

COLLEGE OF BUSINESS AND ECONOMICS

CALIFORNIA STATE UNIVERSITY, EAST BAY

Annual Program Report

2010-2011

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OVERALL SUMMARY: ACHIEVEMENTS AND OPPORTUNITIES

Business degree programs (MBA and BSBA) are interdisciplinary and draw course work from all four departments in the College of Business and Economics (CBE): Department of Accounting and Finance, Department of Economics, Department of Management, and the Department of Marketing and Entrepreneurship. BA Econ and MA Econ classes are offered primarily by the Department of Economics, whereas MS Tax Online program is offered by the Department of Accounting & Finance.

CBE has continued to make significant progress in achieving the goals outlined in its last five year program review in 2008/2009. Major highlights are presented below:

- CAPR, in its review of CBE's 5-year Program Review, recommended, "...continuation of the programs offered by CBE without modification." (page. 1). CBE has continued these programs except for MSBA ITM option which it suspended pending review. MS Accounting program, although approved at the university level, has not received final approval.
- Its BSBA online degree completion program, launched in Winter 2010, has been growing with an average class size around 40 students. It started a self-support one-year intensive MBA program in June 2010 in Oakland. The first cohort of students will graduate in June 2011. CBE will also launch its MBA for Global Innovators in San Ramon in Summer 2011.
- It made considerable progress in developing external relationships including the following gifts/pledges: Acosta \$1,000,000; Miramontes of \$300,00 and Mitchell of \$100,000.
- CBE continues to provide faculty support in various forms such as assigned time, student assistants, and travel. As of Fall 2010, percentage of AQ and PQ faculty reached 90.3%, thus meeting the AACSB's standards. This addresses AACSB's concerns regarding maintenance of faculty. It has also submitted requests to hire new tenure track faculty subject to budget constraints. The next AACSB 5-year maintenance review is scheduled for Fall 2012.
- CBE reached Fall 2010 enrollment target and stayed within the budgetary limit allocated to CBE.
- As a part of CSUEB's graduation initiatives, annual schedules of courses offered for each degree programs are available online so that students have information to plan for a timely graduation.
- A number of key personnel changes occurred due to retirements or promotions within the university. Also, two new academic advisors were added to Student Service Center.

CBE's assurance of learning (outcomes assessment) is centralized in the HIRE Center. It uses a combination of direct measures (knowledge-based assessment such as tests and rubrics) and indirect measures (student exit surveys and EBI benchmarking based on student feedback). Different programs are assessed at different points of time using a variety of measures. A brief summary of the assessment cycle is presented in Appendix A.

Since data from Planning & Institutional Research is not yet available for Fall 2010, we have presented a number of relevant tables from CBE's internal database.

BSBA Program

Self Study

BSBA Program is the largest undergraduate program in CSUEB. All four departments of CBE offer courses for this program. The Associate Dean is the Director of Undergraduate Programs including BSBA on-ground, BSBA online and BA Economics programs. Since business degree programs including BSBA are interdisciplinary, the program does not have its own designated faculty. It draws faculty and courses from all four departments.

One of the major challenges the BSBA program faced beginning Fall 2010 was that the program was declared impacted, i.e., demand for upper division courses by current and new applicants was increasing beyond the capacity of the College to meet that demand. In order to manage the increasing demand for the Business major, a number of supplemental criteria (e.g., grade of C or better in lower division business courses; minimum GPA of 2.5 in all college work completed, etc.) were introduced to control admission to this program. Students had to apply in the program in two stages: (1) apply for admission to the University as pre-business and (2) complete supplemental application for admission to the BSBA program after completing the requirements for admission. Because this was a new process for the University and College, getting students admitted in a timely fashion was a challenge.

Regarding curricular changes, the Department of Marketing and Entrepreneurship dropped two BSBA options (E-Commerce Marketing Management and Sales options) and revised the Advertising option by combining advertising and public relations.

BSBA online degree completion program started in Winter 2010. This self support program requires separate admission into the program and allows students who are admitted in this program to take upper division courses online. We offered 4 sections in Fall 2010 with an average class size of 37 students. The program is getting a lot of traction as indicated by growing number of applicants and class size.

