



ANNUAL PROGRAM REPORT

College	College of Business and Economics
Department	All CBE Departments
Program	Masters' in Business Administration (MBA)
Reporting for Academic Year	2016-2017
Last 5-Year Review	2013-2014
Next 5-Year Review	2018-2019
Department Chair	Joanna Lee, Director of MBA
Date Submitted	10/27/2017

I. SELF-STUDY *(suggested length of 1-3 pages)*

A. Five-Year Review Planning Goals

1. Scholarship

- 1.1. Explore possible ways of converting PQ and "Other" faculty to AQ (now renamed as SA) category.
- 1.2. Explore the possibility of increasing faculty research support
- 1.3. Explore new sources of research funding

2. Educational Programs

- 2.1 Reinvent the MBA program – for example, identify niches, create brand identity, etc.
- 2.3 Build real world experiences for students and faculty; for example, guest speakers, internships, projects, and student clubs

3. Internal Operations

- 3.1 Address facilities and teaching support
- 3.2 Address networking system

4. People

- 4.1 Retain and maintain equity for senior and junior faculty

5. External Relations

- 5.1 Reactivate Advisory Board of Bay Area Leaders

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Goal 1. Scholarship

Progress made: 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 visited the college

on October 23-24, 2017. A report that comprehensively documents CBE's achievements since Fall 2012 has been submitted. As with all other programs in CBE, the percentages of MBA classes taught faculty who meet AACSB standards on scholarship must reach the ratios specified by AACSB. These ratios ensure quality of instruction in MBA classes. Of CBE's 55 full time, tenure-line faculty members, 52 have maintained or obtained the academic qualification status established by the college as of Spring 2017. Collectively 196 peer-reviewed journal articles published or forthcoming since 2012 with 75 published in A*, A, or B journals. CBE made a significant progress in terms of faculty scholarship.

Goal 2. Educational Programs

Progress made: CSUEB MBA rated a best MBA program by Princeton Review in twelve consecutive years in 2016-2017 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 to 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 maintained the growth in 2016-2017
- 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

The MBA program engaged in transformation of the curriculum taking the University's Q2S conversion as an opportunity to re-invent the program. The program made significant improvements in both the content and the structure of the program. The program has been streamlined the core requirement with 10 core courses including 2 courses devoted to leadership development, functional area core courses and an experiential learning capstone course. The transformed program strengthened Concentrations with additional elective requirement. The MBA with Concentrations program re-aligned concentrations with strong career opportunities in the community. They include Concentrations in Analytics for Managers, Finance, Human Resources and Organizational Behavior, Marketing, Operations and Supply Chain, Strategy and Innovation, and General Business.

Goal 2.3 Build real world experience for students and faculty

Progress made: In 2016-17 the MBA program continued to make efforts to increase its 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 continue to engage all students in real life projects as well as in Capsim simulation.
- MBA Finance student teams participated in the CFA Institute Global Investment Research Challenge (GIRC) in 2016 and 2017, 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.
- MBA elective courses in Marketing Option such as Integrated Marketing Communication, Marketing

Research, and Marketing Analytics engaged students in client-based consulting projects.

- MBA elective courses in Human Resources (HR) connected students with mentors in HR profession.

In addition, Managerial Communication (MKTG 6120), a core course, effectively engage students in active learning in developing leadership communication skills. Through the use of interactive workshop style pedagogy, the course effectively instill confidence, openness, and empathy while effectively delivering behavioral learning outcomes of improved communication skills to each of MBA student in the program.

Goal 3 Internal Operation: Student Support

- CBE's GradHire, a technology enabled career development platform for MBA students launched in 2016, provided increased students' access to global career opportunities offered by Fortune 500 companies as well as top Bay Area companies. With the operational support of CBE's Career Development Office, the students' usage of GradHire has grown substantially since its launch in March 2016. About 350 CBE's graduate students have engaged in the use of GradHire. In addition, CBE's Graduate Programs Office continued to deliver Value Added Co-Curricular Student Services (VACCSS) by providing professional development programs and workshops to CBE's graduate students. These workshops include Leadership Communication Bootcamp, Innovative Leadership and Design Thinking, and Professional Branding through Social Media.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: A few major changes are noted including the slowdown in demand growth, increased competition for both the program and graduates, and the University's conversion to the semester. The general demand for MBA programs is anticipated to level off in the coming years. Significant growth is expected in the demand for specialized business degree programs such as Masters in Finance, Masters in Business Analytics, etc. As a result, there will be increase in both inter- and intra- degree program competition among graduate business programs. Our graduates will face increased competition in the job market. The semester conversion calls for innovative scheduling and student service systems to help students during their MBA career at CSUEB.

