



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

College	CBE
Department	CBE Office of Graduate Programs
Program Unit	MBA Programs
Reporting for Academic Year	2012-2013
Department Chair	Joanna Lee, Director of Graduate Programs
Date Submitted	8/9/2013

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

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| <ol style="list-style-type: none"> <li>1. Scholarship             <ol style="list-style-type: none"> <li>1.1 Explore possible ways of converting PQ and "Other" faculty to AQ category</li> <li>1.2 Explore the possibility of increasing faculty research support</li> <li>1.3 Explore new sources of research funding</li> </ol> </li> <li>2. Educational Programs             <ol style="list-style-type: none"> <li>2.1 Reinvent the MBA program- for example, identify niches, create brand identity, etc.</li> <li>2.2 Strategically examine International Programs</li> <li>2.3 Build real world experiences for students and faculty; for example, guest speakers, internships, projects, and student clubs</li> </ol> </li> <li>3. Internal Operations             <ol style="list-style-type: none"> <li>3.1 Address facilities and teaching support</li> <li>3.2 Address networking system</li> </ol> </li> <li>4. People             <ol style="list-style-type: none"> <li>4.1 Retain and maintain equity for senior and junior faculty</li> </ol> </li> <li>5. External Relations             <ol style="list-style-type: none"> <li>5.1 Reactivate Advisory Board of Bay Area leaders</li> </ol> </li> </ol> |
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**B. Five-year Review Planning Goals Progress**

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| <p><b>Goal 2.1 Reinvent the MBA program</b><br/> <u>Progress made:</u> CSUEB MBA rated a best MBA program by Princeton Review in eight consecutive years in 2012-2013. CBE restructured and repositioned within the portfolio of MBA programs aligning each program per the identified niches</p> <ul style="list-style-type: none"> <li>• MBA with Options – Hayward, the traditional state side MBA program offered in evenings for working professionals, repositioned as flexible multi-year MBA program offering seven option choices</li> </ul> |
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- 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

### **Goal 2.2 Strategically examine International Programs**

Progress made: MBA in Russia has been under review and is closing after Spring 2013 due in part to declining demand and in part, to resource concern.

### **Goal 2.3 Build real world experience for students and faculty**

Progress made: The CBE's mission is to become a business school of choice. To achieve our mission, the MBA program as an important participant of CBE, continues to make efforts to increase its impact and connection with the community. These efforts included the experiential learning component in the curriculum, to develop projects that connect the community, alumni and the class room and to cultivate the educational partnership with current and prospective employers in the region. CBE faculty, especially 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.
- MBA teams competed inter-collegiate competition for International Business Strategy Long Beach, CA in Spring 2012 and 2013. CSUEB MBA teams won the first prize in 2012 and the best stock performance recognition in 2013.
- MBA Finance student teams participated in the CFA Institute Global Investment Research Challenge (GIRC) in 2011 and 2012, 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. In both years CSUEB MBA teams produced written reports, which were ranked among the best by the CFA Research Challenge evaluation panel.
- 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.
- CBE offered its inaugural Career Expo in Winter 2012 and continued with the second event in Winter 2013. The CBE Career Expo benefited 350 CBE students including MBAs and 38 employers.

## **C. Program Changes and Needs**

1. Repositioning the MBA with Option and additional resource needs: The MBA with Option program requires additional support for options (area of concentration) in order to solidify its distinctive benefits. Currently, the program offers seven options including Entrepreneurship, Finance, Information Technology Management, Human Resources and Organizational Behavior, Marketing Management, Operations/Supply Chain and Strategy/International Business. Each option requires three electives which are offered in two-year cycle. Students have indicated concerns over the availability of elective courses. The program needs to strategically increase support for options with higher demand and increase course availability so that students can progress in a timely manner. Additional resources are needed to support offering of option elective courses. This will capture the benefit of positioning the evening MBA program as the MBA with Option.

2. Career advising and Value-added services to MBA students: Both MBA students and alums increasingly demand career services and opportunities to network. A recent survey of MBA students indicate that students want to hear from successful alums about their success stories. This means that the MBA program ought to look into offering of a holistic MBA experiences and of value-added services to students and alums. CBE has taken its step toward this initiative with its recently introduced Career Expos in 2012. It is noted that MBA students demand more MBA exclusive events and workshops. A substantial amount of resources are to be invested to create the system of integrated MBA communities that would connect students before, during and after their MBA education at CSUEB.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

Goal 1: Students who graduate will be able to make legal and ethical decisions in organizations and society.

Goal 2: Students who graduate will be global in their perspective when developing business strategies.

Goal 3: Students who graduate will have advanced communication and leadership skills in diverse managerial environments.