Unlike other colleges, the undergraduate student advising, evaluation and storage of students' record are centralized in CBE's Student Service Center. The College hired two additional academic advisors/evaluators to increase service to the students, but lost one experienced advisor to PEMSA. Based on students' feedback, CBE prepared annual schedules and graduation roadmaps of its undergraduate and graduate programs and posted them online. <http://www-test.csueastbay.edu/cbe/tentative.html>. This action was very well received by the students.

Outcomes Assessment

In the 2009-10 academic year, CBE exit surveys were conducted with graduating BSBA students. The exit survey asks students if they felt their program did or did not prepare them in six knowledge, skills and values areas. Findings from Exit Survey BSBA Students in 2009/2010 are presented in the following table.

Exit Survey BSBA Students 2009 - 2010

Skills set	Strongest Areas	Weakest Areas
General	Presentation and Communication skills	Time management, flexibility
Quantitative	Analytical/problem solving skills	Apply statistical analysis
Interpersonal	Ability to work in groups, respect for others'	Conflict resolution
	opinions, Respect for cultural diversity and	
	maintain ethics/integrity	
Technological	Search the internet	Computer proficiency, analysis
		of database
Business	Managerial and leadership skills	Global orientation,
		understand business politics
Functional Areas	Strategic Management	Entrepreneurship,
		e-business management

The table clearly indicates that there are a number of areas within the curriculum that need special attention. CBE plans to encourage faculty to revise both course contents and mode of delivery in some of the core courses for both BSBA and MBA programs during Summer 2011. Faculty are also encouraged to incorporate experiential learning in the courses they teach so that students are better prepared to pursue their career goals.

CBE is also in the process of developing learning goals of BSBA options. This is necessary so that course learning objectives are aligned with the goals of each option.

Institutional Data

Since no data were available for Fall 2010 from Planning & Institutional Research, a number of tables were generated using CBE's internal database. They are presented at the end of this report.

A number of highlights are presented here:

- CBE has lost TT faculty due to FERP (3), resignation (2) and retirement (1) since last annual report. Because of the budget constraints, there was no hiring in 2010/2011.
- Over three-fourth (112) of the total sections (147) offered in Fall 2010 were for BSBA program which clearly indicates the leading role this program plays in generating SCU's. In general, undergraduate programs (BSBA and BA Econ) generated 25,236 SCUs compared to 2,808 SCUs generated by graduate programs.
- Average class size of undergraduate programs is above 50 students compared to < 32 average class size of graduate programs. CBE is very mindful of its high class size of undergraduate programs.

Bachelor of Arts in Economics

Self Study

The degree program BA Economics is offered by the Department of Economics, College of Business and Economics.

Organizational Changes: As of our last annual report, several organizational changes occurred. Professor Leo Kahane, the Department Chair, took a one-year leave of absence, and the Dean appointed Professor Micah Frankel, Chair of Accounting and Finance, and Professor Xinjian Lu, Chair of Management, to act as Co-Chairs for the Economics Department. Upon his volunteering for the Chair position, Professor James Ahiakpor was appointed Interim Chair for the Department for the winter and spring quarters.

Faculty Changes: The Department lost four regular faculty, three to retirement and one to resignation. Professor Jane Lopus and Professor Steve Shmanske went on the Faculty Early Retirement Program, and Professor Nan Maxell retired at the end of December 2010. It should be noted that Professor Shmanske's FERP assignment is as Director of the Smith Center so he no longer has teaching responsibilities. Assistant Professor Michelle Lee resigned in summer 2010.

Faculty or Program Awards and Honors: Professor Steve Shmanske obtained from the APGAR foundation a grant of \$12,500 to support the Smith Center for 2010-2011 and \$12,500 for 2011-2012. Professor Shmanske also obtained a grant of \$7,000 from the Charles G. Koch Charitable Foundation to support the Smith Center for 2010-2011.

Curriculum Changes: None.

