

**CALIFORNIA STATE UNIVERSITY, EAST BAY
COLLEGE OF BUSINESS AND ECONOMICS**

5-Year Program Review Report

For

**B.S. in Business Administration
B.A. in Economics
M.B.A.
M.S. in Business Administration
M.S. in Taxation
M.A. in Economics**

2009-2013

Self Study and 5-Year Plan approved by faculty on: December 10, 2007

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External Reviewer's Letter extending Maintenance of Accreditation: January 19, 2009

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1. Self-Study

1.1. Summary of Previous Review and 5-Year Plan

The CBE activities, described in this report, need to be placed in a larger context involving both external and internal factors that create new opportunities for change but also constrain how we maneuver to create conditions favorable to change. There have been some positive developments that make the CBE a highly desirable place to get a business degree. The College is now housed in a state-of-the-art facility that includes more classrooms, labs, study rooms and a presentation center. For the first time, U.S. News and World Report included CSUEB in its ranking of Best Universities-Masters in the Western Region. In addition, CBE was ranked for the third consecutive year by Princeton Review as one of the Best Business Schools in the United States, singling it out for its “excellent assortment of specializations to choose from.” An exit survey in 2006-2007, administered to CBE undergraduates and graduate students, indicated a high degree of satisfaction with faculty, curriculum and the learning environment. And importantly, CBE has made significant headway in appointing faculty who are more representative of the multi-culturally diverse students who attend the university.

Recruiting highly qualified faculty continues to be a challenge for CBE for two reasons. CSU salary scales are approximately 25% below the market at all levels and the high cost of housing and other amenities makes living in the Bay Area prohibitive for many of the faculty candidates. That said, 22 new tenure track faculty have joined the college since Fall 2006.

CBE relies heavily on state budget support with about 95% of the College expenditures dedicated to fixed costs. Moreover, CBE carries higher student-faculty ratios than other campus colleges and CBE is allocated fewer resources than several other business colleges within the CSU. Consequently, there is a compelling need and a College priority to raise additional funds by forging stronger ties to the business community. CBE has also had to close several overseas degree programs due to unreliable partners and limited faculty availability. Nevertheless, the CBE continues to maintain a viable educational program in Moscow, Russia. The contraction of international degree programs has enabled CBE to devote more time to examining ways to increase its general education course offerings on the Hayward campus and to conduct a review, revision and update of the MBA program.

A Summary of Faculty Qualifications, Intellectual Contributions and Professional Responsibilities is available in Appendix A. Intellectual contributions are reported for the five year period of 2003 – 2007. The data are collected annually and reported for a rolling five year period.

1.2. Curriculum and Student Learning

1.2.1 CBE's Assurance of Learning System

Figure 1.2.1 illustrates CBE's Assurance of Learning (AoL) System. The system is grounded in assessing student learning objectives (SLOs), which are derived from a program's mission and program objectives (POs). Indeed, CBE faculty—in departments or interest groups—spent several years developing a forward looking and dynamic mission, POs, and SLOs for each program that are tied to the College and University mission, goals, and values. The intensity of the discussions ensured that faculty achieved a consensus and produced a solid foundation for CBE's Assurance of Learning System, which includes POs and SLOs and their respective measurements for assessment, as well as course mapping to help make sure that each program meets its learning objectives.

Appendix B provides the AoL plan for each CBE degree program. Each plan contains the program's mission statement, POs (and plan for assessment), and SLOs (and plan for assessment). The plan also contains a mapping of courses to the program's SLOs, which illustrates how the curriculum maps to the SLOs. Finally, the plan contains copies of the rubrics used to assess knowledge outlined in SLOs. [Note: Multiple choice testing used to assess general management or economic knowledge is not included as part of the plan in order to keep the information confidential.] Appendix B also contains web links to the Course Learning Objectives (CLOs), which provide explicit linkages of how the courses map to the SLOs.

To guarantee that learning is measured such that areas needing improvement are readily apparent, CBE obtains multiple indicators of learning from multiple stakeholders. This process allows goals and objectives to be compared with outcomes (depicted by the scale in Figure 1.2.1) and presents a comprehensive picture of learning. By comparing the percent of students proficient in learning with desired levels of proficiency CBE determines if it is meeting the learning objectives. Appendix C provides a copy of the latest report that compares knowledge to proficiency in each SLO in the CBE undergraduate degree programs.

Further, by matching measured proficiency with levels of proficiency perceived by exiting students, alumni, and employers (Table 1.2.1) CBE identifies areas where improvements are needed. For example, results from rubric-guided assessment and employers' and alumni assessment of knowledge are less reliable than desired (see Appendix C), although this evidence stands in contrast to what students report in exit surveys (Table 1.2.1). These indirect assessment indicators by employers and alumni support the need to increase learning (suggested by the direct assessment of knowledge) and the need to increase students' awareness of the knowledge and skills they need once they graduate.

CBE's AoL system requires a high degree of participation from CBE faculty, program heads, and administrators. Indeed, in the early years of its assessment efforts, participation was widespread but fragmented and only loosely connected through the CBE Outcome Assessment Director. Both the new Dean (Swartz) and the visitation by AACSB, stressed a lack of coordination between the AoL components. As a result, 2007-2008 became a year of reflection and change in the CBE AoL program. The 2006-2007 AoL data uncovered a few implementation

concerns (e.g., timing assessments to allow for third graders) and a need to institutionalize structures that would *ensure* using AoL data to improve programs, courses, and the AoL processes. Fixing procedures was relatively simple (e.g., load assessments in Fall and Winter), more challenging was how to turn the seemingly disparate assessment components into a process that closes the loop and builds stronger programs.

The Outcome Assessment Team (OAT) was formed to jump start discussions of and sustain AoL closing the loop processes. OAT consists of one faculty from each department and the Outcome Assessment Project Analyst and is chaired by the CBE Outcome Assessment Director. OAT's responsibilities include, in part, advocating for AoL in the department, helping to ensure faculty upholding their responsibility for program and course review, and identifying and developing resolutions to barriers for faculty participation in AoL. OAT was instrumental in developing and implementing a review policy and procedures adopted by the CBE Curriculum Committee on May 23, 2008 (See Appendix D).

1.2.2. Assessing Learning Outcomes: A Cycle of Continuous Quality Improvement

An essential component of CBE's Assurance of Learning System is its feedback loop, shown by the feedback arrow in Figure 1.2.1. When assessment results indicate that programs are not achieving their desired outcomes, changes can occur in programs, courses, pedagogies, or instructors to move the program closer toward achieving its desired goals and objectives. In CBE, administrators and program heads are ultimately responsible for developing and implementing such changes, although the CBE Curriculum Committee is charged with reviewing each degree program and each Department's courses within a five-year cycle.

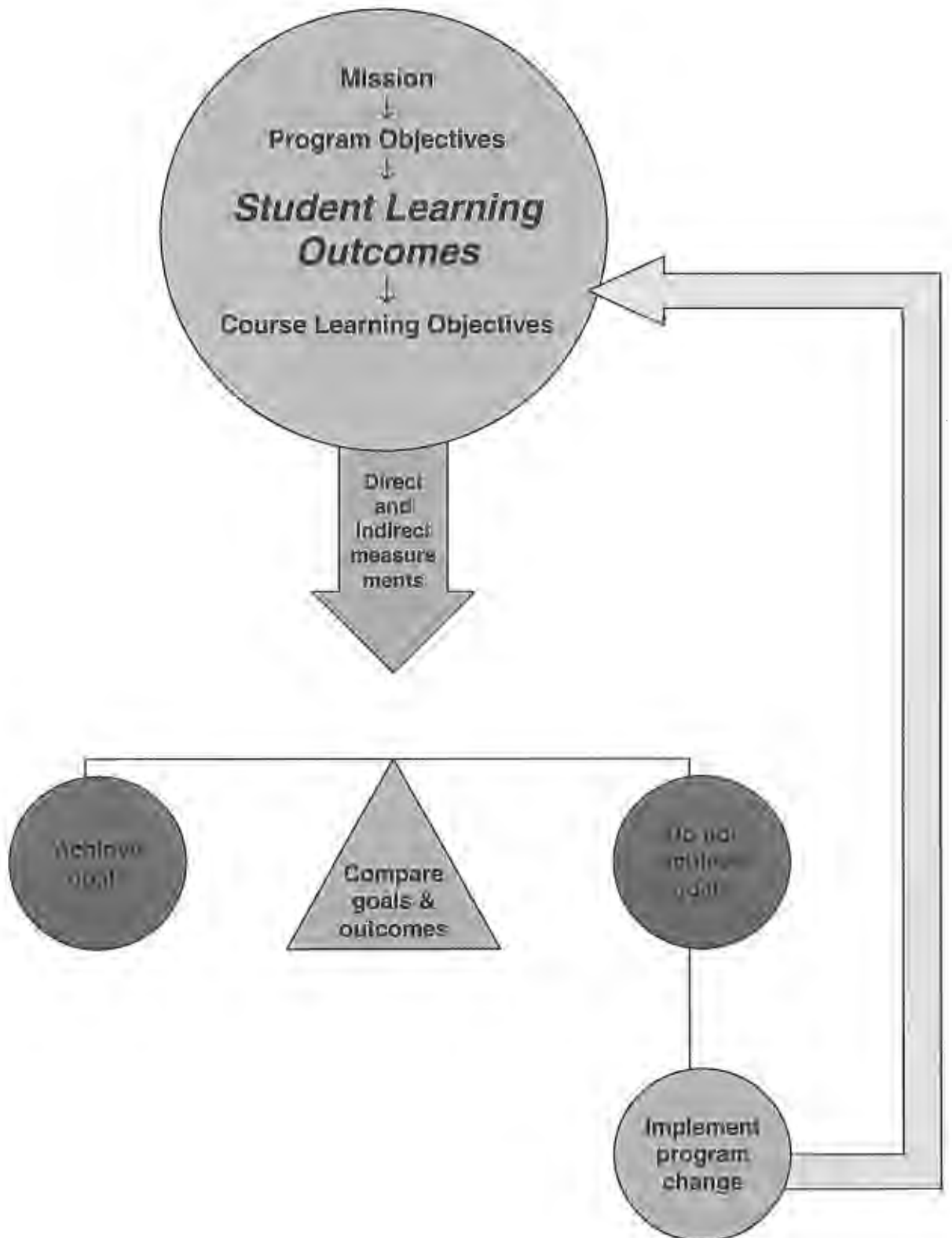
Figure 1.2.2 makes operational the AoL System by highlighting how each program's SLOs are embedded in a cycle of measurement, discussion, and changes for improvements in learning outcomes. As the diagram illustrates, assessing student learning in CBE is a continuous cycle of measurement of SLOs and data collection, shared knowledge of learning outcomes, and program and course review for quality improvements. In fact, because data are collected on a yearly basis, the cycles illustrated in Figures 1.2.1 and 1.2.2 are constantly in play.

Measurement and Data Collection: CBE has developed a multifaceted system of data collection to support its AoL System, with indicators of success grounded in three different efforts:

1. **Yearly Exit Surveys:** The CBE's exit surveys were designed to fit with information obtained from the EBI (Educational Benchmark Survey, which is AACSB sponsored to allow comparisons *across* universities). Because the exit surveys ask students to reflect on their program as they leave CBE, this information may provide insights into the views held by current students. The EBI survey, which asks about student satisfaction in domestic business programs throughout the country, provides a way to measure the *relative* satisfaction of CBE business students compared with their counterparts in other programs.

Figure 1.2.1

CBE Assurance of Learning System

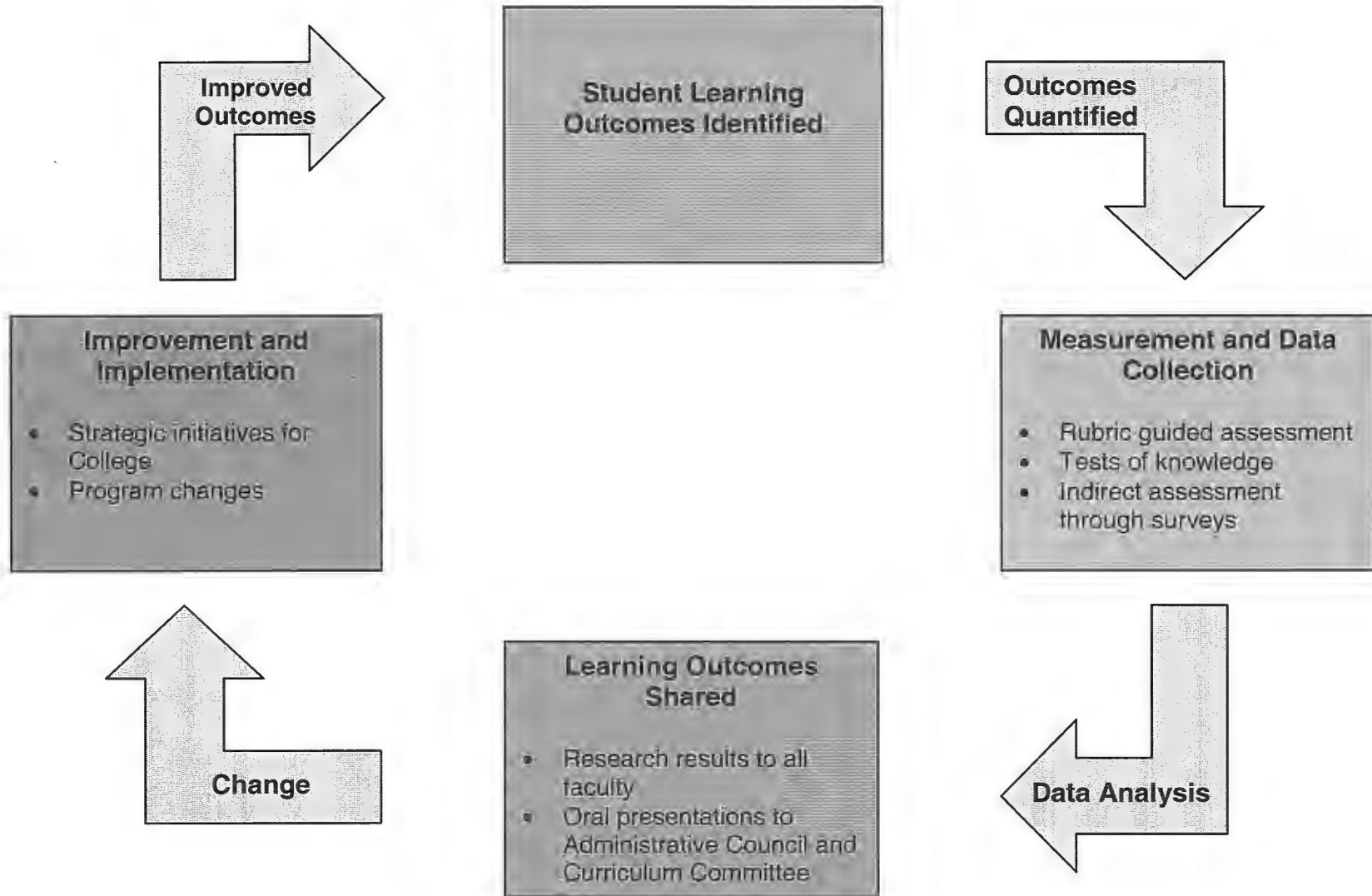


2. **Yearly Student Learning Assessment:** After baseline data of student proficiency in each SLO were collected, CBE adopted a strategy of applying rubrics and tests for each SLO every-other-year. The every-other-year cycle was established to better focus CBE discussion of program improvements. One-year discussion focuses on bachelor's programs and the next year focuses on master's level programs.
3. **Five-Year Stakeholder Surveys:** Faculty and students are not always the best at gauging the knowledge and skills needed in the workplace. Consequently, the CBE conducts surveys of alumni of domestic programs and employers of its graduates every five years (those years ending with a 4 and a 9). Table 1.2.1 illustrates how these surveys are interconnected. The every-five-years survey is used to assess how well each program meets its overall objectives. The inputs and outputs of programs are monitored at regular intervals so that program administrators and department heads can identify necessary program changes. A program's goals assessment is used to consolidate information from all data collection efforts conducted over the five-year period.