Goal 4: Students who graduate will be analytical and able to integrate information from

Goal 5: Students who graduate will be effective data-driven decision makers.

Note: Curriculum map showing alignment of the SLOs and CSUEB ILOs will be developed in Fall 2013 as part of CBE's overhaul of the existing mapping(s) to address AACSB's concerns.

### **B. Program Student Learning Outcome(s) Assessed**

The following Learning Objectives were assessed in Spring 2013:

Objective 3B: Students who graduate will apply advanced oral communication skills.

Objective 1A: Students who graduate will recognize and analyze legal and ethical issues in decision making.

The following Learning Objectives were assessed in Spring 2013 through a piloted simulation program:

Objective 4A: Students who graduate will analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.

### **C. Summary of Assessment Process**

Two Learning Objectives were assessed at the graduate level using course-embedded assignments. Below is a list of the Learning Objectives assessed in Spring 2013 with the following information: (1) the course the assessment was conducted in, (2) the course-embedded assignment used, and (3) the rubric that was applied. The remaining two Learning Objectives were assessed in the BSBA capstone course using a simulation and exam-based metric that were assessed using established proficiency levels.

Learning Objective: Oral Communication

Course: MGMT 6800 (all sections)

Assignment: Group/Individual Presentations

Rubric: San Diego State University Oral Communication Rubric for MBA Students

Learning Objective: Ethics

Course: MGMT 6800

Assignment: Exam Essay Question

Rubric: San Francisco State University Ethics Rubric for MBA Students

Learning Objective: Foundation Knowledge & Functional Areas

Course: MGMT 6800 (one section – Hayward campus)

Assignment: CAPSIM Simulation and Exam (Pilot Study)

Rubric: Simulation and Exam-based metric assessed using established proficiency levels.

#### **D. Summary of Assessment Results**

Performance targets for Oral Communication for graduate students:

- 80% of students will meet or exceed expectations.
- Less than 10% of students will score “1” (below expectations) on any “trait” in the rubric.

Brief Summary of findings:

- Our students’ overall oral communication skills met our performance targets for both group and individual scores.
- Both scores for individual and group closely meet or exceed the targeted 80% of students meeting or exceeding expectations.
- With regard to the individual components of oral communication that are described on our rubric, our goal was that less than 10% of our students would score “below expectations” on any of these traits. Among group scores, students were weak in ‘language’ but fell below the 10% threshold for that particular trait. Among individual scores, students fell short of our targets on traits ‘language,’ ‘delivery,’ and ‘central message.’

Closing the Loop:

To improve student learning in the area of Oral Communication, CBE has begun developing plans to implement Guest Talks. Similar to the Oral Communication Workshop being developed for the BSBA students, MBA students will have the opportunity to attend special guest talks by leaders and experts in the business community. The topic of the talks will emphasize the importance of communication in the business world and how communication skills are valued in the business world compared to other fields.

### **3. STATISTICAL DATA (about 1 page)**

Institutional Data

Data on enrollments were obtained from Planning & Institutional Research. Reflected here are the statistics of the Hayward Hills MBA program (MBA with Option). A number of highlights are presented here:

- a) Student demographics of majors:
  - Gender: Female 49%/Male 51%
  - Ethnicity:
    - Black (3%)

Asian or Pacific Islander (25.2%)

Hispanic (5.3%)

White (21.4%)

Multiple Ethnicity (2.3%)

Unknown (14.3%)

Non-resident Aliens (27.1%)

Source:

<http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-4.html>

- b) Degrees conferred by the program in 2011-2012: 125 students

Source: <http://www.csueastbay.edu/ira/tables/DegreesConferred/Degrees.Conferred.5-3.pdf>

- c) SFR for all graduate programs including MBA, MA Economics and MS Taxation in CBE in Fall 2012 was 24.2.

Source:

<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20BE%20template%20nolink.htm>

Note: The SFR data from IRA do not provide information by degree programs.

- d) Course History

Data from IRA includes all graduate courses offered in the College. The data shows that CBE offered 25 graduate courses in Fall 2011, 22, in Winter 2012 and 24, in Spring 2012. In terms of the MBA program, there were 21, 19 and 20 in Fall 2011, Winter 2012 and Spring 2012 respectively.

Source:

<http://www.csueastbay.edu/ira/tables/CourseHistory/Course.History.10-1d.pdf>

- e) Average Course Size

The average class size was 30.4 for all CBE graduate courses and 33, for MBA courses in Fall 2012.

Sources:

<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20BE%20template%20nolink.htm> and Pioneer Data Warehouse)

- f) Faculty Qualification

All MBA courses were taught by Academically Qualified (AQ) faculty in Fall 2012 per the definition of AQ faculty in CBE.