Outcomes Assessment

Direct Measures: Rubric-Based Student Learning Outcomes

Prior to each assessment cycle, the Assessment Director develops a plan for classes in which the program-level student learning objectives are assessed. Faculty are provided the rubrics, and are responsible for determining the way in which each rubric will be assessed. Students are given a score on each rubric of: complete proficiency, limited proficiency, no proficiency

An analysis of rubric assessment in 2009-10 showed strong student learning outcomes for the two Economics programs in which the rubrics were assessed. See below.

Areas of strong and improving student learning

BA Econ: Assignment Followed, Sense of Audience, Written Technology Use, Oral Technology Use

Details regarding the assessment cycle are presented in Appendix A. CBE specialized programs are evaluated twice in five years. These programs are: MS Tax, BA Econ, and MA Econ. Toward the end of Spring quarter 2011, specialized programs will be assessed. Student exit surveys will be administered. In addition, BA Econ students take a multiple choice knowledge exam, and MA Econ students take comprehensive exams. These tests are handled by the Economics Department.

Institutional Data

Since no data were available for Fall 2010 from Planning & Institutional Research, a number of tables were generated using CBE's internal database. They are presented at the end of this report.

- Altogether 13 sections undergraduate courses were offered for BA Econ program in Fall 2010. Some of these courses are also required for BSBA program as well as the Business Economics option of BSBA program. Most of the courses are upper division courses.
- The average class size of Econ courses in Fall 2010 was about 55 students.
- Tenured/TT faculty in the Department are 100% academically qualified as of Fall 2010.
- There are six tenured senior faculty and one tenure-track assistant professor. In addition, there are three faculty participating in FERP.

Masters in Business Administration (MBA)

Self Study

The Master's in Business Administration (MBA) is an interdisciplinary degree that draws required coursework from all 4 departments in the CBE with courses offered in multiple locations including Oakland, CA and Moscow, Russia. As reported in the last year's CAPR annual review, the MBA program went through a comprehensive revision in 2008-2009 based on Outcomes Assessment feedback and a review of other MBA programs. The new MBA program took effect Fall 2009.

The major challenge for the MBA program in 2009-2010 was how to serve the students of both old and new programs that had different course requirements with limited resources. In addition, students were charged a new Professional Graduate Degree fee starting Fall 2009. The following changes were made to move toward CBE's vision of becoming the business program of choice in the region with strategic mandates of providing quality business education delivered by academically qualified faculty while meeting the enrollment target.

Changes Made to the MBA Program as of Fall 2010:

- *Introduction of the One Year Intensive MBA Program in Oakland in June 2010:* a successful launch of a self support program with a cohort of 35 students. The program is taught off load by academically qualified faculty. It does not compete for resources with the Hayward Hills MBA program.
- *Enrollment of the MBA Program:* initial slight reduction in the Hayward Hills MBA program enrollment coupled with increased student quality, with an ultimate aim for overall growth collectively to generate and allocate resources to meet the AACSB requirements in a challenging budget situation.
- *Two Year Course Schedule and Degree Completion Flow Charts on the Web:* Students expressed concerns about the availability of courses and career placement services. The resource shortage of 2009-2010, coupled with the program's need to provide for the new and old programs, had a serious impact on the program's ability to offer the courses needed by various students. The challenge of the MBA program was to provide courses for students (in old and new programs) by academically qualified faculty. In order to best utilize the available resources, a complete audit of MBA students' course requirements was conducted to assess the number and type of courses needed to serve the students and how best to allocate the courses to meet the needs of both continuing and new MBA students. As a result, a two year MBA course schedule was developed to help students plan ahead with an anticipation of specific courses in the two year period. Also developed were flow charts for students in various options. The purpose was to advise students with their degree completion plans in conjunction with the two year course offering schedule (<http://www-test.csueastbay.edu/cbe/tentative.html>).
- *Curriculum changes:*
Mgmt 6520 was modified effective Fall 2012
Mgmt 6550 was discontinued effective Fall 2012
HROB option was revised to include Mgmt 6520
- *Curriculum revisions:*
ITM 6015 was revised in Fall 2010
Three Fundamental Course Waiver Tests were revised in Fall 2010