Learning Outcomes Shared: The CBE has developed a process for disseminating information to its administrators, program heads, faculty and other stakeholders on a continuous basis:

- All assessment plans, rubrics, and course learning objectives (CLOs) are posted on CBE's website (http://www.cbe.csueastbay.edu/assessment_plans.htm) for easy access by all faculty and are reformatted periodically for improvement.
- Findings from data collection and analysis are presented annually to the Administrative Council and the CBE Curriculum Committee.
- Annual research briefs based on direct and indirect assessment of learning data are distributed to all CBE administrators, faculty, and lecturers. Copies of the data tables used to generate the briefs are available upon the faculty's request.
- All CBE administrators and program heads annually receive copies of the detailed data tables with their briefs and a confidential appendix that reveals faculty names in comments made by students in the exit survey.
- All faculty receive executive summaries from the five-year assessment of POs. Program heads receive full reports on their programs and department heads and administrators receive reports from all surveys.
- Copies of briefs, reports, and technical appendices are posted on the HIRE Center's website (www.hire.csueastbay.edu/Hire/discpap) for perusal by interested stakeholders.

Figure 1.2.2
Assessing Learning Outcomes



Program and Course Review for Quality Improvements: During 2007-2008, the first year of the program and course review cycle, AoL data were used to review the MBA program and all Economics courses, in accordance with the review timeline (see Appendix D). As a result of these reviews, the MBA was completely restructured and the Economics Department changed a few course learning objectives, course descriptions, and syllabi to bring them into alignment with each other and with program and student learning objectives.

Revamping the MBA

The CBE Curriculum Committee spent Fall quarter 2007 reviewing and attempting to reconcile AoL data on the MBA program with its mission and program and learning objectives, within the context of data from the 2007 National Corporate Survey (1000 major hiring firms), the 2007 Global MBA Graduate Survey Report (158 B-schools), and 38 other part time/professional MBA competing, peer or aspirant MBA programs. The conclusion of the review was unanimous: the MBA must be revised using a “blank slate” approach. These ideas for restructuring were circulated among a wide variety of constituencies, including 234 current MBAs, the CBE Advisory Board, and 2 separate all-faculty meetings. The result was a completely revamped MBA. While the old MBA emphasized the student’s area of specialization, the revised MBA emphasizes a common body of management knowledge and a greatly reduced number of options. Indeed, the Accounting and Finance Department decided that the new emphasis was inconsistent with their need to provide accounting skills and is replacing their MBA Option in Accounting with a MS in Accounting. Major changes include:

- Established common core body of knowledge
 - Tiered coursework (strictly enforced)
 - Reduced Math proficiency from Calc to Algebra
 - Identified 3 fundamental courses, which can be waived through testing
 - Defined 10 courses that form a core body of knowledge building upon the 3 fundamental courses
 - Reduced coursework from 20 to 16
- Restructured options
 - Options are now 3 courses
 - Reduced the number of options from 14 to 7
 - Removed the requirement of an option
- Restructured Accounting
 - No option in the MBA
 - MS in Accounting being developed

A Review of Economics Courses

Because Economic courses were implicitly reviewed about 2 years ago as part of the University’s program review process, the College used that department to begin implementing their 5-year course review. It was hoped that the recent review would allow us to focus on implementation issues since, presumably, the courses were in solid shape. The process the Curriculum Committee adopted for course review proved to be solid. Indeed, it uncovered a few inconsistencies in course descriptions, course learning objectives, syllabi, and mapping of courses to student learning objectives. In response, the Department revised some course descriptions, some course learning objectives, some syllabi, and remapped courses to student learning objectives. In a few cases the Department reviewed what appeared to be inconsistencies and decided changes were not needed.

Table 1.2.1: Knowledge, Skills and Values of BSBA Students

<i>General Skills</i>	<i>Exit Survey</i>	<i>Alumni</i>	<i>Employers</i>
Oral communication	80.6	74.7	45.5
Written communication	81.0	79.0	40.0
Presentation skills	78.0	77.7	40.0
Attention to details	65.7	65.0	66.7
Time management	62.1	54.5	44.4
Flexibility	59.9	47.4	55.6
Work ethic	71.5	58.4	40.0
Social responsibility	67.5	50.6	50.0
Ability to listen	72.9	62.6	50.0
<i>Quantitative Skills</i>			
Analytic skills	69.7	74.0	70.0
Apply statistical analysis	58.2	59.7	25.0
Collect data	63.0	64.9	25.0
Effectively present data	--	67.2	14.3
Critical thinking/problem solving skill	72.1	71.3	55.6
<i>Interpersonal Skills</i>			
Ability to work in groups	85.5	79.1	50.0
Respect for others' opinions	81.2	69.7	40.0
Respect for cultural diversity	83.6	75.2	50.0
Ethics/integrity	78.3	76.0	50.0
Conflict resolution	60.2	51.3	11.1
<i>Technological Skills</i>			
Search the internet	76.5	61.3	50.0
Analysis of database	63.3	48.9	37.5
Computer proficiency	70.5	66.2	60.0
<i>Business Skills</i>			
Specialization expertise	52.4	46.7	11.1
Managerial skills	67.5	50.4	20.0
Leadership skills	63.6	53.5	30.0
Understand business politics	53.7	35.6	11.1
Global orientation	59.2	36.2	0.0
<i>Functional Areas</i>			
Accounting	61.4	67.5	63.6
Human resource management	47.5	43.4	14.3
Marketing management	65.2	53.3	12.5
Financial management	55.4	55.9	25.0
Economics	57.2	56.4	12.5
Strategic management	77.2	57.3	0.0
Production & operations management	55.3	48.2	0.0
E-Business management	33.3	19.3	14.3
Entrepreneurship	31.0	24.6	0.0
International business	56.0	30.6	0.0
Computer information system	50.6	41.6	25.0
N	179	250	13

Table Notes: Data are from the 2004-2005 Exit Survey, 2005 Survey of Alumni, and the 2005 Survey of Employers, reports of which are available at <http://www.hire.csueastbay.edu/Hire/discpap/index.asp>. Numbers reflect percentage of respondents who said the program prepared them (or their workers) well or somewhat well. A – indicates that the skill was not asked.

1.3. Students, Advising, and Retention

The University’s enrollment remained unchanged for a number of years. The new University administration, however, has made enrollment growth a top priority. Fall 2007 saw the largest student headcount in the last 5 years, including over 1000 first time freshmen, the largest in the University’s history. This pattern continued in Fall 2008 and is projected to continue on into the future. Nevertheless, currently the vast majority of undergraduate students entering CBE are transfer students. Therefore, in Fall 2007 the college increased its outreach to community college students, in addition to taking a more active role in outreach events on campus. Fall 2009 will be the first opportunity for the CBE to experience significant impact from the wave of frosh that first swept onto campus in Fall 2007.

The CBE Student Service Center provides undergraduate students with a one-stop shop. Students can get information about all CBE undergraduate programs, as well as see an Academic Advisor. The structure of our degrees and options lend themselves to this support arrangement. There is a Graduate Programs Office which provides similar student support for current and prospective graduate students. The student service activities provided by the Graduate Programs Office are shown in Table 1.3.1.

Appendix E provides the statistics requested for the CAPR five year review, as best as they could be compiled.

Table 1.3.1

Graduate Programs Office Student Service Activities

Student Type	Service Needs	Service Provider
Prospective	Outreach	APGS, CBE
	Inquires	Staff
	Information	Staff
	Advising	Director
Open-U	Inquiries	Staff
	Pre-req Check	Director
	Advising/Approval	Director
	Permission Code	Staff
Unclassified	Inquiries	Staff
	Permission Code	Staff
	Communication	Staff
	Records	Staff
	Advising	Director
Pre-MBA	Orientation	Director
	Inquiries	Staff
	Advising	Director
4th Year Bridge	Inquiries	Staff
	Communication	Staff
	Records	Staff
	Advising	Director

Denied Students	Inquiries/Advising/Appeals	Staff/Director
Academic Probation/ Discontinued	Inquiries/Advising	Staff/Director
Admitted Stud.	Introductory Communication	Staff/Director
	Major Check/Review	Staff/Director
	Create Stu.folder	Staff
	Update the Stu. Folder	Staff
	Communicate	Staff
	Inquiries	Staff
	Graduation Check/Review	Staff/Director
	Process Registration	
	Permission Codes	Staff
	Maintain class rosters	Staff
	Process co-op courses	Staff
	Process special reg.	Staff
	Adds after add/drop	Staff
	Process withdraw forms	Staff
	Testing Fundamentals	Staff/Director
	Advising	
	Course Transfer	Director---Chair
	Courses	Director---Chair
	Programs	Director---Prog.Advisor
	Options	Director---Option Advisor
	Career	Director---Option Advisor
MBAA	Communication Support	Director---Staff
	Activity Support	Director

Other Activities		
Promotional Information		
	Preparation	
	Coordination	
	Communication	
	Production	
Inreach/Outreach Participation		
	Pathway to Graduate Studies	
	Support to APGS	
	Others	
Coordination, Support, and Communication		
	Internal Offices	APGS, P&E, IP, DCIE, A&R
	External Entities	etc.
Graduate Course Schedule Coordination/Communication		
Create/Revise program sheets and forms		

1.4. Faculty

Faculty recruitment is an important element in ensuring quality instruction and evolving programs. Qualified faculty candidates must be committed to the CBE mission, values, and vision, (Appendix F) and must be able to work with an ethnically, culturally, and linguistically diverse population. CSUEB is committed to providing educational opportunities to all citizens in the region, including first generation college students by providing a place consistent with its slogan, “CSUEB—where all your possibilities come into view.”

As previously stated in this report, recruiting highly qualified faculty continues to be a challenge for CBE for two reasons. In Business, CSU salary scales are approximately 25% below the market at all levels and the high cost of housing and other amenities makes living in the Bay Area prohibitive for many of the faculty candidates. That said, 22 new tenure track faculty joined the college in the last three year. It should be noted that these hires represent replacement of separated faculty and not an expansion of the college faculty per se.

Most recently, CBE expanded its tenure-track faculty by hiring 11 (of the 22) new faculty for Fall 2008. Included in this group is Dr. Jed DeVaro, holder of the first CBE endowed professorship, the Wang Family Professorship. Since Fall 2007, the CBE had only three faculty retire (Dr. Frank Lowenthal, Accounting; Dr. David St. Clair, Economics; and Dr. Eric Soares, Marketing). Unexpectedly, two CBE faculty resigned just before the start of Fall quarter 2008 (Dr. Will Hagen, Accounting and Dr. Berna Polat, Management), and a third resigned at the end of Fall quarter (Dr. Thomas Foscht, Marketing). The CBE already had plans to recruit prior to these resignations and adjusted its recruiting plans accordingly. Unfortunately, the current economic crisis and budget challenges forced the college and university to delay the hiring of a number of new tenure track faculty. The new faculty who joined the College Fall 2008 and their respective disciplines/areas are:

Accounting and Tax

- Dr. Chong Chan – Ph.D. from University of South Florida
- Dr. Xiaoli (Charlie) Yuan – Ph.D. from Florida International University

Finance

- Dr. Eric Fricke – Ph.D. from Pennsylvania State University
- Dr. Sinan Goktan – Ph.D. from University of Texas, Dallas

Economics

- Dr. Adrian Stoian – Ph.D. from University of Arizona
- Dr. Jed DeVaro – Ph.D. from Stanford University, joint appointment with Management Department; Wang Family Professorship

Management

- Dr. Jed DeVaro – Ph.D. from Stanford University, joint appointment with Economics Department; Wang Family Professorship
- Dr. Ekin Alakent – Ph.D. from University of Texas, Dallas
- Dr. Chongqi Wu – Ph.D. from University of Illinois, Urbana-Champaign

- Dr. Kwanghyun (Harry) Kim – Ph.D. from Texas A&M University
- Dr. Jiming Wu – Ph.D. from University of Kentucky

Marketing

- Dr. Yi He – Ph.D. from University of Hawaii

1.5. Resources

1.5.1 Library Resources

Over the years the library has provided support for CBE and its programs through subscriptions to various publications and databases, as well as acquisition of relevant volumes. Given the current financial crisis, continuing support for these resources is in jeopardy. For example, in the last few years, the library has been able to subscribe to three different tax databases (CCH, BNA, and RIA), but due to a lack of funding in 2009-2010 it appears that only one database will be available (RIA). Most recently, the university (library) stopped its subscription to "business and company resource center." Because of various collaborative purchasing programs, it appears the library will be able to keep Mergent, ABI Inform/Factiva, and Business Source Premiere. Prioritizing for 2009-2010, the library will most likely keep Mediamark, but may need to stop its subscriptions to Hoover's and the Warren/Gorham/Lander texts online. Still under consideration is Econolit. All of these changes have negative implications and impact on our students and faculty.

1.5.2 Technology and the Curriculum

Computers have become a standard tool for teaching, learning and supporting the interaction among students and faculty. CBE recognizes the need to invest in instructional and information technology and is committed to the goal of advancing technology and infusing technology into the overall CBE curriculum.

The College is continually updating its student, faculty and staff computer capabilities. Several years ago, CBE initiated a lifecycle computer replacement program by allocating funds specifically to regularly upgrade faculty and staff computers. In the past, the fund has permitted the college to upgrade or replace network infrastructure and computing equipment in labs and electronic classrooms on average every three years. Over the past three years, significant enhancements have been made to the College's technological infrastructure. Currently, IT support and refresh has been removed from the College and is handled at the university level.