Curriculum: The MBA program engaged in transformation of the curriculum taking the University's Q2S conversion as an opportunity to re-invent the program. The program made significant improvement in terms of streamlining the core requirement with 10 core courses including 2 courses addressing leadership development, all major functional area core and an experiential learning capstone course. The transformed program is strengthened with additional elective requirement, which benefit all MBA programs including MBA with Concentrations, One Year Intensive MBA, and MBA for Global Innovators. The MBA with Concentrations program re-aligned concentrations with strong career opportunities in the community. They include concentrations in Analytics for Managers, Finance, Human Resources and Organizational Behavior, Marketing, Operations and Supply Chain, Strategy and Innovation, and General Business.

Students: The CSUEB MBA student body continues to grow as diverse, working professionals who strive for advancement in their career. The average age is 32. About 70% of them come with work experience with average of 6.5 years. The program has shown consistent growth over the last five years.

Faculty: Although CBE has been actively recruiting and has had 23 new faculty join since Fall 2012, due to resignation and retirements, or FERP, the total number of faculty members has remained fairly stable, from 54 in Fall 2012 to 55 in Spring 2017.

Staff: CBE's Office of Graduate Programs is staffed with three student services personnel and one administrative support staff. The office provide support to 500 students and four directors in the MBA with Options programs, MA Economics, and Masters' in Business Analytic

Resources: The limited facilities and space have been and continues to be a concern. Class rooms with appropriate seating capacity, flexible design for active learning, and access to appropriate technology are among the few that deserve immediate attention in order to deliver our mission of providing quality business education to our students.

Assessment: Assessment is viewed as part of the continuous learning efforts. There will be growing emphasis on the impact, the total quality management through Assurance of Learning process, and the documentation of the impact.

Other: (*e.g., major program modifications*)

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

1. Identify global business opportunities, analyze global business challenges, and develop business strategies. (ILO 5: Sustainability)
2. Demonstrate leadership and teamwork skills.
3. Apply advanced written communication skills.
4. Apply advanced oral communication skills. (ILO 2: Communication)
5. Demonstrate cross-cultural awareness and sensitivity in their interpersonal and group communication.
6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
8. Recognize and analyze ethical issues in decision-making.

B. Program Learning Outcome(S) Assessed

CBE underwent a complete assurance of learning system redesign in 2012-2013. As a result, multiple rounds of assessments were conducted as new processes and procedures were being implemented. Moving forward, we plan on conducting two rounds of data collection for each learning objective for every 5-year cycle.

PLO 1. Identify global business opportunities, analyze global business challenges, and develop business strategies.

- Assessed in Fall 2014, Winter 2016, Spring 2016

PLO 2. Demonstrate leadership and teamwork skills.

- Assessed in Winter 2015, Spring 2016, Spring 2017

PLO 3. Apply advanced written communication skills.

- Assessed in Winter 2015, Winter 2016;

PLO 4. Apply advanced oral communication skills.

- Assessed in Spring 2013, Winter 2015, Winter 2016, Spring 2016, Spring 2017

PLO 5. Demonstrate cross-cultural awareness and sensitivity in their interpersonal and group communication.

- This is a new learning objective added to the program for implementation under the semester system.
- PLO 6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
 - Data is gathered every quarter in the capstone course through a simulation-based exam, Comp-XM, and aggregated over time for assessment purposes. (Click [here](#) for Capsim results report, see appropriate section for MBA program)
- PLO 7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
 - Data is gathered every quarter in the capstone course through a simulation-based exam, Comp-XM, and aggregated over time for assessment purposes. (Click [here](#) for Capsim results report, see appropriate section for MBA program)
- PLO 8. Recognize and analyze ethical issues in decision-making.
 - Assessed in Spring 2015, Winter 2016, Spring 2016, Spring 2017

C. Summary of Assessment Process

Instrument(s):

CBE measures each student's work using a rubric, which lists certain parameters or traits on which to assess the student work. Each work is then scored on each rubric trait as "below expectations," "meets expectations," or "exceeds expectations" (rubrics may have more scoring categories depending on faculty desires) relative to a benchmark level of performance agreed upon by the faculty. As programs undergo revisions, rubrics are revised and/or modified with faculty consultation for effectiveness. To download the rubrics for MBA, click [here](#).)

Sampling Procedure / Sample Characteristics:

CBE follows the guidelines set by our discipline-specific accreditation body, AACSB, when it comes to sampling. AACSB requires a "statistically significant" sample, as defined by the college. CBE has made efforts to increase sample sizes where they have been historically low.