- *Work in Progress in dealing with Desires for more Experiential Learning, Industry Connection and lack of Career Placement:* The CBE's vision is to become a business school of choice in the region and to meet the responsibility of regional stewardship in workforce development. To achieve this goal, the College and the MBA program as an important participant, has been working to increase the experiential learning component in the curriculum, to develop business opportunity projects that connect the community, alumni, and the classroom, and to cultivate the educational partnership with current and prospective employers in the region. These have been communicated as an important component of the CBE's strategic initiatives. Faculty are encouraged to invite guest lecturers and include community service projects. Student clubs were encouraged to engage in community connection. For example, the MBAA (MBA Association), launched in Fall 2008, grew in membership and scope of activities. In fall 2010, the AMA (American Marketing Association) CSUEB chapter was initiated with more than half of the executive board members from the MBA program.

Outcomes Assessment

The new MBA program was developed to address the major concerns of graduates regarding preparation in functional areas as well as soft skills with a running theme of globalization, innovation, and sustainability. The revised MBA program took effect in the fall quarter of 2009 and due to the time required for students to complete the new MBA program, the outcomes assessment results on the MBA program submitted in this report generally reflect students' experience with the old MBA curriculum. The complete result of students' learning experience in the new MBA programs is anticipated in the report of graduating students in spring 2011. In the mean time it is believed that some of the results of the Exit Survey of MBA students in 2009-2010, as well as interim feedback of students identify areas for improvements such as applied statistical analysis and technology (see Table below), the validity of fundamental tests, further emphasis on experiential learning, and concerns about preparedness of peers.

The followings are the steps taken to improve the program in response to students' feedback:

- *Revision of ITM 6015, Information Technology Management,* to address the students' concerns regarding relevancy of the contents and consistency with the equivalency waiver tests. The course was reviewed and revised by the Department chair and the ITM faculty in Fall 2010.
- *Revision of all fundamental course waiver tests:* Waiver tests for ACCT 6015, ITM 6015, and MGMT 6015 were revised in Fall 2010.
- *Enhanced Experiential Learning:* Both ENTR 6800 and MGMT 6800 (MBA capstone courses) are capstone courses involving a project based experiential learning component. While the extent to which the realism is introduced in the exercise has varied in the past, the importance of using a real life project has been emphasized. Most of elective courses use real life projects of various levels.
- *Enforcement of Admission Standard and Course Pre-requisites:* Students also reported that they were concerned about the performance of peers in the class. To address this concern, the MBA admission standard was enforced with increased expectation. In addition, the course pre-requisites were enforced where possible to ensure the level of preparation needed to be in a certain class. We hope to see the positive result in this area in the survey report of spring 2012 graduates.

Results of Exit Survey of MBA Students (2009/2010)

Skills set	Strongest areas	Weakest Areas
General skills	Presentation and Communication skills	Flexibility, attention to detail
Quantitative	Present data, analytical & critical thinking, problem solving	Collect data, apply statistical analysis
Interpersonal	Ability to work in groups, Respect for others' opinions Respect for cultural diversity	Conflict resolution
Technological	None	Search the internet, computer proficiency, analysis of database
Business	Managerial and leadership skills	Global orientation, understand business politics
Functional areas	Strategic Management	CIS, Human resource management

Institutional Data

Limited amount of data on enrollments were obtained from Planning & Institutional Research per request in January 2011 and presented in Table 4. Tables 1 to 3 and 5 are generated using CBE's internal database. Reflected here are the statistics of the Hayward Hills MBA program and they are presented at the end of this report.

A number of highlights are presented here:

- Starting from Fall 2010, the MBA program in the Hayward Hills campus was explicitly offered as a multi-year program keeping in mind the fact that the vast majority of students take 2 or 3 courses per quarter. The average quarter units taken by MBA students were 9.65 units (See Table 4).
- A total of 18 sections were offered for the MBA program in Fall 2010.
- The average class size of MBA courses in Fall 2010 was about 32 students.
- All MBA courses were taught by Academically Qualified faculty in Fall 2010.

