TO: The Academic Senate

FROM: The Committee on Academic Planning and Resources

SUBJECT: Five-year Program Review for the School of Business

ACTION REQUESTED: That the Academic Senate approve the CAPR Program Review of the School of Business

BACKGROUND

On October 1, 1999, CAPR met with Jay Tontz, Dean of the School of Business and Economics, to discuss the five-year program review for the Departments of Accounting and Computer Information Systems (CIS), Management and Finance, and Marketing. Rather than submit separate reviews for the individual departments, Dean Tontz requested that CAPR review these departments as one overall School of Business program. (The department of Economics is undergoing a separate review. The remainder of this report will deal exclusively with the School of Business.) He also asked that CAPR accept the June 1998 American Assembly of Collegiate Schools of Business: The International Association for Management Education (AACSB) accreditation review as the official five-year program review. CAPR agreed to both requests. The School of Business degree programs reviewed by AACSB for accreditation were the Bachelor of Science in Business Administration, the Master of Business Administration, the Master of Science in Business Administration, and the Master of Science in Taxation.

PROGRAM REVIEW

The AACSB has separate but similar accreditation standards for programs in business and accounting, both of which focus on achieving quality within the context of a well-defined mission. Key factors in the assessment of quality are: clarity of determination of mission; development and involvement of faculty; planning, design and effectiveness of curriculum; nature, delivery and effectiveness of instruction; assessment of outcomes. The AACSB places particular emphasis on the primary importance of a 'clear and published mission statement, consonant with the mission of the institution of which it is a part.' Educational objectives must be articulated for each degree program offered, must 'specify relative emphasis on teaching, intellectual contributions, professional interaction and service', and all activities must be consistent with the mission. Acknowledging a diverse range of missions, the AACSB encourages and supports flexibility in business and accounting education and will tolerate reasonable deviations from the AACSB accreditation standards. There are about 2000 business schools in the United States and 17-18% are accredited by the AACSB. In June 1998 the AACSB reaffirmed accreditation of the CSUH School of Business, with the proviso that an interim report detailing the School's response to issues of concern and recommendations be submitted to AACSB by January 15, 2001.

MISSION: "The California State University, Hayward, School of Business and Economics provides excellence and innovation in integrating quality teaching and learning, with applied research and relevant experience to a diverse clientele from the San Francisco Bay Area to the global..."
community." Further, "The mission of the Master of Business Administration program is to provide an excellent graduate education that will allow students to succeed in a business environment that is characterized by rapid technological advancements; a work force of ethnic, cultural, and gender diversity; demands for continuous individual and organizational learning; and demands for the understanding and skills needed to practice in global markets." The AACSB found that the School of Business and Economics published mission statement(s) were appropriate to higher education and congruent with the University's mission; that the activities of the School were consistent with its mission; and that faculty and students understood and supported the mission as stated.

FACULTY: AACSB states that faculty planning, resources and management should be consistent with the school's mission and degree programs, reflecting demographic diversity and sufficient academic, professional and practical qualifications to accomplish the mission. They found that the School of Business faculty resources met the criteria for clearly defined planning to reflect the mission, enrollment trends and expertise for existing and new programs, as well as consistency with demographic diversity, and were impressed with faculty commitment to the success of students both in the classroom and professionally. The only concern raised was a possible insufficient full-time doctoral faculty coverage of Accounting and CIS courses, and some Management evening courses. AACSB required the School to develop and implement a process to ensure appropriate full-time course coverage by academically qualified faculty in CIS and accounting, and in management, quantitative and human resource management evening course offerings.

CURRICULUM CONTENT AND EVALUATION: AACSB standards require that undergraduate business curricula be consistent with the mission and provide a broad, rather than a specialized, context of business education. About 50% of the degree requirements should be comprised of a general education component and the curriculum should emphasize written and oral communication. Master degree programs should include core areas and reasonable breadth, as well as greater depth and specific areas of specialization. Curriculum should be the result of a planning process consistent with the mission and should be systematically monitored to assess effectiveness, as well as to incorporate new objectives and contemporary theory and practice. The AACSB found that expectations for curriculum content were clearly met at both the undergraduate and graduate levels and were adequate to meet the expectations of faculty and students, providing a solid foundation and breadth of coverage. Course requirements are enforced and students are adequately exposed to opportunities for written and oral communication skills improvement. The School had completed an extensive review of graduate level curricula and implemented changes; a similar review of the undergraduate curriculum was to be initiated in 1997-1998. However, AACSB stated that the School must develop a formal and documented process to ensure outcomes assessment to routinely affect continuous program improvement.

INSTRUCTIONAL RESOURCES AND RESPONSIBILITIES: AACSB standards state that the quality and effectiveness of a School's instructional program are of primary importance and the provision, management and evaluation of resources are crucial to this purpose. Faculty must assume responsibility for the relevance, creation and means of delivery of instruction, as well as the evaluation of effectiveness and continued improvement of instructional programs and processes. Faculty must be current in their instructional field and accessible to students. AACSB found that students perceived faculty to be excellent teachers, a valuable learning resource, interested in students' welfare and accessible. They found that the library resources were adequate to meet the needs of business students, who are major users of the library's resources. The School was commended for the computer and technology support provided to faculty and students, including: the campus computer network; state of the art computer technology for
faculty; several computer labs for students; availability of portable computers at a minimal cost for low income students; classrooms wired for the use of video and computer technology; portable projection systems for faculty and student use. However, the University and the School should consider expanding the hours of the computer labs on weekends.