1.5.2.1 Oracle ERP Software

The CBE uses Oracle ERP software when appropriate in its classes. The main goal of offering Oracle ERP in courses is to bring modern enterprise technology and software applications into the classroom. These courses blend academic coursework with practical applications of most up-to-date enterprise management systems. The set of courses that utilize Oracle ERP system is a unique feature of the College that few other business colleges employ, and, thus, give us a competitive edge in attracting more students to CBE.

Oracle ERP and specifically its Financial/Accounting, Supply Chain Management, and Customer Relationship Management applications are extremely popular in business. Many job positions require the knowledge of and familiarity with Oracle ERP. Because of the Oracle ERP recognition in business, students are always very interested in taking such courses. The classes we teach with Oracle are popular, well-attended and well-received by the students.

Faculty have developed a number of courses taught with Oracle system, including MGMT 6130 Enterprise Planning and Control, MGMT 6125 Purchasing and Materials Management, MGMT 6115 E-commerce Enterprise Management, ACCT 6704 (now 6570) Financial Reporting Systems, and MGMT 7700 eBusiness Supply Chain Management course (through the CSUEB Continuing Education). In the 2007-2008 Academic Year, these courses were offered 8 times. In addition, faculty taught MGMT 6130 and MGMT 6115 a number of times in our international programs. Besides the existing courses, faculty plan to use Oracle ERP in the newly developed MGMT 6220 Operations and Supply Chain Management course.

Being a very complex system, Oracle ERP requires constant monitoring, maintenance, updates and upgrades. The CBE uses the help of outside consultant, Mr. Max Soloviev, who provides technical expertise in maintaining and upgrading the system. Without Max's help and cooperation, we would not be able to use Oracle in our courses. Unfortunately, at the present time, current IT staff do not have sufficient technical expertise to maintain and upgrade the Oracle system.

1.5.2.2 Wharton Research Data Services

Wharton Research Data Services, or WRDS, is a comprehensive web-based data management system that allows faculty and students to retrieve information from financial, economic, and marketing data sources. Developed in 1993 to support faculty research at The Wharton School, University of Pennsylvania, the service has since evolved to include over 220 academic institutions.

CSUEB through CBE subscribes to several sources of data accessed through WRDS including Compustat, CRSP, and I/B/E/S. WRDS is best known for its holdings of historical financial data from CRSP and COMPUSTAT. These data cover over 30,000 companies and includes security prices and trading volume, income and balance sheet items. I/B/E/S provides access to analyst projections for earnings and sales.

CBE faculty use WRDS for their research, as well as for classroom assignments, lecturer examples, and student projects.

1.6. Units Requirement

The CBE offers two undergraduate degree programs: the B.S. in Business Administration and the B.A. in Economics. Each degree program has a number of options available. According to the 2008-2010 CSUEB catalog, “the B.S. degree requires a total of 180-183 units” (p.158), and “the B.A. degree requires a total of 180 units” (p. 205). It should be noted the Accounting option in the Business degree program requires 28 units, and the E-Commerce Marketing Management option requires 24 units, unlike the other options which require 16 units. In addition to preparing students for a career in Accounting, the Accounting option also helps prepare students for all professional examinations. As a result, more coursework is required to complete this option. The E-Commerce Marketing Management option was developed to augment the requirements of the Marketing Management option and to prepare students for careers in e-commerce marketing and/or marketing through technology. Going forward, it is believed that the need for e-commerce marketing perspectives and skills is common to all marketing practices, not just e-commerce. Therefore, the Department is currently reviewing the option in line with the demands and requirements of industry.

2. Five-Year Plan

As a mission-driven organization, CBE identifies strategic initiatives to be pursued on an annual or biennial basis. Progress on past initiatives is reviewed annually and on-going initiatives are either completed or realigned as necessary. The annual Fall faculty retreat is often a time when work on strategic initiatives are brought before the faculty. CBE continues to bring strategic initiatives before the faculty at the Fall retreat to ensure proper alignment with the launching of the new academic year. The review and update of strategic initiatives, however, shifted to late spring to facilitate the use of summer for working groups when needed. Work products can then be shared with the entire faculty at the Fall retreat.

After the adoption of a revised mission, at the Fall 2007 Faculty Retreat the faculty identified 25 strategic initiatives in the following five areas: Scholarship, Educational Programs, Internal Operations, and People and External Operations. Faculty then narrowed the list, identifying nine initiatives of greater importance. By category, they include:

- Scholarship
 - Explore possible ways of converting PQ and “Other” faculty to AQ category
 - Explore the possibility of increasing faculty research support
 - Explore new sources of research funding
- Educational Programs
 - Reinvent the MBA program – for example, identify niches, create brand identity, etc.
 - Strategically examine International Programs
 - Build real world experiences for students and faculty; for example, guest speakers, internships, projects, and student clubs
- Internal Operations
 - Address facilities and teaching support
 - Address networking system
- People
 - Retain and maintain equity for senior and junior faculty
- External Relations
 - Reactivate Advisory Board of Bay Area leaders

CBE’s governing document identifies three standing faculty committees in the College (Faculty Affairs, Promotion and Tenure, and Curriculum). Each of these strategic initiatives was referred to an appropriate CBE committee for action. When there was no appropriate standing committee, another entity or individual was identified to take the lead on moving the initiative forward.

The CBE continues to be guided by its strategic planning process. At the Spring Planning Retreat updates were provided to faculty and staff on the 2007-08 strategic initiatives. Faculty support expanded, the MBA program underwent significant revision, and modest gains were made in a few other areas. In addition, potential new initiatives were identified and ranked at the retreat. Input on these ideas was received from the CBE Dean’s Advisory Board at its August meeting. Further alignment occurred, consistent with university goals and initiatives. Several new strategic initiatives will be undertaken in 2008-09, that build on those initiated in 2007-08,

that include among others exploration of educational opportunities related to executive education, continuing education and certificate programs. All initiatives undertaken are consistent with the CBE mission and its unwavering commitment to AACSB accreditation. Areas of focus for 2008-09 and beyond include:

Scholarship

- AQ conversion
- Faculty support

Educational Programs

- Explore opportunities related to:
 - international programs
 - executive education
 - continuing education / certificate programs
 - online courses / programs
- Build an understanding of diversity and ethics into the curriculum of all programs
- Expand enrollments

People

- Develop CBE diversity plan in line with university diversity plan

External Relations

- Alumni relations
- Business partnerships

Table 2.1 Strategic Initiatives, Drivers, Timetable and Funding Sources provides a summary of the strategic initiatives included in the CBE's Five Year Plan (2007 – 2012). It should be noted that this table is a dynamic one, being adjusted and revised on an annual basis.

As programs grow, faculty retire, or other attrition occurs, we will need to hire new tenure-track faculty. AACSB accreditation has specific standards for faculty sufficiency and currency, which the CBE monitors. To maintain accreditation, CBE must be in compliance with these standards. As such, it is anticipated that additional tenure-track faculty will be needed over the next five years but the exact number is difficult to predict.

Table 2.1: Strategic Initiatives, Drivers, Timetable and Funding Source

Area	Initiative	Driver	Timetable	Funding Source	Update
Scholarship					
	Convert faculty to AQ status	Faculty Affairs Committee (FAC)	On-going	existing CBE funds; new sources needed	In Progress
	Increase and sustain faculty research support	FAC and Dean's Office	Fall 2007 and then on-going	existing CBE funds and trust accounts, then new sources needed	New grant programs totaling \$82k, plus matching funds
	Identify new research support	Dean's Office	On-going	proposed graduate fee, donors, sponsors, possible new educational offerings	In Progress
Educational Programs					
	Review and revise MBA;	Curriculum Committee	2007-08	existing CBE funds	Completed – transition Fall 08
	Develop M.S. in Accounting	Accounting Task Force	Summer 2008	existing CBE funds	Program in approval process
	Examine international program opportunities	Dean and Dir of Int'l Programs	On-going	existing CBE funds	Possible CSUN program; others in initial exploration stage
	Examine executive education opportunities	Curriculum Committee and Dir of Graduate Programs	2009-10	existing CBE funds	
	Examine and expand on-line programs	Curriculum Committee and Dept Chairs	2008-09	existing CBE funds	Slow in developing
	Examine continuing ed and certificate programs	Dean and Dept Chairs	2009-10	existing CBE funds	
	Build an understanding of diversity into curriculum	Curriculum Committee	On-going during departmental reviews	existing CBE funds	

Area	Initiative	Driver	Timetable	Funding Source	Update
	Build an understanding of ethics into curriculum	Curriculum Committee	On-going during departmental reviews	existing CBE funds	
	Build real world experiences into curriculum	Dean's Office	2008-09 and beyond	existing CBE funds	MBA implementation
	Examine programs for on-going viability	Curriculum Committee	On-going during reviews	existing CBE funds	
Internal Operations					
	Address facilities and teaching support	Dean's Office	Fall 2007	existing CBE funds; explore other sources	Room
	Address networking	Dean's Office	2007-08	existing CBE funds	Increased social activities
People (Faculty and Staff)					
	Retain / maintain equity	Dean's Office	On-going	system-wide funds per CBA	Some success with faculty
	Enhance understanding of and appreciate for diversity				
External Relations					
	Expand use of Dean's Advisory Board	Dean's Office	On-going	existing CBE funds	
	Alumni Relations	Dean's Office	2008-09 and beyond	existing CBE funds	
	Business Partnerships	Dean's Office	2008-09 and beyond	existing CBE funds	

3. Outside Reviewer(s)' Report

TEAM VISIT REPORT – MAINTENANCE OF ACCREDITATION REVIEW

California State University East Bay
College of Business and Economics

I. Team Recommendation

The team recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to factual information noted in this report. A copy should also be sent to the appropriate committee chair in care of the AACSB International office.

A. Team Recommendation

Sixth Year Review: The recommendation of the Peer Review Team is that the maintenance of accreditation review of the undergraduate and master's degree programs in business offered by California State University East Bay be continued for an additional year. The educational quality issues relating to the accreditation standards and expectations for resolution are listed below. Concurrence by the accreditation committee is required prior to official notification. Sixth year review does not require ratification by the Board of Directors because sixth year review does not change the accredited status of the member. Applicants participating in these on-going reviews are not announced or communicated by AACSB International to its members or the public.

B. Subsequent Review of Team Recommendation

The Maintenance of Accreditation committee will review this report, and any response from the applicant, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet March 24, 2008.

II. Identification of Areas That Must Be Addressed During Sixth Year Review

Standard 10 (Faculty Qualifications): Must address shortfall in AQ and (AQ+PQ) faculty overall, in disciplines, in locations, and in degree programs. The transitional relief criteria incorporated into your internal policy documents, while perhaps useful

internally, cannot be used for AACSB purposes. The minimum AQ expectation stated in the standards (50%) is for predominantly undergraduate programs. Because CSU East Bay has a large MBA program, we would expect to see a higher AQ percentage.

Standard 1 (Mission Statement): Because strategic management has a very short history at CSU East Bay, you need to establish some continuity and evidence that strategic planning is actually guiding decision making and resource allocation. Also, to date the only significant participants have been faculty. Moving forward, other stakeholders (advisory board, alumni, employers, students, central administration) should be engaged in a meaningful way.

Standards 15 (Management of Curricula) and 18 (MBA program): While much effort has been undertaken to develop an assurance of learning (AOL) program, much remains to be done. There is much AOL work to be done for the MBA program. Specifying learning goals and establishing rubrics and collecting data are necessary but not sufficient for an effective AOL program. Data must also be analyzed and used to improve programs. Evidence of closing the loop through program revisions is needed, as well as continuing efforts to enhance the AOL process itself.

Leadership stability: Recent dean turnover, department chair turnover and central administration changes have created a fluid and uncertain environment. While preliminary signs are quite positive regarding the effect of these changes, it is important to see evidence of focused, continuing efforts by a stable leadership team to enhance faculty quality, strategic management and a robust assurance of learning program.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

Beginning in 2005, under the direction of then-Dean John Kohl, the College began to focus its efforts on areas of deficiency from an AACSB accreditation standpoint. Prior to this time, a number of overseas MBA programs had been developed which benefited only a few faculty and negatively impacted the quality of the on-campus degree programs. All overseas MBA programs were eliminated except for the very successful Moscow program, which will celebrate its 15th anniversary this spring.

Additionally, little attention had been given to maintaining an intellectually engaged faculty. Thirteen new AQ faculty were hired during 2005-6 and 2006-7. In addition, searches are underway for 11 additional AQ faculty during this academic year. Perhaps just as important, AQ and PQ standards were established and incorporated into internal personnel evaluation documents (annual evaluation, P&T, and post-tenure review). Opportunities for various types of rewards (grants, summer support, etc.) are tied to AQ status.

Finally, the president has been in office for less than two years, and the provost for only about one year. The dean began as interim dean last summer and was appointed as dean

in December, and only one of the four department chairs has significant administrative experience. Both the central administration and the dean view strategic planning as essential to the success of the campus and the business school, and their actions to date are consistent with that view.

The above changes have been very beneficial in creating an environment that focuses on high quality of on-campus degree programs and an intellectually-engaged faculty. Because these changes are very recent, the passage of time will determine whether operationally they produce the desired benefits.

A. Educational Improvement

The BSBA and BA in Economics programs were both revised substantially a couple of years ago. The major objectives were to create fewer required courses and allow more flexibility. There are currently about 15 possible options (concentrations, majors) in the undergraduate degree program, with the number of hours in each ranging from 16 to 28. This is both a strength and a weakness. Certainly, there is something for everyone, and the flexibility can be marketed as something distinctive. The downside is that it could be viewed as a program with no focus. Also, delivering these options requires that faculty teach an abnormally high number of different courses and thus have an inordinately high number of preparations.

The CIS program was recently changed to an Information Technology Management program, to focus more on the management of technology. Also, as stated previously, all but one overseas MBA program were eliminated.

Faculty are currently undertaking a thorough review of the MBA program, with the objective of making it more competitive and distinctive. Like the undergraduate program, there are about 15 options available in this program. Thus, the same issues exist here as with the undergraduate program. It is expected that a new program will exist for Fall 2009.

B. Strategic Management

There is little evidence of strategic planning prior to 2005. Beginning with the new president's arrival, strategic management has moved to the forefront. Dean Swartz is certainly a proponent of this approach, as evidenced by the faculty retreat held last fall which resulted in a number of action priorities for the college. Also, faculty development is a high priority, and there are numerous incentives for faculty to obtain/maintain their AQ status. The dean is also incorporating the college Advisory Board into the strategic management process.

C. Fulfillment of Mission

The current mission statement of the CBE was adopted in September 2007. Along with the values and vision statements, it is appropriate for higher education in business and

consistent with the mission of the institution. The first two vision statements stress (1) **outstanding** academic programs and (2) **outstanding** faculty scholarship. These are laudable objectives, but significant strategic decision-making and resource allocations will be required to achieve them.