Student profiles of new MBA admissions in Fall 2010: The statistics are generated using CBE's internal database. Reflected here are the statistics of the Hayward Hills MBA program.

- 51% are men (See Table 5)
- 66% have work experience (average of 2.5 years)
- Mean GPA = 3.2 Median GMAT=560
- 23% are international students

Master of Science in Tax Online Program

Self Study

The CSUEB Master of Science in Taxation program is directed towards the tax professional. Graduates of the program are employed in public accounting, private industry, and government agencies. Courses in this program focus on the fundamental principles of taxation governing sole proprietorships, partnerships, limited liability companies, corporations, estates, and trusts.

Progress and Problems/Opportunities

Since it became a 100% on-line program, admissions doubled and enrollments increased at an impressive rate of approximately 35 percent in the last year (see Table 4). Because we are perceived as a high quality on-line graduate tax program, due to our easy access, we have started to attract more experienced tax professionals. Many of our recently enrolled students are CPAs. In the recent past, only one or two of our students in the entire program were CPAs when they started the program. We also have a Grade 13 (very experienced) IRS Special Agent (Criminal Investigation) who just started the program. This is undoubtedly the highest level IRS employee who has ever enrolled in our graduate tax program. Having some very experienced students helps beginners because online discussions can reach a much more sophisticated level of discussion. The Director of the program, Professor McBride continues to experiment with software alternatives that improve the on-line experience for students. He encourages the part-time faculty in the program to do the same. Clearly, with an on-line program, the potential for growth is unlimited.

Significant Changes/Opportunities

Professor McBride, for the first time, is using his own book, instead of law school textbooks, to teach two classes in the program (Partnership Tax and S Corporations and Advanced Pass-through Entities—Acct 6222 and 6227 respectively). This will hopefully improve the learning experience for students. Law school books sometimes lack coverage that is important for tax accountants. Conversely, accounting books tend to lack adequate depth of coverage of legal (tax) issues appropriate for a graduate tax program.

New tenure track hire Charlie Yuan, who taught one graduate tax class, was not retained. Currently, we are able to cover the tax classes not taught by tenure track faculty with professionally qualified lecturers. (AACSB accepts PQ lecturers in graduate tax programs more than other business programs.) The program needs need to hire another tenure track tax and accounting faculty member.

Another significant change in the program is that the M.S. Tax program, in light of the relatively small number of students enrolled in the program (combined with the need for larger class sizes), has moved to offer all the classes over a 7 quarter period, instead of a 4 quarter period. This change, along with the clear trend of increasing enrollment, has increased the size of the graduate tax class from below 20 to over 35 per class (and growing). A two-year annual schedule is available on CBE's website.

Outcomes Assessment

This program was assessed in 2009/2010. The assessment was done in Acct 6223 class in Summer 2010.

Assessment data for Acct 6222 suggested a relative lack of strength in technical knowledge in Acct 6222, so hopefully lead faculty's use of his own book in that course will help with that weakness suggested by the data.

Broadly speaking the assessment data indicate that student are grasping the issues, have good technical knowledge, but need more focus on conclusions and application of the law. We are struggling to address

this somewhat ambiguous data. For example, in Acct 6224 (Advanced Corporate Tax), it is not clear how students can be so strong at issue identification and technical knowledge, yet relatively weak at drawing a conclusion. We are trying to address these needs (not ignoring the data), but the outcomes also suggest a weakness in the measurement standards and we are in the process of modifying our learning outcomes to improve the usefulness of the data.

Details regarding assessment cycle are presented in Appendix A. CBE specialized programs are evaluated twice in five years. These programs are: MS Tax, BA Econ, and MA Econ. Toward the end of Spring quarter 2011, specialized programs will be assessed. Student exit surveys will be administered. In addition, BA Econ students take a multiple choice test, and MA Econ students take comps. These tests are handled by the Econ Department.

