effective Processes at CBE**

**Effective Student Services**

The Student Services Center (SSC) of CBE provides valuable services to CBE students regarding advising and all academic program-related issues. While it has been unique to CBE, the SSC has served as a model for the development of student advising centers across the University. Each college at CSUEB is now developing a similar student advising center which will begin operations this fall quarter.

The SSC maintains the academic files of declared majors in the College of Business and Economics, processes department-level and college-level major and minor graduation checks and most academic area petitions, handles all registration-related activities for CBE classes, and advises all continuing, returning, new, and prospective CBE students in all academic program-related matters. For a detailed discussion of CBE SSC see the Appendix.

**Effective Management of Course Offerings**

The system wide budget cut in 2009-2010 and subsequent enrollment cut in 2010-2011 brought hardships to CSU students and faculty, limiting access to courses, program and services. Fewer courses / sections were offered and sections with insufficient enrollment were cancelled. Reduced access to courses became a pressing concern to students since it relates directly to their graduation timeline. The uncertainty of actual course offerings added to the pressure. To address these concerns, CBE developed course offering plans and communicated these plans with students in order to help students effectively utilize the planned course availability. Implemented in Fall 2010, an annual course plan is provided to undergraduate students, and a two year course plan is provided to graduate students, in conjunction with degree completion road maps. These documents are available at the [CBE website](http://www.csueb.edu). Note that the development of this two year course offering plan and roadmaps for the multi-year MBA program was presented as a Best Practice with the title, “The Proactive Just-In-Time Course Offering Plan” at the 2011 AACSB Associate Dean’s Conference in St. Petersburg, Florida.
Outstanding CBE Faculty Accomplishments
Several CBE faculty received distinguished awards and fellowships during 2007-2011. Their achievements helped to expand our reputation at the national and international levels and to distinguish CBE programs.

- Dr. Jane Lopus was selected as a Fulbright Scholar to Romania, where she lectured and worked on research February through May 2009.
- Dr. Nancy Mangold was selected to be the U.S. Securities & Exchange Commission (SEC) Academic Fellow for 2009-10. She worked in the SEC’s Office of the Chief Accountant in Washington D.C., advising on major national and international accounting and auditing policies. She was also invited by the SEC’s Division of Corporation Finance to provide a special training to all the attorneys and accountants in the Division in 2010.
- Dr. Jane Lopus was selected as a recipient of one of the 2008 CSU Wang Awards – a system-wide program that celebrates outstanding faculty and administrators. She is the only faculty member from CSUEB to receive this recognition.
- Dr. Jed DeVaro was selected as the inaugural holder of the Wang Family Professorship in CBE in 2008.
- Dr. Scott Fung was selected as the inaugural holder of the Acosta Professorship in CBE in 2011.

Distinguished CBE Alumni
CBE has successful alumni from the BSBA program, MBA program and MS/MA programs. Many successful alumni are in executive positions at major companies / organizations in the San Francisco Bay Area. The accomplishments of CBE’s successful alumni enhance the reputation of CSUEB and speak for the effectiveness of CBE programs. A list of CBE’s distinguished alumni is included in the Appendix.

Achievements on Advancement / Fundraising
CBE secured scholarship commitments in excess of $500,000 including the Acosta, Miramontes, and Mitchell Scholarships. CBE also secured endowment funds to launch three faculty recognition programs including the Marv Remmich Outstanding Faculty Program, the Wang Family Professorship (one endowed), and the Acosta Professorship (three endowed). CBE continues to actively seek out, meet and engage CBE alumni regarding giving to CBE.

Efforts in Building Community and Business Relationships
CBE revitalized the Dean’s Advisory Council with new members from the corporate level (e.g. senior vice president, chief financial officer, chief operating officer) and increased activity of the board. CBE Dean also represents CBE and CSUEB on a variety of community organizations: East Bay Green Corridor, Contra Costa Council, City of Hayward, Hayward Chamber of Commerce and the CSU Business Deans.

Overview of Progress towards Achieving our Mission: Ethics
The CBE Mission includes a commitment to "prepare students to make ethical choices". The College values “ethical decision making” and strives to be known for "highly ethical and socially responsible students". Members of the faculty show evidence of their active engagement with ethics and social responsibility through their teaching, support for student professional development, campus engagement, and research and scholarly work. This section will address our progress towards achieving our mission relating to ethics. An overview of our progress relative to our stated mission is presented in Section 3.
Ethics and Social Responsibility in the Undergraduate and Graduate Curriculum and Outside the Classroom

CBE’s SLO for Ethical Responsibilities in Organizations and Society states: “Each student can identify and evaluate ethical issues and articulate defensible resolutions for practical situations involving financial issues, human resource management and marketing”. Faculty members are committed to addressing ethics and social responsibility in their courses throughout the business and economics curriculum. Both the BSBA and the MBA include an SLO on ethics. A survey of undergraduate and graduate core courses revealed that, with limited exceptions, business ethics and social responsibility are addressed in almost every course. Pedagogical practices used by faculty in teaching these subjects include review and discussion of current events, case analyses, construction of policies and procedures, role-playing, and business games. Coverage of topics related to ethics and social responsibility in undergraduate and graduate courses are documented in the Appendix.