IV. Commendations of Strengths, Innovations, and Unique Features

The College has an excellent new facility, the first new campus building in over 30 years. Diversity among both students and faculty is outstanding. Recent undergraduate program revisions are commendable, as is the current review of the MBA program. Satisfaction surveys of graduating students are quite positive. Significant faculty hiring in the last couple of years, and plans for the current year, are bringing new ideas and enthusiasm to the College.

V. Opportunities for Continuous Improvement Relevant to the Accreditation Standards

The relatively recent adoption of a strategic management approach provides an opportunity to enhance both the overall campus academic environment and that of the College of Business and Economics.

The PQ criteria seem to suggest that PQ is a second-class status: (1) all tenured and tenure-track faculty (except the dean and associate dean) are expected to be AQ (not AQ or PQ); and (2) PQ status can be maintained by meeting AQ criteria, but AQ status cannot be maintained by meeting PQ criteria. In reality, both AQ and PQ are deemed distinct, highly desirable and equally important components of a high quality business school faculty.

The efficient and effective use of limited faculty resources suggests that the number of options in the undergraduate and MBA program should be reviewed. It will be very difficult to significantly enhance faculty research productivity while at the same time requiring relatively high teaching loads and relatively high number of preparations.

VI. Summary of Visit

- a. California State University, East Bay (CSUEB)—formerly CSU Hayward—is one of the 23 campuses in the CSU System, the largest university system in the United States. Founded in 1957, CSUEB is celebrating its 50th anniversary. CSUEB offers classes at three locations in the East Bay: on the Hayward Hills and Concord campuses, and at the Oakland Professional Development Center. It also provides an MBA degree program in Moscow, Russia. The CSU Board of Trustees appointed Dr. Mohammad “Mo” Qayoumi President effective July 2006. Dr. Qayoumi and his senior executive team have initiated a strategic planning process that is inclusive, transparent, evidence-based, goal-oriented and mission-driven. The University is best known for its “business college,” which comprises about 20% of the University’s full time equivalent students

(FTES). In 2006, the University conferred a total of 3,549 degrees, of which about one third (666 bachelor and 524 master's degrees) were from CBE programs.

The College of Business and Economics (CBE), one of four colleges offering academic programs, is comprised of four departments: Accounting and Finance, Economics, Management, and Marketing and Entrepreneurship. In Fall 2006, CBE had 56 full-time tenured/tenure track faculty members, with a total full time equivalent faculty (FTEF) of 75.2. The College moved into a \$28 million, four-story building in December 2006—the first new academic building on campus in the last 30 years. CBE's administrative team includes a dean, an associate dean, four department chairs, and three graduate program directors, one each for Business, Economics and Tax.

There are several factors that shape CBE's mission and operations. Most noteworthy are the diverse, multi-cultural nature of the campuses, the degree offerings and target markets, faculty recruiting, and enrollment growth. CSUEB is a culturally diverse institution, where no one group constitutes the majority. The University strives to maintain "an inclusive campus climate that values all students, faculty and staff, and fosters multicultural learning."

The CBE offers undergraduate degrees in Business Administration and Economics, and graduate degrees in Business Administration (both MBA and MS BA), as well as an MS in Tax and an MA in Economics. Designed to cater to working professionals, graduate courses are offered evenings and on weekends. Undergraduate courses are offered both during the daytime and evening to meet the differing needs of undergraduate students.

- b. List of degree programs included in the review and the number of program graduates in the most recent year (2006-7):

Name of Degree Program	Options (16-28 units)	Graduates
BS in Business Administration	Accounting, Advertising, Business Economics, Computer Information Systems, Corporate Management, E-Commerce Marketing Management, Entrepreneurship, Finance, Human Resource Management, Marketing Management, Operations and Enterprise Resource Management, Organizational Communication/Public Relations, Real Estate Management, Sales, Supply Chain Management, Telecommunication Management	754
BA in Economics		20
MBA	Accounting, Business Economics, Computer Information Systems, E-	443

	Business, Entrepreneurship, Finance, Human Resources Management, International Business, Management, Marketing Management, Operations and Materials Management, Strategic Management, Supply Chain Management, Taxation	
MBA Moscow		54
MS in Business Administration	Quantitative Business Methods	3
MS in Taxation		12
MA in Economics		8
MS in Telecommunications		3

c. List of Comparison Groups:

i. Comparable Peers

Arizona State University – Phoenix
California State University, Los Angeles
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
University of Houston-Downtown
University of North Florida

ii. Competitive Group

None [decided against reporting so can share data with CSU deans]

iii. Aspirant Group

California Polytechnic State University, San Luis Obispo
Kennesaw State University
San Diego State University
San Jose State University
University of Colorado at Colorado Springs

d. Review Team Members

Donald L. Bates, Dean, University of Houston-Downtown
Richard E. Flaherty, former Dean, University of Nevada, Las Vegas (Chair)
Timothy S. Mescon, Dean, Kennesaw State University

e. Visit Schedule

Sunday February 10, 2008

6:15 p.m. Dinner with Dean, Associate Dean, Dept. Chairs

Monday February 11, 2008

6:45 a.m. CSU East Bay Campus Shuttle Pick Up From Hotel

7:30 a.m. Continental Breakfast with Program Directors
Director of MBA Program – Doris Duncan
Director of MS Tax Program – Gary McBride
Director of MA Econ Program – Nan Maxwell
Director of International Programs – Gary Wishniewsky

8:30 a.m. Meet with Department Chairs
Accounting and Finance – Chris Lubwama
Economics – Nan Maxwell
Management – Xinjian Lu
Marketing & Entrepreneurship – Jagdish Agrawal

9:30 a.m. Meet with Dean and Associate Dean re Financial Strategies

10:30 a.m. Meet with Promotion and Tenure Committee
Accounting and Finance – Diane Satin
Economics – James Ahiakpor
Management – Bill Moore
Marketing & Entrepreneurship – Steve Ugbah
At Large – Tony Lima

11:15 a.m. Meet with Curriculum Committee and subcommittee members
Accounting and Finance – Chris Lubwama
Accounting and Finance – Jerry Liu
Accounting and Finance – Doris Duncan
Accounting and Finance – Diane Satin
Economics – Nan Maxwell
Management – Xinjian Lu
Management – Glen Taylor
Marketing & Entrepreneurship – Joanna Lee
Marketing & Entrepreneurship – Cesar Maloles
Marketing & Entrepreneurship – Jagdish Agrawal

12:00 p.m. Lunch – Open Session with Senior Faculty

Accounting and Finance
Economics
Management
Marketing & Entrepreneurship

- 1:45 p.m. Open Session with Probationary Faculty
Accounting and Finance
Economics
Management
Marketing & Entrepreneurship
- 2:45 p.m. Meet with Assessment Team
Director of Assessment – Nan Maxwell
- 3:45 p.m. Open Session with Non-Tenure-Track and Part-Time Faculty
Accounting and Finance
Economics
Management
Marketing & Entrepreneurship
- 4:15 p.m. Open Session with Student Representatives
- 4:45 p.m. Peer Review Team Meeting
- 5:30 p.m. Reception
CBE Advisory Board
Alumni & Employers
- 6:30 p.m. CSU East Bay Campus Shuttle Return to Hotel

Tuesday February 12, 2008

- 7:30 a.m. Peer Review Team Meeting and Breakfast, Hotel
- 9:30 a.m. CSU East Bay Campus Shuttle Pick Up From Hotel
- 10:00 a.m. Meet with Dean Swartz
- 11:15 a.m. Meet with University Administration
University President - Mo Qayoumi
University Provost – Michael Mahoney
CBE Dean – Terri Swartz
- 12:00 p.m. Peer Review Team Departs for Airport

f. Materials Reviewed

Fifth year maintenance report, annual maintenance reports, policies for faculty management, executive summary, additional analyses requested by team (financial strategies, faculty sufficiency by locations and programs, detail regarding qualifications for AQ/PQ status, AQ/PQ info for locations and programs, basis for classifying non-tenure track faculty as P, detail regarding how out-of-area PhDs were classified as AQ, detail regarding how last 5 years activities qualifies PQ faculty)

4. Program Response to Outside Reviewer's Report

Please find accompanying this document the CBE's *Sixth Year Maintenance of Accreditation Report* which is the College's official response to our external reviewers' report.

Appendices

All Appendices are provided as attachments to the CBE's Program Review Report.

APPENDIX A:

Table 10.1: Summary of Faculty Qualifications, Intellectual Contributions and Professional Responsibilities

Date: Fall Quarter 2008

ACCOUNTING - FALL

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Normal Professional Responsibilities
Chan, Chong	Accounting PhD, 2008	2008	100%	AQ			UG, RES, SER

AQ: Received PhD within last five years

Discipline Based Scholarship: Other Intellectual Contributions (1)

Chan, C. H. (2006). *The Effect of Organizational Culture on Managers' IT Investment Decisions*, presented at a concurrent session of the Accounting Behavior and Organizations Section at the 2006 American Accounting Association Annual Meeting in Washington, D.C.

Duncan, Doris	Business Administration PhD, 1978	1978	100%	AQ			ADM, UG, RES, SER
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AQ: 4 PRJs

Learning & Pedagogical Research: Peer-Reviewed Journals (3)

Duncan, D. (2006). E-Business Curriculum Literature Review Reveals Opportunities and Challenges. *Issues in Information Systems*. 7(1), 264-267.

Duncan, D. (2006). Teaching Tip: Use of Notes During Information Technology Exams Improves Students Performance Slightly. *Journal of Informatics Education Research*. 8(3), 129-142.

Duncan, D. (2007). Student Performance Shows slight improvement When Open Notes are used during Information Systems Exams. *Journal of Information Technology Education*. 6, 361-370.

Contributions to Practice: Peer-Reviewed Journals (1)

Duncan, D. (2006). Dot-Gone: Fate of a Dot-com Enterprise. *Journal of Business Case Studies*. Winter 2006-07.

Contributions to Practice: Other Intellectual Contributions (3)

Duncan, D. (2005). *Use of Notes During Information Technology Exams Improves Student Performance: Fact or Fantasy?* Proceedings of the International Conference on Informatics Education Research (pp. 263-273). The International Academy for Information Management. Las Vegas NV.

Duncan, D. *Partnerships Between Industry and Academia*. Synopsis published in program of the 30th Anniversary International Congress on Science, Culture and the Arts in the 21st Century. 3(2), 23-34.

Duncan, D. (2004). Dot Gone: Fate of a Dot-Com Start Up. *Information Executive*, 1-2.

Frankel, Micah	Tax, Financial Accounting PhD, 1991	1991	100%		PQ		ADM,RES, SER
PQ: Full-time Administrative Assignment as Associate Dean since 2003							

Note: Dr. Frankel was incorrectly classified as "Other" in the Fifth Year Maintenance of Accreditation Report dated December 10, 2007 and the Maintenance of Accreditation Report Addendum dated January 24, 2008.

Jan, Ching-Lih	Business Admin./ Accounting PhD, 1988	1995	100%		AQ		UG,RES, SER
AQ: 1 PRJ, 1 proceeding, 1 conference presentation, 3 new material for use in course							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Basu, S., Hwang, L., Jan, C. (2005). Auditor Conservatism and Analysts' Fourth Quarter Earnings Forecasts. *Journal of Accounting and Finance Research*, 13 (5), 211-235.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Jan, C., Satin, D. (2007). *Revisiting the Time of Earnings Announcements after Sarbanes-Oxley*. Proceedings from the Western Regional AAA Meeting, Costa Mesa, CA.

Jan, C., Ou, J., (2008). *Negative Book Value of Equity Firms and Their Valuation*. AAA Annual Meeting, Anaheim, CA <http://aaahq.org/AM2008/concurrent02.htm> and Western Regional AAA Meeting, San Francisco, CA. <http://aaahq.org/western/2008/program.htm>

Basu, S., Hwang, L., Jan, C., (2004). Auditor Conservatism and Quarterly Earnings.

Learning & Pedagogical Research: Other Intellectual Contributions (2)

Jan, C., (2007). Financial Reporting Case of ACCT 3211. Distributed to students and posted on Blackboard.

Jan, C., (2007). Class handouts and PowerPoint slides for ACCT 3211, ACCT 3212, ACCT 3213, posted on Blackboard.

Lin, Robert	Management PhD, 1989	1989	100%			OTHER	UG/GR,RES, SER
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Discipline Based Scholarship: Other Intellectual Contributions (1)

Lin, R. (2005). Report on Internal Control under Section 404 of the Sarbanes-Oxley Act of 2002. *Internal Audit Department, Lockheed Martin Space System.*

Contributions to Practice: Other intellectual Contributions (3)

Lin, R. (2003). Report on Implementation and Testing of the Asset Management Systems. Enterprise Information Services Division, Lockheed Martin Space Systems.

Lin, R. (2004). Personal Trainer 4.0. *Cost Accounting: Foundations & Evolutions*, 6/e. by Kinney, Prather-Kinsey & Raiborn. South-Western Thomson Publishing.

Lin, R. (2006). *Process Improvements for Telecom Expenses Reporting Systems*. Hyperion Solutions.

Lowenthal, Franklin	Mathematics PhD, 1965	1978	53%	AQ			UG/GR,RES, SER
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AQ: 8 PRJs, and other contributions

Learning & Pedagogical Research: Peer-Reviewed Journals (3)

Lowenthal, F., Malek, M. (2005). Reciprocal Service Department Cost Allocation as a Markov Process. *Journal of Applied Mathematics and Decision Sciences*, 3, 137 – 147.

Lowenthal, F., Malek, M. (2005). Steady State in a Markov Process. *Journal of Business and Economics Research*. 3(12), 59 – 62.

Lu, X., Lowenthal, F. (2004). Arranging Fact Table Records in a Data Warehouse to Improve Query Performance. *Computers and Operations Research*, 31, 2165-2182.

Learning & Pedagogical Research: Other Intellectual Contributions (5)

Weatherly, B., Lowenthal, D., Lowenthal, F. (2006). Supporting MPI on medium scale non-dedicated clusters. *Journal of Parallel and Distributed Computing*. 66. Elsevier pp 822 – 838.

Lowenthal, F., Storrer, P. (2007). Capital Gains and the Alternative Minimum Tax. *Oil Gas and Energy Quarterly*. pp 503-508.

Cassuto, A., Lowenthal, F. (2007). Relative Team Strength in the World Series. *The Baseball Research Journal*. 35. pp 16-18.

Lowenthal, F., Benson, C. (2007). Determining Optimal Corporate Capital Structure. *Journal of Business and Economics Research*. 5(2). pp 13 – 17.

Lowenthal, F., Shmanske, S., Staudohar, P. (2007). Baseball's Divisional Playoffs: A Better Format Nine. *Journal of Baseball History and Culture*. 16(1). pp 94 – 98.