Institutional Data

Fall 2010 statistics regarding faculty and students are presented in tables provided at the end of this report. The following are the major highlights as they pertain to MS Tax program:

- Starting from Fall 2010, this completely online program is a two-year program. We offered 2 courses in Fall 2010 with an average class size of 32 students. Average class size has grown steadily during the last few quarters.
- Out of two TT faculty, one faculty was denied retention. Classes are covered by one full time tenured professor and part time lecturers. Obviously, the program needs to hire TT faculty in near future to make the program sustainable.

Master of Arts in Economics

Self-Study

The degree program MA in Economics is offered by the Department of Economics, College of Business and Economics.

Organizational Changes: As of our last annual report, several organizational changes occurred. Professor Leo Kahane, the Department Chair, took a one-year leave of absence, and the Dean appointed Professor Micah Frankel, Chair of Accounting and Finance, and Professor Xinjian Lu, Chair of Management, to act as Co-Chairs for the Economics Department. Upon his volunteering for the Chair position, Professor James Ahiakpor was appointed Interim Chair for the Department for the winter and spring quarters.

Faculty Changes: The Department lost four regular faculty, three to retirement and one to resignation. Professor Jane Lopus and Professor Steve Shmanske went on the Faculty Early Retirement Program, and Professor Nan Maxell retired at the end of December 2010. It should be noted that Professor Shmanske's FERP assignment is as Director of the Smith Center so he no longer has teaching responsibilities. Assistant Professor Michelle Lee resigned in summer 2010.

Faculty or Program Awards and Honors: Professor Steve Shmanske obtained from the APGAR foundation a grant of \$12,500 to support the Smith Center for 2010-2011 and \$12,500 for 2011-2012. Professor Shmanske also obtained a grant of \$7,000 from the Charles G. Koch Charitable Foundation to support the Smith Center for 2010-2011.

Curriculum Changes:

- Started a two-year cycle of offering core classes every other year so all students take them in the same year
- Changed the scheduling of comprehensive exams in microeconomics and macroeconomics closer to the quarters in which the courses are taught.

Outcomes Assessment

Direct Measures: Rubric-Based Student Learning Outcomes

Prior to each assessment cycle, the Assessment Director develops a plan for classes in which the program-level student learning objectives are assessed. Faculty are provided the rubrics, and are responsible for determining the way in which each rubric will be assessed. Students are given a score on each rubric of: complete proficiency, limited proficiency, no proficiency

An analysis of rubric assessment in 2009-10 showed strong student learning outcomes for the two Economics programs in which the rubrics were assessed. See below.

Areas of strong and improving student learning

MA Econ: Documentation, Organization, Group Presentation, Assignment Followed, Written Technology Use, Oral Technology Use

Areas where student learning needs more focus

MA Econ: Oral Skills, Written Skills

These results essentially focus on developing communication skills and use of technology.

CBE specialized programs are evaluated twice in five years. These programs are: MS Tax, BA Econ, and MA Econ. Toward the end of Spring quarter 2011, specialized programs will be assessed. Student exit surveys will be administered. In addition, BA Econ students take a multiple choice test, and MA Econ students take comps. These tests are handled by the Econ Department.

Institutional Data

Since no data were available for Fall 2010 from Planning & Institutional Research, a number of tables were generated using CBE's internal database. They are presented at the end of this report.

- MA Econ program was offered as two-year program from Fall 2010. As a result, only two courses are offered each quarter. Capstone course is offered every Spring quarter.
- The average class size of these two courses was 24 students.
- Tenured/TT faculty in the Department are 100% academically qualified as of Fall 2010.
- There are six tenured senior faculty and one tenure-track assistant professor. In addition, there are three faculty participating in FERP.