Data Collection:

Each quarter or semester, the Manager of Assurance of Learning (AoL) contacts the Department Chair where faculty are scheduled to do assessments in their courses. The Department Chair, with input as needed from the AoL Manager, will arrange for faculty to do assessments. These faculty members are responsible for using the pre-approved assessment measures (rubrics, test questions, etc.) as supplied by the AOL Manager.

Data Analysis:

Faculty provide the results of their assessments to the AoL Manager within four weeks of the end of term. The AoL Manager then analyzes the assessment findings for each learning objective and prepares a report of the results that show, at a minimum, the number of students assessed and the percentage of students meeting or not meeting the benchmark by rubric trait.

D. Summary of Assessment Results

Included in this summary are the results of assessments conducted in the academic year 2016-17.

Main Findings:

- PLO 2. Demonstrate leadership and teamwork skills.
 - Assessed in Spring 2017: 77% met expectations
- PLO 4. Apply advanced oral communication skills.
 - Assessed in Spring 2017: 98% met expectations
- PLO 6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
 - Mixed performance depending on the functional area. (Click [here](#) for Capsim results report, see appropriate section for MBA program)

- PLO 7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
- Mixed performance depending on the measurement items. (Click [here](#) for Capsim results report, see appropriate section for MBA program)
- PLO 8. Recognize and analyze ethical issues in decision-making.
- Assessed in Spring 2017: 96% & 82% met expectations (multiple locations)

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

- PLO 1. Identify global business opportunities, analyze global business challenges, and develop business strategies.
- MUA students to CBE - Innovation Center Project: "Global Capstone"
 - MKTG 6215 new case studies adopted including "Cyberdyne: A Leap to the Future" and "Sony Targets Laptop Consumers in China: Segment Global or Local?" to enhance students' global perspective.
 - MGMT 6225 introduced a multi-cultural leadership and diversity article. Students learn how traditional, American male-centric leadership theories can be applied across multi-cultural/gender organizations.
 - MGMT 6800 business plan altered to emphasize emerging market firms dealing with global issues; business consulting project modified so students analyze the innovativeness of business models (e.g., through lean canvas methodology) in a global context with strategic alternatives and an implementation plan.
- PLO 2. Demonstrate leadership and teamwork skills.
- Change in the content and the pedagogy in MKTG 6120, Managerial Communication, to incorporate content from Leadership boot camps.
 - Acct 6215 added group project of experiential learning to enhance leadership and teambuilding skills.
 - MKTG 6120 included lectures on influence, trust building, and passion speech exercises requiring a call to action; provided leadership opportunity to lead a "Jump Start" meeting; added 'Each One-Teach One' exercise; added written assignment to identify who they are helping to improve; reinforced importance of connecting with others and finding the good in others; added exercises on empathetic listening and identifying common objectives; and midterm changed to require delegation and full participation.
 - MGMT 6225 introduced article that focuses on multi-cultural leadership and diversity; used group presentation and discussion; utilized team teaching topic that includes multicultural/global leadership.
- PLO 3. Apply advanced written communication skills.
- Advised students to take University Writing Skills Test earlier in program.
 - Advised students to use University tutoring services.
 - Students cannot take the capstone until University Writing Skills Test is passed.
 - Piloted writing workshop open to all students by Business Communication faculty.
- PLO 4. Apply advanced oral communication skills.
- Mktg 6120, Managerial Communication course, adopted interactive, workshop style pedagogy, focusing on developing/improving students' leadership communication skills.
 - MKTG 6120 provided repetitive practice opportunities; students are required to make (6) presentations in front of groups ranging from 8 people growing to 25; presentations are coached in a workshop format where the students have the opportunity to improve on selected skill; require the student to deliver the same presentation multiple times applying the recommendations of the coach; reinforced use of actor skills and theater skills; reinforced dynamics of the physical presentation

space; coached in "owning" the presentation space and exercising range of voice, tone and body language; coached in creating high-impact PowerPoint presentations: additional coaching sessions offered during non-class hours.