Yuan, Xiaoli	Business Administration/Acctg PhD, 2008	2008	100%	AQ			
AQ: Received PhD within last five years							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Yuan, X, (O’Neil) Hennig, C.J., Wang, N., (2006). Cross-Border Taxation of Employee Stock Options, *Journal of Legal Tax Research*, Vol. 4: 59–75, 2006.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Yuan, X., (2007). *Book-Tax Differences and Financial Analysts’ Recommendations*, Proceedings of the American Accounting Association, Annual Meeting 2007, Chicago, IL, Aug. 2007.

Yuan, X., (2007). *Book-Tax Differences and Financial Analysts’ Recommendations*, Presentation at the American Accounting Association, Annual Meeting 2007, Chicago, IL, Aug. 2007.

Busch, Suzanne	Accounting MBA, 1977	1974	80%		PQ		UG,RES, SER
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Professional Experience (5 years)

Price Waterhouse Coopers, CPAs (PWC) - Audit Supervisor.

Development Activities

Conducts an active consulting practice of significance and duration (1974 – Present). 33 years.

Maintains Certified Public Accountant (CPA) license, 34 years.

Clark, Raymond	Law, JD 2007 MBA 1985	2006	80%		PQ		UG
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Professional Experience

Broker/Dealer Examiner, 2003 to Present, United States Securities and Exchange Commission (SEC), San Francisco, CA

Development Activities

Certified Public Accountant, CPA, Ohio, 1987

Certification in Production and Inventory Management, CPIM, from the American Production and Inventory Control Society (APICS), 1995)

Completed the Series 7 Securities License and the New Jersey Health and Life Insurance Examinations, 2001

Haydon, Darrell	Finance MBA, 1989	2008	27%		PQ		UG
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Professional Experience

Controller, California State University, East Bay (2008 to Present)

Development Activities

Certified Public Accountant, CPA, 2008.

Certified Internal Auditor, CIA, 1992.

Phillips, Laurie	Law J.D, 1981	2006	53%		PQ		UG
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Professional Experience

Attorney in private practice, specializing in labor and employment law (1994 to present)

Assistant General Counsel, Senior Staff Attorney, First Federal Savings and Loan, Rochester, New York – labor, employment, pension and benefits, insurance risk management (1984-1988)

Nixon, Peabody law firm – Associate attorney in the areas of labor law, litigation, real estate transactions, environmental law (1981-1984)

Development Activities

Legal consulting/projects for bay area companies: *Genentech* – legal advice to human resources managers, review and draft human resources policies, investigate and resolve employee claims. 1/02-3/02, 3/04-5/04.

Legal consulting/projects for bay area companies: *Federated Department Stores* – legal advice to human resources managers, review and draft human resources policies, handle litigation and other employee claims, conduct training programs for various departments. 1/04-3/04.

Legal consulting/projects for bay area companies: *Child Care Law Center* – legal advice to director and staff attorneys on legislative developments, review employee handbook, review wage and hour handbook for compliance with California labor laws. 8/03-11/05.

Executive Education: Created and delivered sexual harassment training to attorneys at Bay Area Legal Aid. 11/06.

Board Directors: *The College Preparatory School*, Governance Co-Chair, legal review of compliance with Sarbanes-Oxley requirements, re-drafting of by-laws, recruitment of trustees and implementation of diversity policies. (2004-2006)

Sieux, Lily	Accounting MBA, 1980	1983	80%		PQ		UG
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Professional Experience

CFO/controller. Biotech firm (6 yrs).

Consulting controller to a start-up software engineering company (10 years)

Development Activities

Maintains Certified Public Accountant (CPA) license, 24 years.

Discipline Based Scholarship: Other Intellectual Contributions (1)

Sieux, L. (2007). Book Review: *Managerial Accounting 12th Ed* by Garrison, Noreen, & Brewer. copyright dated 2008. McGraw Hill.
http://highered.mcgraw-hill.com/sites/dl/free/0073526703/434930/Garrison12_Preface.pdf.

Tikalsky, Timothy	Taxation, MS 1991	2007	27%		PQ		UG
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Professional Experience

Management consultant for medium-sized companies, partnerships, and fiduciaries (1995-present).

Development Activities

Board Member, Fremont Chamber of Commerce, 2000-2006.

Chairman, Fremont Chamber of Commerce, 2003-2004.

Maintains Certified Public Accountant (CPA) license, 23 years.

Tipton, Roe	Taxation MS, 1998	2001	80%		PQ		UG
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Professional Experience

VITA (Volunteer Income Tax Assistance), Director, Faculty Advisor, 2000-Present.

VITA (Volunteer Income Tax Assistance), Associate Director, 1998- 2000.

Development Activities

Maintains Certified Public Accountant (CPA) license, 9 years.

Certified by the IRS as Enrolled Agent, 2000

	Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
ACCOUNTING TOTALS	6	14	8	10	2	11

FINANCE - FALL

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Normal Professional Responsibilities
Fricke, Eric	Finance PhD, 2008	2008	100%	AQ			UG,RES, SER
AQ: Received PhD within last five years							

Fung, Scott	Business Administration DBA, 2003	2006	100%	AQ			UG/GR,RES, SER
AQ: Received PhD within last five years							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Chung, R., Fung, S., Shilling, J., Simmons-Mosley, T. (2007) Are Hedge Fund Managers Better Able to Forecast Real Estate Securities Returns than Others? *Journal of Portfolio Management*, (Sept 2007), 165-174.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Fung, S., Tsai, S. (2007). *The Informational Content and Efficiency of Implied Volatility Index: Evidence from Taiwan Option Market*. Conference proceeding of 2007 International Workshop on Quantitative Finance and Risk.

Fung, S., Tsai, S. (2007). *The Informational Content and Efficiency of Implied Volatility Index: Evidence from Taiwan Option Market*. Conference proceeding of 2007 Taiwan Financial Engineering Association Annual Meeting cum 10th Anniversary of Taiwan Futures Exchange.

Goktan, Sinan	Finance PhD, 2008	2008	100%	AQ			UG,RES, SER
AQ: Received PhD within last five years							

Discipline Based Scholarship: Other Intellectual Contributions (3)

Goktan, S.,(2007). *Does Distance Still Matter? Evidence from Venture Capital Market*. Presentation at University of Texas, Dallas, TX, April 2007.

Goktan, S.,(2006). *The Effects of Corporate Governance on the Likelihood of a Corporation Being Acquired, Going Private or Going Bankrupt*. Presentation at FMA Meetings, Salt Lake City, UT.

Goktan, S., (2006). *Target Governance and the Division of Gains in Takeovers*. Presentation at University of Texas, Dallas, TX, December 2006.

Hung, Kathy	Finance PhD, 2004	2005	100%	AQ			UG/GR,RES, SER
AQ: Received PhD within last five years							

Discipline Based Scholarship: Other Intellectual Contributions (2)

Hung, K., Tu, C. *An Examination of House Price Appreciation in California and the Impact of Aggressive Mortgage Products*. Available at www.ssrn.com.

Hung, K., Glascock, J. *Momentum Profitability and Market Trend: Evidence from REITs*. Available at www.ssrn.com.

Liu, Jerry	Business PhD, 2001	2005	100%	AQ			UG/GR,RES, SER
AQ: 1 PRJ, 4 conference proceedings							

Discipline Based Scholarship: Peer Reviewed Journals (1)

Liu, J., Browne, M. (2007). First-Best Equilibrium in Insurance Markets with Transaction Costs and Heterogeneity. *Journal of Risk and Insurance*. 74(4), 739-760.

Discipline Based Scholarship: Other Intellectual Contributions (4)

Liu, J. (2007). *Stock Price Manipulation near Option Expiration Dates: A Test of the Max Pain Theory*. Proceedings of the Financial Management International Association Meeting, Orlando, FL. <http://www.fma.org/Orlando/OrlandoProgram.htm>

Liu, J. (2006). *Electronic Versus Specialist Trading: A Comparison of Trading Quality at the Archipelago Exchange and the NYSE*. Proceedings of the Financial Management International Association Meeting, Salt Lake, UT. <http://www.fma.org/SLC/SLCProgram.htm>

Huang, R., Liu, J. (2004). *Do Individual NYSE Specialists Cross-Subsidize Illiquid Stocks?* Proceedings of the Western Finance Association Meeting, Vancouver, Canada. <http://wpweb2.tepper.cmu.edu/wfa/WFA2004Program.htm>

Browne, M., Liu, J. (2003). *Asymmetric Information, Transaction Cost, and Externalities in competitive Insurance Markets.* Proceedings of the Risk Theory Society Meeting, Atlanta, GA. <http://www.aria.org/rts/proceedings/2003/default.htm>

Pan, Fung-Shine	Finance PhD, 1986	1990	100%			OTHER	UG/GR,RES, SER
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Simmons-Mosley, T.	Business PhD, 2000.	2003	100%	AQ			UG/GR,RES, SER
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AQ: 5 PRJs and other contributions

Discipline Based Scholarship: Peer-Reviewed Journals (5)

Simmons-Mosley, T., Malpezzi, S. (2006). Household Mobility in New York City's Regulated Rental Housing Market. *Journal of Housing Economics*. 15 (1). 38-62.

Shilling, J., Simmons-Mosley, T., Thode, S. (2005). Investment Performance of Stand-Alone Centers Occupied by Big Box Retailers. *Journal of Portfolio Management*. Special Issue. 124-133.

Simmons-Mosley, T. (2003). Interdependence Effects of Abandonment and Renovation. *Journal of Real Estate Research*. 25 (4). 421-429.

Simmons-Mosley, T., Chung, R., Fung, S., Shilling, J. (2007) Are Hedge Fund Managers Better Able to Forecast Real Estate Security Returns than Others? *Journal of Portfolio Management*. (Sept 2007), 165-174.

Simmons-Mosley, T., Lubwama, C. (2007). Funds From Operations (FFO) as an Indicator: Evidence of Rational Behavior and Explanatory Power. *Journal of Academy of Business and Economics*. 7(1), 173-177.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Simmons-Mosley, T., Cheung, R., Fung, F. (2007). *“The Role of Institutional Investors in Real Estate: Theory and Empirical Evidence.* Proceedings of the American Real Estate Society annual meeting held in San Francisco, CA.

Simmons-Mosley, T., Berding, T. (2007). *Condominium Conversions: The Gap in Maintenance Reserves?* Proceedings of the American Real Estate Society annual meeting held in San Francisco, CA.

Simmons-Mosley, T., Lubwama, C. (2007). *Funds From Operations (FFO) as an Indicator: Evidence of Rational Behavior and Explanatory Power.* Proceedings of the Southwestern Finance Association annual meeting held in San Diego, CA.

Jing, Amy	Finance/ Ops Research MBA, 2003	2003	27%		PQ		UG
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Professional Experience

Engaged in real estate sales and finance, specializing in building real estate investment portfolios, (1995-present).

Member of National Sales Council for National Association of Realtors, 9 years.

Member of President’s Elite Circle of Coldwell Bankers (for sales production of top 2% within Coldwell Banker), 4 years.

Development Activities

Completed 45 hours continuing education to renew business license, 2006.

Certified Residential Specialist, 8 years.

Obtained CRP (Certified Relocation Professional) Certification, 2007.

Member of Coldwell Banker International Diamond Society, 2005 to present.

Member of Employee Relocation Council (ERC), 2006 to present.

Tombari, Joseph	Finance MBA, 1985	1989	27%			OTHER	UG
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Professional Experience

Management Consultant to small and mid-size businesses, 1985 to present.

, Gifford Fong Associates, 1989-2001.

	Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
FINANCE	0	0	7	14	0	0

ECONOMICS

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Normal Professional Responsibilities
Ahiakpor, James	Economics, PhD, 1981	1991	100%	AQ			UG/GR, RES, SER
AQ: 4 PRJs and other contributions							

Discipline Based Scholarship: Peer-Reviewed Journals (4)

Ahiakpor, J. (2005). Classical Macroeconomics: Correcting Some Misrepresentations in Gootzeit's Review Article. *History of Economic Ideas*, 13(2), 161-9.

Ahiakpor, J. (2005). Comments on 'Is there racism in economic research?' *European Journal of Political Economy*, 21, 781-89.

Ahiakpor, J. (2005). George Reisman on National Income Accounting: A Correction. *American Journal of Economics and Sociology*, 64(2), 715-7.

Ahiakpor, J. (2004). On the Future of Keynesian Economics: Struggling to Sustain a Dimming Light. *American Journal of Economics and Sociology*, 63(3), 583-608.

Discipline Based Scholarship: Other Intellectual Contributions (7)

Ahiakpor, J. (2007). Review of *On Classical Economics* by Thomas Sowell. New Haven, CT, and London: Yale University Press, 2006. In *The Independent Review*, 12(2), 290-95.

Ahiakpor, J. (2005). Review of *David Ricardo's Macroeconomics: Money, Trade Cycles, and Growth* by Timothy Davis. Cambridge: Cambridge University Press, 2005. History of Economics Society Network, archived at <http://www.eh.net/bookreviews/title.php>.

Ahiakpor, J. (2004). Review of *The Economics of Alfred Marshall: Revisiting Marshall's Legacy*. Edited by Richard Arena and Michel Quééré. London: Palgrave Macmillan, 2003. In the *International Journal of Social Economics*, 31(7) pp. 733-36.

Ahiakpor, J. (2003). Review of Keynes: Contemporary Responses to the General Theory by Roger Backhouse. South Bend, IN. St. Augustine's Press, 1999. *The Journal of History of Economic Thought*, 25(2) pp. 239-242.

Ahiakpor, J. (2003). *Classical Macroeconomics: Some Modern Variations and Distortions*. New York: Routledge.

Ahiakpor, J. (2003). Say's Law: Keynes's Success with its Misrepresentation. In Kates, Steven (Ed.), *Two Hundred Years of Say's Law: Essays on Economic Theory's Most Controversial Principle* (pp. 107-132). Edward Elgar.

Ahiakpor, J. (2003). Fiscal and Monetary Policies for Economic Development. In Baffoe-Bonnie, John and Khayum, Mohammed (Eds.), *Contemporary Economic Issues in Developing Countries* (pp. 153-66). New York: Praeger.

Christainsen, Gregory	Economics PhD, 1981	1983	100%	AQ			UG/GR, RES, SER
AQ: 1 PRJ; 1 List A (paper presentation); 2 List B (executive director 2 international MBA programs)							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Christainsen, G. (2006). Road Pricing in Singapore after 30 Years. *Cato Journal*, 26(1) 71-88.

Discipline Based Scholarship: Other Intellectual Contributions (1)

Christainsen, G. (Presenter & Author) Association for Private Education Enterprise, “The Potential of Satellites in a Global Approach to Controlling Pollution from Motor Vehicles,” Cancun, Mexico (April 2007).

Contributions to Practice: Other Intellectual Contributions (2)

Christainsen, G., Director and primary course developer of Executive MBA program, Singapore, 2006-2007.

