



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College of Business and Economics
Masters' in Business Administration (MBA)

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Reporting for 2015-2016 Academic Year

Submitted January 30, 2017

1. Self Study

CAPR document that pertains to the last five year review for all CBE programs is 13-14 CAPR 23, which can be found at: <http://www.csueastbay.edu/faculty/senate/files/docs/capr/13-14-capr/13-14-docs/13-14-capr-23-cbe-5yr-capr-rpt.pdf>. 13-14 CAPR 23 concluded that "CAPR recommends continuation of the programs in CBE without modifications."

As part of CBE's effort to maintain its AACSB accreditation, CBE established a new set of faculty qualification standards, based on AACSB's 2013 standards. Faculty qualifications are reviewed and determined every year. AACSB review team is scheduled to visit the college in October 2017. A draft report that comprehensively documents CBE's achievements since Fall 2012 has been prepared.

As with all other programs in CBE, the percentages of MBA classes taught faculty who meet AACSB standards must reach the ratios specified by AACSB. These ratios ensure quality of instruction in MBA classes.

CSUEB MBA rated a best MBA program by Princeton Review in eleven consecutive years in 2015-2016 and a Tier 1 MBA program by CEO Magazine in 2016. CSUEB MBA ranked top 10 in return on national education survey. CBE continued to maintain and grow its restructured and repositioned portfolio of MBA programs with each aligned with identified niches:

- MBA with Options – Hayward, the traditional state side MBA program: offered in evenings for working professionals; positioned as flexible multi-year MBA program; offers seven option choices; and experienced significant growth since last review
- One Year Intensive MBA- Oakland: introduced in 2010; positioned as a full time cohort based fast track MBA program
- MBA for Global Innovators- San Ramon: introduced in 2011; positioned as a cohort based executive style MBA

CSUEB MBA programs continue to build real world experience for students and faculty. In 2015-16 the MBA program continued to make efforts to increase its impact and connection with the community. These efforts included increasing experiential learning component in the curriculum, developing projects that connect the community and the class room, and cultivating the educational partnership with current and prospective employers in the region. MBA course instructors have been encouraged to use instructional methods that facilitate experiential learning, where possible. Examples of such efforts are illustrated below:

- MBA capstone courses engage all students in real life projects as well as in Capsim simulation. MBA Oakland Cohort achieves top 1% during Capism simulation.
- MBA Finance student teams participated in the CFA Institute Global Investment Research Challenge (GIRC) in 2015 and 2016, sponsored by the CFA Institute. The CFA Research Challenge competition helped each of the students in the team to take on roles as professional analysts and the students work with both industry advisor and academic advisor during the competition. Students participated in StockTrak Simulation to gain experiential learning of derivatives trading and stock trading and in Equity Research project (individual research assignment) to perform equity research, financial analysis, and firm valuation
- MBA elective courses such as Integrated Marketing Communication and Marketing Research engaged students in client-based consulting projects.
- MBA elective courses in Human Resources (HR) connected students with mentors in HR profession.

2. Summary of Assessment Results:

MBA Assessment for 2015-2016 Academic Year

SLOs	Instrument	Sample	Results	Actions
Globalization	Student Assignment	25 MBA students; core course	8% meets/ exceeds	(2014) Rethink rubric use; (2016) Analyze presence of globalization in curriculum via mapping in faculty (2015-2016) New Globalization rubric developed by faculty.
Teamwork/ Leadership	Group Projects	27 MBA students; capstone course	100% meets/ exceeds	(2013) Implementation of Communications/Leadership Boot Camp led by faculty (2014) Continued implementation of MBA Leadership Boot Camps. Efforts to (2015) Integrated methods/techniques from Boot Camps into graduate marketing (2016) Continued integrating methods and techniques into graduate marketing
Written Communication	Writing Assignment	24 MBA students; core course	100% meets/ exceeds	(2016) Enforce WST proficiency early in the program. (2016) Review expectations for communication and revise upward if found
Oral Communication	Student Presentations	21 MBA students; capstone course	100% meets/ exceeds	See notes from Teamwork/Leadership learning objective above. (2016) Used faculty in other courses to assess LO while teaching faculty focused (2016) Continued with the hands-on, interactive pedagogy focusing on building additional opportunities to build communication confidence such as 'Leadership Camp'. In the converted curriculum, this learning goal is further emphasized

Data-Driven Decision Making	Capsim Simulation Exam	22 MBA students; capstone course	61% met proficiency benchmark	(2013) Piloted in MBA program. Weekly faculty, CBE staff, & Capsim meeting implementation by faculty across sections and methodologies/techniques. (2014) Faculty worked with Capsim and CBE staff to better integrate program (2014) Capsim representatives visit CSUEB to assist faculty with better integration (2015) Adjusted benchmarks to better gauge student proficiency levels. (2015) Started in-class presentations at beginning of class to give students context (2015-2016) Revisit suggestion regarding mandatory "Math Boot Camp" for freshmen (2016-2017) Working with Capsim to better analyze and present data for effectiveness
Integration	Capsim Simulation Exam	22 MBA students; capstone course	47% met proficiency benchmark	Chicago for more in-depth training to support faculty. (2015) Adjusted benchmarks to better gauge student proficiency levels. (2015) Started in-class presentations at beginning of class to give students context (2015-2016) Revisit suggestion regarding mandatory "Math Boot Camp" for freshmen (2016-2017) Working with Capsim to better analyze and present data for effectiveness
Ethics	Writing Assignment	39 MBA students in core course	82% meets/exceeds	(2016) The revised MBA program should revisit the importance of ethics and added as a one-week topic in an introductory course.

*Some items listed include actions taken prior to latest round of requested assessment conducted. Information included for context.

3. Statistical Summary (as of Fall 2015)

a. Student demographics of majors

	MBA GI	MBA Oak	MBA Hayward
Gender			
Female	27	14	129
Male	31	8	134
Median Age			28
Ethnicity			
Asian	28	4	64
Hispanic/Latino	7	1	18
White	10	1	43
Black	7	2	19
Two or More Races	1	3	4
Hawaiian/Other Pacific Island			4
American Indian	1	2	
Not Reported	4	9	111
Total	58	22	263

b. Faculty and academic allocation

The MBA (Masters in Business Administration) program requires courses offered by all 4 departments in CBE, and thus is a college-level degree program. Accordingly, the data

presented here are college-level data. As of Fall 2015, CBE's tenured/tenure-track faculty and their rank are as follows:

Full professors (including dean, associate dean, and department chairs)	23
Associate professors	18
Assistant professors	16
Faculty in FERP program	6

CBE also had 3 full-time lecturers and 30 part-time lecturers.

c. Course data

The data presented here reflect college-level data for the MBA programs:

	Hayward	Oakland	San Ramon
Total Number of Sections Offered for MBA	22	4	5
Average Section Size	32.5	22	29
Section taught by Tenured/Track	15	2	4
Section taught by Lecturer	7	2	1