STUDENTS: AACSB standards require that a program both select students consistent with its mission and demonstrate efforts to achieve demographic diversity in enrollment. All recruiting, admissions, retention, career planning and placement and graduation policies and processes should assure these efforts. The AACSB found that the School’s admissions and retention policies were consistent with standards, that the student body was diverse and that students were articulate, professional and representative of a quality program. The students in the international MBA programs met all standards, and GMAT, GPA and other criteria indicated they were of impressive quality. However, concern was expressed about the number of Hayward campus graduate students who did not meet the published minimum School and CSUH admission standards, raising questions about the overall quality of the students in this program. This admissions practice should be reviewed and more rigorous standards for exceptions should be established. The AACSB also recommended that more effort should be made to encourage student participation in professional student organizations, and that consideration be given to the creation of business or alumni advisory boards for the various School programs.

INTELLECTUAL CONTRIBUTIONS: AACSB expects faculty to make intellectual contributions on a continuous basis, for the development of faculty and to improve and enrich the instruction and classroom experiences of students. Contributions should be appropriate to the School’s mission, including basic and applied scholarship and instructional development, and should be available for public and peer scrutiny. AACSB found that while the School’s mission highlights excellence in instruction and applied research, and the majority of faculty accept the significance of and fully participate in research, some areas are in need of improvement. Many of the long-term faculty predate the now stated value of scholarly expectation and some, especially in accounting, do not hold doctoral degrees. The School must develop a process to significantly improve the intellectual contributions of faculty in accounting, CIS, finance and management.

SCHOOL OF BUSINESS RESPONSE

The program offered by the School of Business is in line with the AACSB mission oriented and breadth of scope standards. The program takes an interdisciplinary approach and encompasses a large core, focusing on a broader business education rather than an intense major and many specialized courses. While enrollment steadily declined from 4435 in Fall 1991 to 3352 in Fall 1999, business school enrollment trends nationally are once again beginning to increase. At Hayward, though accounting enrollment continues to decline, telecommunications and CIS are seeing the greatest increase and new curricula are being developed to match this growth, and the shift in the labor force demand. The undergraduate curriculum committee has completed its review and identified changes to be made in core courses as well as the offering of new options in Strategic Management and Purchasing and Materials Management. The School sees a great opportunity for growth at the graduate level, particularly in the international market. The School has established a process to systematically collect outcome assessments and incorporate the information into the curriculum review process to assure continuous improvement of instruction.

In response to the concern regarding admissions exceptions to the School’s Hayward graduate degree programs, Dean Tontz stated that the Director of the School of Business and Economics Graduate Programs will submit an annual report to him on admissions exceptions and that they will
be monitored. As to the suggestion that the School consider expanding the weekend hours of operation of its computer lab, Dean Tontz indicated that most students used the lab by choice during the week, when the lab was open from 8:00am until 10:00pm. Also, the computer labs in Warren Hall are well equipped to serve all students and are open from 8:00am until 1:00am during most of the quarter, and 24 hours a day during the last few weeks of each quarter.

In response to the AACSB concerns regarding faculty doctoral qualifications and intellectual and scholarly contributions, Dean Tontz told CAPR that it has historically been very difficult to hire Ph.D.'s in accounting and CIS, so those departments concentrated on M.S. degree lecturers to provide core courses, hiring fewer doctoral, tenure-track faculty to teach specialized courses. In the face of extremely high demand and marketplace competition for computer science faculty, the CIS department was successfully able to recruit an excellent tenure-track candidate through creative incentives. He indicated that since the demand for accounting professionals has declined, now may be the time to go back to the market and recruit accounting Ph.D.'s for the School. Additionally, the School views the inadequate doctoral coverage of evening management courses as primarily a scheduling issue and has set up a process to assure compliance. Dean Tontz also stated that the School is taking a number of steps to improve the intellectual contributions of faculty. Because the accounting and CIS departments have had a heavy reliance on lecturers who are hired primarily to teach, without the same scholarly expectations as tenure track faculty, those departments are implementing ways to correct these intellectual contribution deficiencies. The departments will encourage and assist all faculty, including lecturers, to present papers at professional meetings; participate in monthly seminars for presentation of research findings; will pay for research assistants for faculty members doing research that is likely to be published; will help faculty put materials on the web; look for team effort in research, especially lecturers with regular faculty; offer each faculty member the opportunity to formulate a yearly faculty development plan with the chair. Finally, as older faculty retire, new faculty are hired with explicit commitments to enhanced scholarly contributions.

The School of Business will submit a detailed report to the AACSB by January 15, 2001, focusing on outcomes assessment and curriculum review processes; undergraduate curricular changes; appropriate doctoral faculty coverage; and, processes for improved commitment to intellectual and scholarly faculty contributions.

CAPR'S EVALUATION

CAPR finds the AACSB accreditation review and the School of Business response to be satisfactory, concuring that this Program continues to be necessary and vital, with good potential for growth as it adapts to the continually changing business market and environment. CAPR recommends approval of the five-year review and continuation of the School of Business and Economics Programs without modification.