Christainsen, G., Director and primary course developer of Executive MBA program, Hong Kong, 2006-2007.

Kahane, Leo	Economics PhD, 1991	1991	100%	AQ			UG/GR, RES, SER
AQ: 3 PRJs and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (1)

Kahane, L., Agrawal, J., Wishniewsky, G. (2004). The Effect of Wages of the CSUH MBA Degree on Russian Students Receiving the Degree. *The Journal for Private Enterprise*, 19(2), 86-103.

Learning & Pedagogical Research: Other Intellectual Contributions (2)

Kahane, L. *Regression Basics*, 2nd edition. SAGE Publications, Inc, expected November 2007.

Kahane, L. (2006). The Reverse-Order-Of-Finish Draft in Sports. In Vladimir Andreff and Stefan Szymanski (eds.), *The Elgar Companion to the Economics of Sports*. Edward Elgar Publishers.

Discipline Based Scholarship: Peer-Reviewed Journals (2)

Kahane, L. (2005). Production Efficiency and Discriminatory Hiring Practices in the National Hockey League: A Stochastic Frontier Approach. *Review of Industrial Organization*, 27(1), 47-71.

Kahane, L., Idson, T. (2004). Teammate Effects on Pay in Professional Sports.” *Applied Economic Letters*, 11(12), 731-733.

Discipline Based Scholarship: Other Intellectual Contributions (4)

Kahane, L. (2003). Comments on: Thinking About Competitive Balance. *Journal of Sports Economics*, 4(4), 288-291.

Kahane, L. (2004). Review of *May the Best Tram Win: Baseball Economics and Public Policy* by Andrew Zimbalist. *Journal of Economic Literature*, XLII, 541-543.

Kahane, L. (2005). Abortion Economics. In Simon Bowmaker (Ed.), *Economics Uncut: A Complete Guide to Life, Death and Misadventure*, Edward Elgar Publishers.

Kahane, L. (2006). The Economics of the National Hockey League. In Plácido Rodríguez, Stefan Késenne and Jaume García Villar (Eds.), *Sports Economics After 50 Years: Essays in Honor of the Golden Anniversary of Simon Rottenberg*, Universidad de Oviedo.

Lee, Michelle	Economics PhD, 2007	2007	100%	AQ			UG/GR, RES, SER
AQ: Received Ph D within last 5 years							

Discipline Based Scholarship: Other Intellectual Contributions (1)

Lee, M. (2005). Review of Sugihara, ed. Japan, China, and the Growth of the Asian International Economy, 1850-1949. *Economic History Net* (www.eh.net).

Lima, Anthony	Economics PhD, 1980	1975	100%	AQ			UG/GR, RES, SER
AQ: 4 PRJs and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (2)

Lima, A., Schroder, N. (2007). Ernest Gallo, 1909-2007: A Life in Wine. *Journal of Wine Economics*, 2(2), pp. 109-128.

Lima, A., Maxwell, N. (2007). Digitized Technology and Student Learning of Macroeconomics in the Short and Long Term: Caveat Emptor. *Perspectives on Economics Education Research*, 3(1), 32-52.

Learning & Pedagogical Research: Other Intellectual Contributions (4)

Lima, A. (2006). Instructor’s Manual, “Principles of Microeconomics” (K. Case and R. Fair), 8e. Prentice-Hall Publishing.

Lima, A. (2006). Instructor’s Manual, “Principles of Macroeconomics” (K. Case and R. Fair), 8e. Prentice-Hall Publishing.

Lima, A. (2003). Instructor’s Manual, “Principles of Microeconomics” (K. Case and R. Fair), 7e. Prentice-Hall Publishing.

Lima, A. (2003). Instructor’s Manual, “Principles of Macroeconomics” (K. Case and R. Fair), 7e. Prentice-Hall Publishing.

Discipline Based Scholarship: Peer-Reviewed Journals (2)

Lima, A. (2006). Price and Quality in the California Wine Industry: An Empirical Investigation. *Journal of Wine Economics*, 1(2), 176-189.

Lima, A., Staudohar, P., Lowenthal, F. (2006). The Evolution of Baseball’s Amateur Draft. *NINE Journal of Baseball*, 15(1), 27-45.

Contributions to Practice: Other Intellectual Contributions (10)

Lima, A., Arar, Y. (2006). Intuit's TurboTax Retains Its Crown—Barely. *PC World*, Available at <http://www.pcworld.com/reviews/article/0,aid,124445,00.asp>.

Lima, A. (2004). Does Online Banking Put Your Money At Risk? *PC World*. Available at <http://www.pcworld.com/news/article/0,aid,117757,00.asp>

Lima, A. (2006, January 23). It's Tax Time: We Review the Boxed Software. *PCWorld.com*. Available at <http://www.pcworld.com/reviews/article/0,aid,124395,00.asp>.

Lima, A. (2006, February 1). Online Tax Prep: An Upgrade Year. *PCWorld.com*. Available at <http://www.pcworld.com/reviews/article/0,aid,124538,00.asp>.

Lima, A. (2005, January 31). Tax Software: The Online Options. *PCWorld.com*. Available at <http://www.pcworld.com/reviews/article/0,aid,119471,00.asp>.

Lima, A. (2005, January 31). Tax Software: The Scoop on Shrink-Wrap. *PCWorld.com*. Available at <http://www.pcworld.com/reviews/article/0,aid,119380,00.asp>.

Lima, A. (2005, January 31). Tax Software: Let the Bugs Begin. *PC World.com*. Available at <http://www.pcworld.com/reviews/article/0,aid,119493,00.asp>.

Lima, A. (2004). Online Tax Preparation Takes Off. *PC World*. Available at <http://www.pcworld.com/news/article/0,aid,114515,00.asp>.

Lima, A. (2004, February). Guide to Desktop Tax Software. *PCWorld.com*. Available at <http://www.pcworld.com/news/article/0,aid,114427,00.asp>.

Lima, A. (2004, February) Guide to Web-Based Tax Software. *PCWorld.com*. Available at <http://www.pcworld.com/news/article/0,aid,114426,00.asp>

Lopus, Jane	Economics PhD, 1990	1977	100%	AQ			UG/GR, RES, SER
AQ: 7 PRJs and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (5)

Lopus, J., Grimes, P., Becker, W., Pearson, R. (2007). Effects of Human Subjects Requirements on Classroom Research: Multidisciplinary Evidence. *Journal of Empirical Research on Human Research Ethics*, 2(3) 69-78.

Lopus, J., Brock, J. (2006). Using Activities to Teach Economics: Lessons from the Experimentalists. *The Journal of Private Enterprise*, XXI(2) 184-195.

Lopus, J., Leet, D.R. (2007). Ten Observations on High School Economics Textbooks. *Citizenship, Social and Economics Education: An International Journal*, (2007: Vol. 7, No. 3)

Lopus, J., Grimes, P., Becker, W., Pearson, R. (2007). Effects of Human Subjects Requirements on Classroom Research: Multidisciplinary Evidence. *Journal of Empirical Research on Human Research Ethics*, (September 2007: Volume 2, Issue 3)

Lopus, J., Morton, J. Willis, A. (2003). Activity-Based Economics. *Social Education*, (March 2003: Vol. 67, No. 2.

Learning & Pedagogical Research: Other Intellectual Contributions (8)

"Effects of Human Subjects Requirements on Classroom Research: Multidisciplinary Evidence" with Paul Grimes, William E. Becker, and Rodney Pearson, annual meetings of Allied Social Science Association, Chicago, IL January 2007

"A Research Design for Evaluating Economic Education Curriculum Materials" with Jody Hoff, annual conference of the National Council on Economic Education, New York, October 2006

"Ten Observations on High School Economics Textbooks" with Don R. Leet, annual meetings of Association of Private Enterprise Economics, Las Vegas NV April 2006

"The Effect of Human Subjects Protocols on Economic Education Research" with Paul Grimes, Rodney Pearson, and William Becker, annual meetings of the American Economic Association, Boston MA January 2006

"Ten Observations on High School Economics Textbooks" with Don R. Leet, annual meetings of American Economic Association, Philadelphia PA January 2005

"Internationalizing the Economics Curriculum," Second International Symposium for Partnerships for Professional Development in Economic Education, Kiev, Ukraine September 2004

"Activity-based Economics as Experimental Science" with John R. Brock, annual meetings of Allied Social Science Association, San Diego, CA January 2004

"Activity-based Economics" with John Morton and Amy Willis, annual meetings of National Council on Economic Education, New Orleans, LA October 2003

Contributions to Practice: Peer-Reviewed Journals (2)

Lopus, J. (2005). The Stock Market Crashes of 1929 and 1987: Linking History and Personal Finance Education. *Social Education*, 69(2) 70-73.

Lopus, J. (2003). Teaching Economics with a Stock Market Simulation. *Social Studies Review*, 43(1) 21-23.

Maxwell, Nan	Economics PhD, 1983	1985	100%	AQ			ADM, GR, RES, SER
AQ: 5 PRJs and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (3)

Maxwell, N., Lima, A. (2007). Digitized Technology and Student Learning of Macroeconomics in the Short and Long Term: Caveat Emptor. *Perspectives on Economic Education*, 3(1), 32-52.

Maxwell, N., Mergendoller, J., Bellissimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2) 49-69.

Maxwell, N., Mergendoller, J., Bellissimo, Y. (2005). The High School Economics Curriculum: Does Problem-Based Learning Increase Knowledge? *Journal of Economic Education*, 36(4) 315-331.

Learning & Pedagogical Research: Other Intellectual Contributions (16)

Maxwell, N., Lima, A. Allied Social Science Association, "Digitized Technology and Student Learning of Macroeconomics," (January 2004). and HIRE Center Discussion Paper D03-05-05. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Lima, A. (2004). *Digitized Technology and Student Learning of Macroeconomics*, HIRE Center Discussion Paper D03-05-05. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2007). *Assessing Outcomes from CBE Degree Programs in the 2005-2006 Academic Year*. HIRE Center Report B07-03-06. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2007). *Surveying Students as They Exit from CBE Degree Programs: Data Tables for the 2005-2006 Academic Year*. HIRE Center Report B07-03-05. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2006). *Surveying Students as They Exit from CBE Degree Programs: Confidential Data Tables for the 2005-2006 Academic Year*. HIRE Center Report B07-03-05A. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2007). *Assessment of Student Learning in the College of Business and Economics Programs: Technical Report on Methods*. HIRE Center Report R07-01-02. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2007). *College of Business and Economics Exit Surveys: Technical Report on Methods*. HIRE Center Report R07-01-02. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2006). *Program Assessment in the College of Business and Economics: 2000-2005*. HIRE Center Report F06-04-04. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2006). *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2004-2005*. HIRE Center Report F06-02-03. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Hoadwonic, R. (2005). *Outcomes Assessment in the College of Business and Economics: Measuring Student Learning Objectives for Continuous Quality Improvement in 2004-2005*. HIRE Center Report F05-11-12. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. with Slav Ivanov. (2005). *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2003-2004*. HIRE Center Report F05-03-02. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (2005). *The Moscow MBA Program Supplemental Study: MBA-9 to MBA-13*. HIRE Center Report F05-02-03. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Wiley, D., Cassuto, A., Kamath, S., McBride, G. (2004). *Outcome Assessment in the College of Business and Economics: A Status Report*. HIRE Center Report F04-12-13. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (2004). *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2002-2003*. HIRE Center Report F04-01-2. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Chen, C. (2003). *Reducing the Need for Remediation at CSUH: A Formative Assessment of the CAPI-PAD Programs*. HIRE Center Report F03-06-6. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Chen, C. (2003). *Programs in the College of Business and Economics: A Perspective from Students as they Graduate in 2001-2002*. HIRE Center Report F03-05-4. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Maxwell, N. Labor Markets and Health Benefits: The Offer and Restrictions on It. *Contemporary Economic Policy*. Forthcoming in print, now available online at www.blackwell-synergy.com/toc/coep/0/0.

Discipline Based Scholarship: Other Intellectual Contributions (12)

Maxwell, N. (2007). Smoothing the Transition from School to Work: Building Job Skills for a Local Labor Market? In David Neumark (Ed.), *Improving School-to-Work Transitions* (Chapter 8). New York: Russell Sage Foundation.

Maxwell, N. (2006). *The Working Life: The Labor Market for Workers in Low-Skilled Jobs*. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

Maxwell, N. (Presenter & Author). Western Economic Association, "English Language Skills and Low-Skilled Jobs: The Structure of Employment Opportunities," (July 2007) and HIRE Center Discussion Paper D07-09-16. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Paringer, L. (Presenters & Authors). Western Economic Association, "Employment-Based Health Insurance and Workers' Skills: Who is Losing the Race for Health Insurance?" (July 2006) and HIRE Center Discussion Paper D06-06-08. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (Presenter & Author). Tenth annual Society of Labor Economists meeting, "Low Wages and Low Skills: Knowledge, Skills and Abilities in Jobs for Low-Wage Workers," (June 2005) and HIRE Center Discussion Paper D05-04-04. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Paringer, L. (Authors & Presenters). Population Association of America meeting, "Health Benefit Offers and Low-Skilled Workers," (April 2005) and. HIRE Center Discussion Paper F04-10-11. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (Presenter & Author). Western Economic Association meeting, "Smoothing the Transition from School to Work: Job Skills," (July 2004) and *Smoothing the Transition from School to Work: Job Skills*. HIRE Center Discussion Paper D04-07-09. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (Presenter & Author). Western Academy of Management meeting, "Workforce 2010: Providing for Workers with Limited English," (April 2004) and Maxwell, N. (2003). *Workforce 2010: Providing for Workers with Limited English*. HIRE Center Report F03-10-09. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (2007). *The California Health and Employment Surveys (CHES): Technical Report on Methods*. HIRE Center Report R07-01-01. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N., Paringer, L. (2004). *English Language Skills and Health Benefits*. HIRE Center Report R04-06-04. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (2004). *The Bay Area Longitudinal Surveys (BALS) of Households*. HIRE Center Report D04-06-05. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (2004). *The Bay Area Longitudinal Surveys (BALS) of Firms*. HIRE Center Discussion Paper D04-06-07. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Contributions to Practice: Peer-Reviewed Journals (1)

Maxwell, N., Mergendoller, J., Bellismo, Y. (2004). Developing a Problem-Based Learning Simulation: An Economics Unit on Trade. *Simulation and Gaming*, 35(4), 488-498.