Table 1: CBE Students and Faculty: Fall 2010

Table 1a: Student Enrollments

Enrollments	Program	
SCUs		SCUs
	Undergrad	25,236
	Graduate	2,808
FTES		FTES
	Undergrad	1,682
	Graduate	234

Table 1b: Sections and Headcounts

Program	Number of sections	Average
BSBA	112	53
BAEcon	13	55
MBA	18	33
MS Tax	2	32
MA Econ	2	24
CBE: Lower Division	16	57
CBE: Upper Division	104	52

Note: some BSBA & BA Econ classes are common

Table 1c: Number of Sections and Class size

Lower Division:	TT Faculty	Adjunct
Number of classes	9 (75%)	3 (25%)
Class size	57	59
Upper Division:		
Number of classes	90 (80%)	12 (20%)
Class size	53	46

Source: CBE internal database

Table 2: Faculty Allocation Across Programs in Fall 2010

		Accounting	Econ	Finance	Mgmt	Mktg/Entr	Total
# of sections offered in:							
	BSBA	24	13	14	42	19	112
	BA Econ	0	13	0	0	0	13
	MBA	2	1	2	10	3	18
	MS Tax	2	0	0	0	0	2
	MA Econ	0	2	0	0	0	2
# of sections offered in:							
	1000 Level	0	1	0	2	0	3
	2000 level	7	5	0	0	1	13
	3000 level	14	12	7	26	16	75
	4000 level	3	2	7	14	3	29
	6000 level	4	3	2	10	3	22
# of sections offered		28	23	16	52	23	142
# of courses offered		17	14	8	26	12	77
# of sections taught by:							
	TT/Tenured	23	14	16	44	22	119
	Adjunct	3	5	0	8	1	17
	FERP	2	4	0	0	0	6

Source: CBE's Internal record

Table 3: Summary of CBE Faculty Resource during Fall 2010

Departments	Full	Assoc.	Assist.	FT Lecturer	Total	TT	Untenured	FT Lecturer	AQ	PQ	Other	FERP
	Prof.	Prof.	Prof.									
Accounting/ Finance												
Accounting	6	1	3	0	10	7	3	0	8	1	1	2
Finance	0	3	4	0	7	3	4	0	6	0	1	0
Economics	5	0	1	0	6	5	1	0	6	0	0	3
Management	6	8	6	1	21	14	6	1	19	0	2	1
Marketing/ Entrepreneur.	6	3	2	0	11	9	2	0	9	1	1	0
Total	23	15	16	1	55	38	16	1	48	2	5	6
Total (%)	41.8	27.3	29.1	1.8	100	69	29.1	1.8	87	3.6	9.1	12

Source: CBE Internal Database

Notes:

1. FERP faculty are not counted in any calculation.

Table 4: Enrollments in CBE Graduate Programs

Reg.Term	Acad Plan	Plan Description	Admit	Enrolled	Enrl Units	AVG Units	sections
Fall 2009	BUADMBA	Business Admin MBA	185	361	3532	9.8	22
	BUADMBA	Bus Admin MBA - Moscow		70	550	7.9	NA
	BUADMS	Business Admin MS	9	15	147	9.8	0
	ECONMA	Economics MA	36	55	440	8	3
	TAXMS	Taxation MS	16	28	240	8.6	4
		Total	246	529			29
Fall 2010	BUADMBA	Business Admin MBA	102	255	2460	9.65	18
	BUADMBA	Bus Admin MBA-Moscow	11	97	1147	11.82	NA
	BUADMBAOAK	Bus Admin MBA-Oakland	35	35	560	16	NA
	BUADMS	Business Admin MS	0	5	43	8.6	NA
	ECONMA	Economics MA	33	38	260	6.84	2
	TAXMS	Taxation MS	30	36	246	6.83	2
		Total	211	466			22

Source: Planning and Enrollment per request of Joanna Lee, January 2011

Table 5: MBA Student Profile - Admitted in 2009 and 2010

	Fall 2009	Fall 2010
Number of students admitted	185	117
Number of Students applied	289	251
Admission Rate	64%	47%
Mean Total GMAT	558.65	555.81
Median Total GMAT	550	560
Mean GPA	3.09	3.19
Median GPA	3	3.1
Mean Age	27	28
Median Age	25	27
Females	78 (42.2%)	57 (48.7%)
Males	105 (56.8%)	60 (51.3%)
Mean work experience	3.1 yrs	2.5 yrs

Source: CBE Internal Database

Appendix A:

CBE Assurance of Learning (Assessment) Program

The College of Business and Economics uses a combination of direct measures (knowledge-based assessment such as tests and rubrics) and indirect measures (student exit surveys and EBI benchmarking based on student feedback). This is based on the belief that a multi-faceted assessment approach is needed to maintain strong degree programs.