- PLO 6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
- Acct 6215 added project where students required to work as a group to start a business of their choice and to research all costs including break even analysis and financial statements.
 - ACCT 6015 added more financial ratio analysis, accounting equation, book versus market equity, and transaction analysis discussions, videos, readings, exercises, and project work to address weaknesses in assessment results.
 - FIN 6215 reinforced financial ratio calculations and use with In-class review exercise, homework, case study, and equity research report. Also focused more coverage on stock repurchases.
 - ACCT 6215 reinforced differences between fixed and variable costs.
- PLO 7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
- Cross-course projects: integrating disciplines by incorporating multiple faculty across different courses on student projects - proposed by San Ramon & Oakland MBA Directors and discussed with faculty.
 - ACCT 6215 added more material on budgeting.
 - MKTG 6215 added new case study, "Cyberdyne: A Leap to the Future," where students analyze data to forecast market demand to select target markets, distribution, and other marketing-mix elements.
 - FIN 6215 added case studies that involve analysis using annual report and an equity research project of a real company that uses different pieces of information that need to be synthesized into one recommendation.
 - MGMT 6220 added in-class exercises to answer questions about sizing and right sizing plant.
 - MKTG 6215 introduced marketing metrics and "Mechanism: Engineering Viral Marketing " case study for students to develop conventional and new methods to measure marketing efficiency in viral marketing. New "Cyberdyne: A Leap to the Future" case study requiring students to perform marketing budget analysis and estimate effects on sales. Added in-class exercises on pricing models that incorporate the concept of price elasticity.
- PLO 8. Recognize and analyze ethical issues in decision-making.
- MGMT 6800 assigned cases with ethical dilemmas; reinforced guidelines; students apply a stakeholder-mapping exercise to understand influence of different stakeholders in decision process. Students provide at least two alternatives and a roadmap with operational/ financial requirements and outcomes for alternatives. Students utilize the social value-chain analysis to use appropriate ethical frameworks to evaluate alternatives.
 - MKTG 6120 included a lecture on values and key role identification; added discussion on a personal mission statement; reinforced importance to choose an action based on alignment with key roles and mission.
 - MGMT 6225 included a class module on "Using Power Ethically and Effectively."
 - MGMT 6215 added "Why we need better ethics for Emerging Technologies" by James H. Moor and readings and discussion on Ethical Dilemmas.

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

- PLO 1. Identify global business opportunities, analyze global business challenges, and develop business strategies.
- Pilot Capsim GlobalDNA in 2017/2018.

- Use sequential integration of introducing, developing, and mastering this learning outcome: The new MBA Core Course BUS603 Managing Critical Strategic Issues in a Global Context introduces global perspective.
 - New MBA core courses, including BUS604 Financial Accounting, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management develop global perspective, reinforce the attainment of the 'global' learning outcome.
 - BUS 609 Seminar in Strategic Management will master and assess global perspective
- PLO 2. Demonstrate leadership and teamwork skills.
- Introduce a new core course BUS 601, Leadership Communication in Organizations, to introduce and develop leadership and teamwork skills, written communication skills, oral communication skills as the first core course.
 - Offer repeated practice "across courses." See the MBA curriculum map.
 - Provide further development opportunity through the new core course, BUS 609, Negotiation and Conflict Resolution.
- PLO 3. Apply advanced written communication skills.
- Reinforce writing across curriculum - The new MBA Core course BUS601 Leadership and Communication in Organizations introduces advanced written communication skills, while other new MBA Core Courses, including BUS603 Managing Critical Strategic Issues in a Global Context, BUS604 Financial Accounting, BUS605 Corporate Financial Management, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management, help students to develop advanced written communication skills. BUS 610 Seminar in Strategic Management will master and assess advanced written communication skills.
 - Enforcement of writing skills proficiency: The new MBA Core course, such as BUS606 Managerial Economics, will enforce the passage of the University Writing Skills Test as a pre-requisite.
- PLO 4. Apply advanced oral communication skills.
- Introduce a new core course BUS 601, Leadership Communication in Organizations, to introduce and develop leadership and teamwork skills, written communication skills, oral communication skills as the first core course.
 - Utilize the interactive workshop style pedagogy to develop behavioral skills.
 - Provide further development opportunity through the new core course, BUS 609, Negotiation and Conflict Resolution.
- PLO 5. Demonstrate cross-cultural awareness and sensitivity in their interpersonal and group communication.
- PLO 6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
- Enforce proficiency attainment early in the program through workshops.
 - Introduce a new core BUS 602, Business Analytics, giving instruction on the core analytical concepts and technological tools. The new program provides multiple opportunities to develop/reinforce analytical and technological skills across core courses. See the MBA Curriculum Map for further information.
- PLO 7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
- The new MBA Core course, such as BUS606 Managerial Economics, will integrate knowledge across disciplines. The course is developed to incorporate and teach the economic techniques and principles used in all functional areas of business – accounting, finance, marketing, and production. The course topics are structured around practical business problems that managers encounter in a global economy, with a focus on how to apply analytical tools from economics to make better managerial decisions.
 - The revised capstone course approaches the strategic business plan development with a higher-level perspective in focus (i.e., top management perspective) with the emphasis on real world organizational strategies (instead of opportunities). The

transformed course syllabus communicates the scope and the elements of integration in the list of the Student Learning Outcomes.