Contributions to Practice: Other Intellectual Contributions (22)

Eiblmeier, R., Lippok, K., Maxwell, N. (2007). *City of Hayward and the Bay Area: Demographic, Economic, and Business Indicators*. HIRE Center Report B07-09-16. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Lippok, K., Eiblmeier, R., Maxwell, N. (2007). *City of Hayward and Contra Costa County Cities: Demographic, Economic, and Business Indicators*. HIRE Center Report R07-09-15. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Eiblmeier, R., Lippok, K., Maxwell, N. (2007). *City of Hayward and Alameda County Cities: Demographic, Economic, and Business Indicators*. HIRE Center Report R07-09-14. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Serafimovska, B., Maxwell, N. with Roberts, T. (2007). *HIV/AIDS Prevention Services: An Assessment of Provider's Needs*. HIRE Center Report B07-09-11. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

- Jakosjin, N., Limnios, C., Maxwell, N. (2007). *Hayward Community Assessment: Health and Finances*. HIRE Center Report B07-07-10. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Hegemer, E., Maxwell, N. (2007). *Economic Forecasting: Possibilities for the City of Hayward*. HIRE Center Report B07-06-09. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Fan, F., Fekovic, D., Hegemer, E., Maxwell, N. (2007). *Hayward in the 21st Century: Indicators for Economic Development*. June 2007. HIRE Center Report B07-06-08. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N., Ugbah, S., Quamina, A. (2006). *HIV/AIDS Prevention and Education in Alameda County: A Gap Analysis*. HIRE Center Report B06-08-10. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N., Ugbah, S., Quamina, A. (2006). *HIV/AIDS Prevention and Education for African American Men Who Have Sex with Men: A Gap Analysis*. HIRE Center Report B06-08-09. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N., Paringer, L. (2006). *Skill Mix of Workforce and the Employment-Based Health Insurance Offer: An Exploratory Analysis*. HIRE Center Report D06-06-08. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
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- Paringer, L., Ugbah, S., Maxwell, N. (2006). *HIV/AIDS Prevention and Education Among African American Men who have Sex with Men*. HIRE Center Report F06-01-01. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N. (2004). *Community Outreach Partnership Center: Final Report*. HIRE Center Report F04-06-06. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N., Rickard, A. (2004). *Describing South Hayward: Diversity along Many Dimensions*. HIRE Center Report F04-01-1. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N. (2003). *Describing California's After School Workforce: A Preliminary Investigation*. HIRE Center Report D03-12-12. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N. (2003). *A Statistical Portrait of Hayward California: Residents in the 94544 Zipcode* (with Jian Wu). HIRE Center Report F03-11-8. (www.hire.csueastbay.edu/Hire/discpap/index.asp).
- Maxwell, N. (2003). *San Leandro WORKs Enhanced Employment Services: A Fourth Year Program Assessment*. HIRE Center Report F03-10-07. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. with Coreena Pai-Rou Chen. (2003). *Project Transition: a Program Evaluation*. HIRE Center Report F03-03-3. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. with Coreena Pai-Rou Chen. (2003). *CBO Contracting: Service and Needs*. HIRE Center Report F03-01-2. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Maxwell, N. (2003). *CBO Contracting: Performance and Service*. HIRE Center Report F03-01-1. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Paringer, Lynn	Economics PhD, 1978	1981	100%	AQ			UG/GR, RES, SER
AQ: 2 PRJ; 3 Proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Paringer, L. (2007). Measuring the Quality of Care Rendered to the Privately Insured: The Role of Economic, Demographic, Health Status and Health Plan Characteristics, *Journal of Business and Behavioral Sciences*, 16(2): 228-243.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Paringer, L. (2007). Measuring the Quality of Health Care Rendered to the Privately Insured: The Role of Economic, Demographic and Health Status Characteristics, Papers and Proceedings of the American Society of Business and Behavioral Sciences, February, 2007.

Paringer, L. (2007). *Using Quantitative Analysis to Measure the Quality of Care Provided by Health Plans*, Papers and Proceedings of the Southwest Decision Sciences Meeting, March, 2007

Contributions to Practice: Peer-Reviewed Journals (1)

Paringer, L. (2007). Hispanic Workers and Employer Sponsored Health Insurance, *The American Economist*, 51(1): 40-53.

Contributions to Practice: Other Intellectual Contributions (3)

Paringer, L. (2007). Health Insurance and Access to Care: The Plight of the U.S. Immigrant Population”, (Forthcoming, Papers and Proceedings of the International Conference on Health Economics, Management and Policy) Athens, Greece, June 2007.

Paringer, L. (2006). Enrollee Characteristics, Use of Services and Health Plan Performance: Evidence from California” Final Report submitted to the California Program on Access to Care, November, 2006

Paringer, L. (2004). Insurance Coverage and Employment of California Workers: Implications for Policy”, Final Report submitted to the California Program on Access to Care, November, 2004.

Shmanske, Stephen	Economics PhD, 1982	1979	100%	AQ			UG/GR, RES, SER
AQ: 7 PRJs and other contributions							

Learning & Pedagogical Research: Other Intellectual Contributions (2)

Shmanske, S. (2004). Economics of Sport. In Duncan, Joyce (Ed.), *The Encyclopedia of Sport in American Culture* (pp. 114-116). Santa Barbara, CA: ABC-CLIO Books.

Shmanske, S. (2004). Economics of Golf Courses. In Duncan, Joyce (Ed.), *The Encyclopedia of Sport in American Culture* (p. 114), Santa Barbara, CA: ABC-CLIO Books.

Discipline Based Scholarship: Peer-Reviewed Journals (7)

Shmanske, S. (2007). Consistency or Heroics: Skewness, Performance and Earnings on the PGA Tour, *The Atlantic Economic Journal*, 35(4) pp.463-471.

Shmanske, S. (2007). Austrian Themes, Data, and Sports Economics. *Review of Austrian Economics*, 20(1), 11-24.

Shmanske, S., Lowenthal, F. (2007). Overtime Incentives in the NHL: More Evidence. *Journal of Sports Economics*, 8(4), 435-442.

Shmanske, S. (2004). Market Preemption and Entry Deterrence: Evidence from the Golf Course Industry. *International Journal of the Economics of Business*, 11(1), 55-68.

Shmanske, S. (2006). The Monopoly Non-Problem: Taking Price Discrimination Seriously. *The Independent Review*, 10(3), 337-350.

Shmanske, S. (2005). Odds-Setting Efficiency in Gambling Markets: Evidence from the PGA Tour. *Journal of Sports Economics and Finance*, 29(3), 391-402.

Shmanske, S. (2003). JIT and the Complementarity of Buffers and Lot Size. *American Business Review*, XXI(1), 100-106.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Shmanske, S., (2007) Review of Handbook of Sports Economics Research, edited by John Fizel, *Journal of Sports Economics*, 8(6) pp. 675-677.

Shmanske, S., Lowenthal, F, Staudohar, P. (2007) Baseball's Divisional Playoffs: A Better Format, *NINE: A Journal of Baseball History & Culture*, 16(1) pp. 94-98.

Shmanske, S. (2004). *Golfonomics*. River Edge, NJ: World Scientific Publishing Co., Inc. paperback 2006.

Storian, Adrian	Economics PhD,	2008	100%	AQ			UG/GR, RES, SER
AQ: Received PhD within last five years							

Watnik, Mitch	Statistics PhD, 1996	2006	100%	AQ			UG
AQ: 17 PRJs							

Discipline Based Scholarship: Peer-Reviewed Journals (17)

Barrett, D.M., C. Weakley, J.V. Diaz, and M. Watnik (2007). Qualitative and Nutritional Differences in Processing Tomatoes Grown under Commercial Organic and Conventional Production Systems, *Journal of Food Science*, 72 (9), 441-451.

Lim, Michele, Diana R. Shiba, Ingrid J. Clark, Daniel Y. Kim, Douglas E. Styles, James D. Brandt, Mitchell R. Watnik, Isaac J. Barthelow (2007). Personality Type of the Glaucoma Patient, *Journal of Glaucoma*, 16(8), 649-654.

Invernizzi P, Miozzo M, Oertelt-Prigione S, Meroni PL, Persani L, Selmi C, Battezzati PM, Zuin M, Lucchi S, Marasini B, Zeni S, Watnik M, Tabano S, Maitz S, Pasini S, Gershwin ME, Podda M. (2007). X monosomy in female systemic lupus erythematosus. *Annals of the New York Academy of Sciences*. (Sept.) 1110, 84-91.

Cassady, Diana, Marilyn Townsend, Robert A. Bell, and Mitchell Watnik (2006). Portrayals of branded soft drinks in popular American movies: a content analysis, *International Journal of Behavioral Nutrition and Physical Activity*, 3:4.

Garcia, E, MR Watnik, and DM Barrett (2006). Can We Predict Peeling Performance of Processing Tomatoes?, *Journal of Food Processing and Preservation*, 30, 46-55.

Hackman, RM, PJ Havel, HJ Schwartz, JC Rutledge, MR Watnik, EM Noceti, SJ Stohs, JS Stern and CL Keen (2006). Multinutrient supplement containing ephedra and caffeine causes weight loss and improves metabolic risk factors in obese women: a randomized controlled trial , *International Journal of Obesity*, 30(10), 1545-56.

Gershwin, ME, Selmi C, Worman HJ, Gold EB, Watnik M, Utts J, Lindor KG, Kaplan MM, Vierling JM, USA PBC Epidemiology Group (2005). Risk factors and comorbidities in primary biliary cirrhosis: A controlled interview-based study of 1032 patients. *Hepatology*, 42(5), 1194-1202.

Invernizzi, P, Miozzo M, Selmi C, Persani L, Battezzati PM, Zuin M, Lucchi S, Meroni PL, Marasini B, Zeni S, Watnik M, Grati FR, Simoni G, Gershwin ME, Podda M (2005). X Chromosome monosomy: a common mechanism for autoimmune diseases. *Journal of Immunology*, 175(1), 575-8.

Sebat F, Johnson D, Musthafa AA, Watnik M, Moore S, Henry K, Saari M. (2005). A multidisciplinary community hospital program for early and rapid resuscitation of shock in nontrauma patients. *Chest*, 127(5), 1729-43.

Kimura Y, Selmi C, Leung PS, Mao TK, Schauer J, Watnik M, Kuriyama S, Nishioka M, Ansari AA, Coppel RL, Invernizzi P, Podda M, Gershwin ME. (2005). Genetic polymorphisms influencing xenobiotic metabolism and transport in patients with primary biliary cirrhosis. *Hepatology*, 41(1), 55-63.

Invernizzi P, Miozzo M, Battezzati PM, Bianchi I, Grati FR, Simoni G, Selmi C, Watnik M, Gershwin ME, Podda M. (2004). Frequency of monosomy X in women with primary biliary cirrhosis. *Lancet*, 363, 533-535.

Spies MA, Woodward JJ, Watnik MR, and Toney MD. (2004). Alanine Racemase Free Energy Profiles from Global Analyses of Progress Curves. *Journal of the American Chemical Society*, 126, 7464-7475.

Benson GD, Kikuchi K, Miyakawa H, Tanaka A, Watnik MR, Gershwin ME. (2004). Serial analysis of antimicrobial antibody in patients with primary biliary cirrhosis. *Clinical and Developmental Immunology*, 11, 129-133.

Baumgarth N, Szubin R, Dolganov GM, Watnik MR, Greenspan D, Da Costa M, Palefsky JM, Jordan R, Roederer M, Greenspan JS. (2004). Highly Tissue Substructure-Specific Effects of Human Papilloma Virus in Mucosa of HIV-Infected Patients Revealed by Laser-Dissection Microscopy-Assisted Gene Expression Profiling. *American Journal of Pathology*, 165, 707-718.

Ziboh, VA; Naguwa, S; Vang, K; Wineinger, J; Morrissey, BM; Watnik, M; and Gershwin, ME (2004). Suppression of Leukotriene B4 Generation by *Ex-vivo* Neutrophils Isolated from Asthma Patients on Dietary Supplementation with Gammalinolenic Acid-containing Borage Oil: Possible Implication in Asthma. *Clinical and Developmental Immunology* 11, 13-21.

Grow, MP; Singh, A; Fleming, NW; Young, N; and Watnik, M (2004). Cardiac Output Monitoring During Off-Pump Coronary Artery Bypass Grafting. *Journal of Cardiothoracic and Vascular Anesthesia* 18, 43-46.

Siekman, JH; Allen, LH; Watnik, MR; Nestel, P; Neumann, CG; Shoenfeld, Y; Peter, JB; Patnaik, M; Ansari, AA; Coppel, RL; and Gershwin, ME (2003). Antibody Titers to Common Pathogens: Relationship to Food-Based Interventions in Rural Kenyan School Children. *American Journal of Clinical Nutrition* 77, 242-249.

Discipline Based Scholarship: Other Intellectual Contributions (1)

Watnik, Mitchell (2007). Review of *Advanced Statistics from an Elementary Point of View* by Michael J. Panik, *Journal of the American Statistical Association*, 102, 766-767.

Lee, Tang-Chih	Economics PhD, 2005	2006	100%	AQ			UG
AQ: Received PhD within last five years							

Ramrattan, Lall	Economics PhD, 1986	1994	27%	AQ			UG
AQ: 11 PRJs and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (3)

Szenberg, M., Ramrattan, L., Gottesman, A. (2006). Ten ways to know Paul A. Samuelson. *Economics of Education Review*, 24 (1) 7-11.

Lombardi, W., Ramrattan, L., Szenberg, M. (2004). Anomalies in Economics Enrollment: 1991-1992 to 1995-1996. *Economics of Education Review* 23(2) 153-165.

Ramrattan, L., Szenberg, M. (2003). Rankings of Economics Journals: A Statistical Survey and Analysis. *The American Economist* 47 (1): 82-90.

Discipline Based Scholarship: Peer-Reviewed Journals (8)

Ramrattan, L., Szenberg, M. (2007). The Influence of International Trade on the Environment. *Journal of Environmental Assessment Policy and Management* 9(2) 235-271.

Szenberg, M., Ramrattan, L., Gottesman, A. (2005). Paul A. Samuelson: Philosopher and Theorist. *International Journal of Social Economics*, 32(4).

Ramrattan, L., Szenberg, M. (2004). The Effect of Telecom Density Data on Growth, Efficiencies and Distributions in Global Economies. *Journal of Financial Transformation* 11, 31-41.

Ramrattan, L., Szenberg, M. (2007). Paul Samuelson and the Dual Pasinetti Theory. *The American Economist*, 51 (5) 40-48.

Ramrattan, L., Szenberg, M. (2006). Global Competition and the U.S. Pharmaceutical Industry. *The American Economist*, 50 (2) 65-82.

Ramrattan, L., Szenberg, M. (2004). The Sensitivity Analysis of the FHA Technique of Housing Market Analysis: The Effect of Ratios and Variables, and their Perturbations on Family and Elderly Demand Estimates. *The American Economist*, 48(1) 61-88.

Gottesman, A., Ramrattan, L., Szenberg, M. (2005). Samuelson's Economics: The Continuing Legacy. *Quarterly Journal of Austrian Economics*, 8(2) 95-104.