All undergraduate and graduate business students are required to take stand-alone courses devoted to business ethics and social responsibility. At the undergraduate level, MGMT 4500 Business Government and Society serves as a capstone-level course that integrates material provided in core courses with a focus on developing personal moral awareness and capacity in making ethical decisions. The course provides in-depth coverage of ethical reasoning, managing ethics in organizations, social responsibility, and the global business environment. Faculty members teaching the course promote student engagement and active learning through case analyses, a moral competencies writing assignment, and a team consulting project requiring engagement with an organization resulting in recommendations for designing ethical and responsible behavior. The MBA course MGMT 6215 Business Government and Society follows a similar model, with a focus on active and engaged learning. For the graduate course, students complete a social responsibility project for a non-profit organization and provide consulting services with community engagement and corporate culture.

Outside the classroom, CBE provides on-going support for student professional development through mentoring and advising for a chapter of Net Impact, a student professional group focused on business and social responsibility. In addition, CBE sponsors events to build student awareness, including bringing speakers to campus such as Mark Albion, social entrepreneur, co-founder of Students for Responsible Business, and author of *Making a Life, Making a Living and More Than Money: Questions Every MBA Should Answer*. As the financial crisis of 2008 reached its peak, CBE sponsored a panel discussion featuring CBE faculty who provided background and education for the campus community about financial markets and the economy.

CBE brings awareness of ethics and social responsibility to the broader campus through its co-sponsorship of the annual Academic Integrity & Ethics Week. Agendas from the events can be seen in the Appendix.

Ethics and Social Responsibility in Research and Scholarly Activity

Faculty members in CBE are actively engaged in research and scholarship related to ethics and social responsibility, including work that focuses on fraud, privacy rights, employee welfare, economic rights, internal and external governance, minority rights, dishonesty and charitable behavior, ethics and economics education, corporate governance, cultural differences in ethical norms, plagiarism and integrity, and whistle blowing. This work informs and supports the teaching and mentoring provided to students. A list of faculty scholarship related to ethics and social responsibility is presented in the Appendix.

Ethics Issues Embedded in Graduate Tax Courses in the MS in Taxation Program

Ethics issues are embedded in all of the graduate tax classes in the MS in Taxation program. Understanding the subtle difference between what the law demands or allows, what authorities are controlling, what is debatable, and the related stakes, are issues inherent in all graduate tax classes. The
graduate tax course, Tax Research and Procedure (ACCT 6223), includes ethics in the syllabus in the first week and the discussion of ethics is more obvious than in other classes. Specific professional codes of ethics (AICPA Statements of Standards in Tax Practice) and IRS ethics standards in Circular 230 are covered in the course.

**Faculty Appointment to the California State Board of Accountancy Ethics Study Committee**
Professor Gary McBride was appointed by the CSU Chancellor (upon recommendation from former Dean Swartz and former President Qayoumi) to the California State Board of Accountancy ESC (Ethics Study Committee) to establish the academic courses that will satisfy the 10 semester (15 quarter) units in ethics that will be required in order to be licensed as a California CPA beginning January 1, 2014. The final recommendation of the ESC (which the permanent California Board of Accountancy was statutorily required to accept) directly impacts the accounting curriculum of colleges throughout California that intend to serve the needs of students who wish to become licensed CPAs in California. The ESC began its work in 2010 and is not yet finished. A "tip sheet" summarizing the final recommendation of the ESC is presented in the Appendix. Professor McBride gave a presentation at the American Accounting Association meeting in Vancouver, Washington in March 2012 explaining the conclusions of the ESC.

**Proposed Master of Science in Accountancy Program Emphasizes Ethics Study**
The new education requirements for California CPA licensure emphasize ethics study. Of the additional education of 30 semester (45 quarter) units required, 10 semester (15 quarter) units required are for ethics study. In our proposed MSA (Master of Science in Accountancy) program, we have incorporated 16 quarter units of ethics study as part of the program core or required courses. These four courses (16 quarter units) are as follows:

a. ACCT 4911: Ethics, Regulation and Financial Statement Fraud (4 units)
b. ACCT 6640: Auditing Theory and Practice I (4 units)
c. ACCT 6650: Auditing Theory and Practice II (4 units)
d. One of the following two courses:
   • ACCT 4223: Business Law (4 units)
   • ACCT 6590: Attestation and Information Systems Auditing (4 units)

Our mission to prepare students to make ethical choices is fully incorporated in the proposed MSA.