Assessment Cycle: The CBE assessment program directly assesses students' knowledge biennially. For indirect assessment, students provide their perceptions of their own knowledge four out of five years in general business programs, and two out of every five years in other programs. In addition, once every five years employers and alumni are surveyed to provide their assessment of graduates' knowledge, as well as offer feedback on CBE's programs more generally.

Below are the direct and indirect measures used in assessment during 2009-2010, and assessment plan for 2010-2011.

Assessment Conducted in the Academic Year 2009-2010

Indirect Measures:

- MBA:** CBE Exit Survey, EBI in capstone courses (Fall 2009, Winter 2010, Spring 2010, Summer 2010*)
- BSBA:** CBE Exit Survey, EBI in capstone courses (Fall 2009, Winter 2010, Spring 2010, Summer 2010*)

Direct Measures:

Tests

- BA Econ:** Economics Assessment Test "EAT" in Econ 2301 and 2302 (Fall 2009)
Exit Exams given by Econ Dept (Each quarter)
- MA Econ:** Comp Exams given by Econ Dept (Each quarter)

Rubrics

- BA Econ:** **All rubrics used to assess program including:**
Oral, Written Communication in Econ 4896 (Spring 2010)
- MA Econ:** **All rubrics used to assess program including:**
Oral, Written Communication, Research in Econ 6896 (Spring 2010)
- MS Tax:** **All rubrics used to assess program including:**
Ethics, Research in Acct 6223 (Summer 2010*)
Partnership in Acct 6222 (Spring 2010)
Corporate Tax in Acct 6224 (Spring 2010)
- MBA Moscow:** *Global Perspective* in Mgmt 6120 (Summer 2010*)

Direct Measures: Rubric-Based Student Learning Outcomes

Prior to each assessment cycle, the Assessment Director develops a plan for classes in which the program-level student learning objectives will be assessed. Faculty are provided the rubrics, and are responsible for determining the way in which each rubric will be assessed. Students are given a score on each rubric of: complete proficiency, limited proficiency, no proficiency

An analysis of rubric assessment in 2009-10 showed strong student learning outcomes for the three programs in which the rubrics were assessed. See below.

Areas of strong and improving student learning

- BA Econ:** Assignment Followed, Sense of Audience, Written Technology Use, Oral Technology Use
- MA Econ:** Documentation, Organization, Group Presentation, Assignment Followed, Written Technology Use, Oral Technology Use
- MS Tax:** Analysis Correct, Issue Identification*, Technical Knowledge*

Areas where student learning needs more focus

- MA Econ:** Oral Skills, Written Skills
- MBA Moscow:** Analyze Emerging Challenges*, Develop Strategies*
- MS Tax:** Conclusions, Application of law

Indirect Measures of BSBA and MBA Student Learning Objectives: Results of Student Exit Surveys

In the 2009-10 academic year, CBE exit surveys were conducted with graduating BSBA students and MBA students.

The exit survey asks students if they feel their program did or did not prepare them in six knowledge, skills and values areas:

- General skills
- Quantitative skills
- Interpersonal skills
- Technological skills
- Business skills
- Functional areas

There are a total of 38 attributes across the 6 areas. Results of these surveys are presented in outcome assessment sections of the relevant programs.

Due to change in the leadership of outcome assessment activities, no data are available for Fall 2010.

CBE specialized programs are evaluated twice in five years. These programs are: MS Tax, BA Econ, and MA Econ. Toward the end of Spring quarter 2011, specialized programs will be assessed. Student exit surveys will be administered. In addition, BA Econ students take a multiple choice test, and MA Econ students take comps. These tests are handled by the Econ Department.