PLO 8. Recognize and analyze ethical issues in decision-making.

- o Strengthened curriculum sequencing to offer repeated practice “across the curriculum” in the area of ethical decision-making.

E. Assessment Plans for Next Year

CBE underwent a number of changes in the past several years, which coupled with the quarter to semester conversion, allowed for a reevaluation of various aspects of the program’s assessment processes and procedures. As a result, the following AOL components have been developed for the MBA program.

1. A curriculum map that indicates in which courses each learning objective is being introduced, developed and mastered.
2. Assessment Tools – Identified, customized by departments
3. Assignments – To be used for each learning goal assessment.
4. A comprehensive 5-year plan for assessment activity. The 5-year plans also align with the university quarter to semester conversion timeline, as well as the timeline for the university program review board (CAPR).

Currently, the MBA program has completed all scheduled assessments to fulfill its accreditation requirement that each learning objective is assessed twice in a five-year period. However, to improve sample sizes we have scheduled assessments for the following PLOs for the 2017-2018 academic year:

- o PLO 1. Identify global business opportunities, analyze global business challenges, and develop business strategies.
- o PLO 3. Apply advanced written communication skills.

The MBA program will (1) continue to implement the assurance of learning system in place by following appropriate processes and protocols and (2) prepare for the upcoming quarter-to-semester conversion.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends:

Appendix A presents a summary of statistics for students and Appendix B, for faculty and courses for MBA programs. As shown in the appendix A, there has been steady increase in student enrollment in the MBA program in Hayward during the past four years. The enrollment grew from 194 students in Fall 2013 to 302 in Fall 2016 in the state side MBA program in Hayward. Though the CAPR APR data does not provide statistics on self-support programs, the University Pioneer Data shows that the self-support programs maintained the enrollment in Fall 2016 with 26 students in Oakland and 32, in San Ramon. According to the CBE data, 83% of MBA courses are taught by tenured/tenure track faculty. CBE needs to increase the number of faculty not only to safeguard the AACSB requirement pertaining faculty sufficiency but also to ensure access to quality course offerings in the MBA programs in Hayward, Oakland and in San Ramon.

The student data show that CBE’s student population continues to be diverse with a trend toward more black/African American and Hispanic groups showing the proportional increase of 2 percent increase in Black/African American and 10 %, Hispanics over the last 5 years.

According to the data provided, the average units taken by MBA students are 9.5 units. This may imply that on the average students take two courses per quarter and that the anticipated graduation time line is two and a half to three years for a majority of students. According to the CAPR APR data about 60 percent of MBA students graduate in two years and approximately 91 percent, in four years per the CAPR APR data.

Reflections on Trends and Program Statistics:

Considering the steady increase in enrollment in the midst of anticipated slowdown in general demand, coupled with student expectation of graduation timeline and increased competition, it is critical that the MBA program should be supported with appropriate level of access to required and elective courses. Meeting the desired graduation timeline of two and a half to three years in a semester system may call for innovative scheduling of course offerings and for extra support for both required and elective courses.

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires

CBE will request two to four new hires depending on potential retirement announcements. These requests break out as follows:

The accounting and finance department will likely request one to two new hires in the area of finance. The finance group has one faculty member that will likely announce retirement and will need to be replaced. The finance group has another faculty member that has been on full-time temporary assignment in the Dean's office since March 2017. Together, these faculty members have accounted for between eighteen to twenty sections per year. Depending on the outcomes of these situations, it is likely the finance department will need one to two new hires. Separately, the accounting group will carryover of two approved faculty hires from the previous year.

The economics department does not anticipate any hiring requests next year.

The management department will likely request one to two tenure-track hires due to retirement of a faculty member who has normally taught eleven sections per year and the likely retirement of another faculty member who has normally taught nine sections per year.

The marketing department does not anticipate any hiring requests next year.

2. Request for Other Resources

The program needs class rooms with appropriate flexibility and technology as well as appropriate seating capacity. Of critical importance is the flexible design/space that supports the interactive workshop style pedagogy for active learning. In addition to more of sizable computer labs, the program needs class rooms with the plug-ins for 45+ lap tops.

CBE is in process of requesting resources to upgrade the VBT 221 and 222 computer labs. These labs are key to course offerings not only in the BSBA program but also in other CBE programs that rely on the use of technology to learn the theory and practice of business and economics. The request is driven by the need

to make the rooms more lecture friendly so students are all facing the professor and to increase the capacity of the rooms to match our normal class sizes.

Office space has become an issue with new tenure-track faculty having to share office space. Going forward we need to explore opportunities for additional office space.