Ramrattan, L., Gottesman, A., Szenberg, M. (2004). The Flow of Capital to Latin America, 1973-2000. *International Financial Review*, 5, 15-34.

Discipline Based Scholarship: Other Intellectual Contributions (29)

Ramrattan, L., Szenberg, M. (2005). A Review of Robert Heilbroner's *Contributions, In Memoriam*. *The American Economist*, 49(2) 46-32.

Ramrattan, L., Szenberg, M. (2003). Abram Bergson, 1914-2002 In Memoriam. *The American Economist* 47(2) 3-5.

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Ramrattan, L., Szenberg, M. (2007). Rules vs. Discretio. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Dravidians. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Short Period. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). The Diamond Industry. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Taylor Rule. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Discrimination. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Consumption. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Expectations. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Franco Modigliani. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Gerard Debreu. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Hamilton Rule. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Reflection Problem. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Identification Problem. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Tatonnement. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). John R. Hicks. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Rudolf Hilferding. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Primitive Communism. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Minimum Wage. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Econometrics. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). Mathematics in the Social Sciences. In *International Encyclopedia of Social Sciences*, 21x Edition. London and New York: Macmillan Reference.

Ramrattan, L., Szenberg, M. (2007). *Distressed US. Industries in the Era of Globalization*. Aldershot, Hampshire: Ashgate Publishing.

Szenberg, M., Ramrattan, L. (Eds.), Foreword by Paul Samuelson. (2004). *New Frontiers in Economics*. Cambridge University Press.

Szenberg, M., Ramrattan, L. (Eds.), Foreword by Kenneth Arrow. (2004). *Reflections of Eminent Economics*. Edward Elgar.

Szenberg, M., Gotesman, A., Ramrattan, L., Stiglitz, J. (2005). *On Being an Economist, Biography of Paul Samuelson*. New York: Jorge Pinto Books.

Szenberg, M., Ramrattan, L, Gotesman, , A. (Eds.), Foreword by Kenneth Arrow. (2006). *Samuelsonian Economics and the 21st Century*. New York and London: Oxford University Press.

Ramrattan, L., Szenberg, M. (2006). Franco Modigliani. In *Dictionary of American Economists*. London and New York: Thoemmes Continuum.

Ramrattan, L., Szenberg, M. (2006). Paul A. Samuelson. In *Dictionary of American Economists*. London and New York: Thoemmes Continuum.

Sabetan, Farhad	Economics PhD, 1990	2006	27%		PQ		UG
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Professional Experience

InterAdTV, LLP: Chief Economist, (2007-Present)

Development Activities

Behavioral Health Care and Vocational Program: Business Manager (2006-2007)

	Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
ECONOMICS TOTALS	16	30	43	60	4	37

MANAGEMENT

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Normal Professional Responsibilities
Alakent, Ekin	Management PhD, 2006	2008	100%	AQ			UG, RES, SER
AQ: Received PhD within the last five years							

Discipline Based Scholarship: Other Intellectual Contributions (3)

Alakent, E., Deeds, D. D., Taylor, C. (2007). *A Mathematical Model of Critical Mass in Network Structures and its implications for Entrepreneurial networks*. Presented at the Academy of Management Annual Meeting, Philadelphia, Pennsylvania.

Damaraju N., Alakent, E.; Dess, G. G, & Barney, J. (2006) *Stigmatization and Entrepreneurial risk taking*. Presented at The Academy of Management Annual Meeting, Atlanta, Georgia.

Alakent, E., Lee, S.H.. (2005) *Organizational Downsizing in Times of Crisis: Institutional vs. Economic Forces*. Presented at The Academy of Management Annual Meeting, Honolulu, Hawaii, 2005.

Basu, Sandip	Strategic Management PhD, 2007	2007	100%	AQ			UG/GR, RES, SER
AQ: Received PhD within last five years							

Discipline Based Scholarship: Other Intellectual Contributions (1)

Basu, S.; Wadhwa, A.; Kotha, S.B. (2005). Learning objectives and uncertainty resolution: An examination of the structure of Corporate Venture Capital relationships. *Frontiers of Entrepreneurship Research* - Proceedings of the Babson College Entrepreneurship Research Conference. Babson, Wellesley, MA

DeVaro, Jed	Economics PhD, 2002	2008	100%	AQ			UG, RES, SER
AQ: 9 PRJs and other contributions							

Discipline Based Scholarship: Peer-Reviewed Journals (9)

DeVaro, J., Brookshire, D. (2007) Promotions and Incentives in Nonprofit and For-Profit Organizations, *Industrial and Labor Relations Review*, Vol. 60, No. 3, April 2007, 311-339.

DeVaro, J., Blau, F. (2007) New Evidence on Gender Differences in Promotion Rates: An Empirical Analysis of a Sample of New Hires, *Industrial Relations*, Vol. 46, No. 3, April 2007, 511-550.

DeVaro, J., Li., R., Brookshire, D. (2007) Analyzing the Job Characteristics Model: New Support From a Cross Section of Establishments, *International Journal of Human Resource Management*, Vol. 18, No. 6, June 2007, 987-1004.

DeVaro, J., (2006) Internal Promotion Competitions in Firms, *RAND Journal of Economics*, Vol. 27, No. 3, Autumn 2006, 521-541.

DeVaro, J. (2006) Strategic Promotion Tournaments and Worker Performance, *Strategic Management Journal*, Vol. 27, Issue 8, August 2006, 721-740.

DeVaro, J. Simon, D. (2006) Do the Best Companies to Work for Provide Better Customer Satisfaction? *Managerial and Decision Economics*, Vol. 27, 2006, 1-17

DeVaro, J. (2006) Teams, Autonomy, and the Financial Performance of Firms,” *Industrial Relations*, Vol. 45, No. 2, April 2006, 217-269.

DeVaro, J., Kurtulus, F.A. (2006) What Types of Organizations Benefit from Team Production, and How Do They Benefit? *Advances in the Economic Analysis of Participatory and Labor-Managed Firms*, Vol. 9, 2006, 3-56.

DeVaro, J. (2005) Employer Recruitment Strategies and the Labor Market Outcomes of New Hires, *Economic Inquiry*, Vol. 43, No. 2, April 2005, 263-282.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Book Review for: Garibaldi, Pietro, *Personnel Economics in Imperfect Labour Markets*, *Industrial and Labor Relations Review*, Vol. 60, No. 1, October 2006.

Book Review for: Rosen, Sherwin, *Markets and Diversity*, in *Labor History*, Vol. 45, No. 4, November 2004, 559-560.

Du, Hongwei	Operations Research PhD, 1994	2001	100%	AQ			UG, RES, SER
AQ: 1 PRJ; 5 conference proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Du, H. (2005). Setup Wireless Local Area Network (WLAN) for Healthcare System. *The International Journal of Electronic Healthcare (IJEH)*, 1(3), 335-348.

Discipline Based Scholarship: Other Intellectual Contributions (5)

Du, H. (2006). *RFID and its Applications Within Aviation Industry*. The Proceedings of the Southwest Academy of Management Forty-Eight Annual Meeting, Oklahoma City, Oklahoma.

Du, H. (2005). *Radio Frequency Identification (RFID) – Current, Perspective and Applications*. The Proceedings of the International Association for Computer Information Systems (IACIS) Pacific 2005 Conference, Taipei, Taiwan.

Du, H. (2004). *Virtual Private Networks: Security Concerns and Current Trends*. The Conference Proceedings of the 2004 Decision Science Institute Annual Meeting, Boston, Massachusetts.

Du, H. (2004). *eCollaboration and Its Effects on Business Communications*. The Conference Proceedings of the 4th Annual Hawaii International Conference on Business, Honolulu, Hawaii.

Du, H. (2004). *Trends in Store Automation*. The Conference Proceedings of the Southwest Academy of Management Forty-Sixth Annual Meeting, Orlando, Florida.

Goldberg, Alan	Industrial Engineering/Op Research PhD, 1977	1979	100%			OTHER	GR, RES, SER
Green, Sharon	Industrial/Org Psychology PhD, 1992	1984	100%			OTHER	UG/GR, RES, SER

Learning & Pedagogical Research: Other Intellectual Contributions (4)

Miller, S. & Green, S. (2007). *Incorporating Meditation as a Professional Skill Within the Business Curriculum: Theory, Attitudes and Application*. American Society of Business and Behavioral Science, Las Vegas, Nevada, February 2007. (paper presented at academic meeting)

Green, S. and Wiley, D. (2006). *The Global Compact: Reframing the U.N. Global Compact for Business Education*. BAWB Global Forum, Cleveland, OH, October 2006. (paper presented at academic meeting)

Wiley, D., Green, S., Rao, A., Miller, S., and Martin, D. (2006). *Teaching and Assessing Managerial Skills Courses*. Western Academy of Management, Long Beach, CA, March 2006. (paper presented at academic meeting)

Green, S. L., Wiley, D. L. and White, J. (2004). *Integrating the UN Global Compact into Business Education*. Western Academy of Management, Anchorage, AL, March 2004. (paper presented at academic meeting)

Discipline Based Scholarship: Other Intellectual Contributions (2)

White, J., Green, S.(2006). *Researching the Ethical Implications of Power in Organizations*. International Association for Business and Society, Merida, Mexico, March 2006. (paper presented at academic meeting)

Green, S. L., White. J. (2005). *The Ethical Implications of Power in Organizations*. Academy of Management, Honolulu, HI, August 2005. (paper presented at academic meeting)

Hegde, Vish	Operations Management PhD, 1997	2002	100%	AQ			UG/GR, RES, SER
AQ: 6 PRJs; 2 conference proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (6)

Hegde, V., Kekre, S., Rajiv, S., Tadikamalla, P. (2005). Customization: Impact on Product and Process Performance. *Production and Operations Management*, 14(4), 388-399.

Hegde, V., Radovilsky, Z. (2004). Factors Influencing E-Commerce Implementation: Analysis of Survey Results. *Journal of Academy of Business and Economics*, 4(1), 29-35.

Hegde, V., Radovilsky, Z. (2003). An Integrated Framework for Developing E-Business Projects. *Journal of Academy of Business and Economics*, 2(1), 223-236.

Hegde, V. (2005). An Internal View of the Outsourcing Decision Process in a Manufacturing Firm. *California Journal of Operations Management*, 3(1), 46-51.

Hegde, V., Choy, R. (2004). The Outsourcing Dilemma for Small and Midsize Manufacturing Enterprises: A Case Study. *California Journal of Operations Management*, 2(1), 33-39.

Hegde, V., Johnson, D. (2003). : Operations of Product Configuration Systems: An Empirical Investigation. *California Journal of Operations Management*, 1(1), 7-13.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Hegde, V., Choy, R. (2004). *Impact of Organizational and Incentive Structure on Outsourcing Decisions in Manufacturing Firms*. 35th Annual Meetings of Decision Sciences Institute Proceedings.

Hegde, V., Radovilsky, Z. (2004). *E-Commerce Development Model: Structure and Elements*. 35th Annual Meetings of Decision Sciences Institute Proceedings.

Jiang, Yi	International Business Strategy PhD, 2006	2006	100%	AQ			UG/GR, RES, SER
AQ: Received PhD within last five years							

Discipline Based Scholarship: Other Intellectual Contributions (3)

Jiang, Y., Peng, M (2005). Entrepreneurial Strategies during Institutional Transitions. Book chapter in Keister L. A. (ed.) *Research in the Sociology of Work*. 311-325. JAI Press, Greenwich, CT

Jiang, Y. (2005). Italy's Parmalat Turns Sour. Case in textbook: Peng M. *Global Strategy*, Thomson South-Western. Cincinnati, OH, 449

Jiang, Y. (2005). David Webb: A Shareholder Activist in Hong Kong. Case in textbook: Peng M. *Global Strategy*, Thomson South-Western. Cincinnati, OH, 473-475

Kim, Kwanghyun	HR Mgmt & Org Behavior PhD, 2008	2008	100%	AQ			UG, RES, SER
AQ: Received PhD within last five years							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Oh, I.S., Kim, K., Darnold, T.C., Hwang, J.O., Yoo, T.Y., Park, Y.H., Park, R.H. (2007). Relationships Among Job Satisfaction, Organizational Commitment, Job Performance, and Turnover Intention: A literature review and meta-analysis with Korean samples. *Korean Journal of Management*, 15(4): 43-86.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Kim, K., Kirkman, B. L., & Chen, G. (2006). Cultural Intelligence and International Assignment Effectiveness. *Academy of Management Best Paper Proceedings*, Atlanta, GA (August).

Kim, K. (2005). The Effects of Self-Monitoring on Expatriate Job Satisfaction. *Southern Management Association Proceedings*, Charleston, SC (November).

Lu, Xinjian	Management Sciences PhD, 1999	2004	100%	AQ			ADM, UG, RES, SER
AQ: 4 PRJs; 1 book chapter							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Lu, X., Lowenthal, F. (2004). Arranging Fact Table Records in a Data Warehouse to Improve Query Performance. *Computers & Operations Research*, 31, 2165-2182.

Discipline Based Scholarship: Other Intellectual Contributions (1)

Lu, X. (2006). Storage Strategies in Data Warehouses. Book chapter in Wang, J. (Ed.), *Encyclopedia of Data Warehousing and Mining*. Idea Group Reference, Hershey PA, U.S. pp. 1054-1058.

Contributions to Practice: Peer-Reviewed Journals (3)

Sun, Y., Lu, X. (2005). A screening model for Evaluating the degradation and transport of MTBE and other fuel oxygenates in groundwater. *Transport in Porous Media*, 60, 75-88.

Lu, X., Sun, Y., Petersen, J., Buscheck, T. (2004). An Analytical Solution of Tetrachloroethylene Transport and Biodegradation. *Transport in Porous Media*, 55, 301-308.

Lu, X., Sun, Y., and Petersen J. (2003). Analytical solutions of TCE transport with convergent reactions. *Transport in Porous Media*, 51, 211-225.

Martin, Daniel	Social/Industrial/ Org. Psychology PhD, 2003	2003	100%	AQ			UG/GR, RES, SER
AQ: Received PhD within last five years							

Learning & Pedagogical Research: Other Intellectual Contributions (2)

Rao, A., Martin, D. (2006). *Plagiarism and Individual Differences: A Criterion Study*. Proceedings of the 2006 International Academy of Business and Economics Conference.

Martin, D. (2006). *Assessment of Leadership Skills in MBA Courses*. Proceedings of the 2006 Western Association of Management Conference.

Discipline Based Scholarship: Peer-Reviewed Journals (2)

Rao, A., Martin, D. (2006). Intercultural Managerial Influence: The French Experience in the U.S. *Journal of International Business: Strategy*. 4(1), 98-105

Martin, D., Legree, P., Medsker, G. (2003) Tacit Driving Knowledge, Emotional Intelligence and Accident Risk: Traffic Safety Implications. *Journal of Applied Psychology*. 89(1), 15-29

Discipline Based Scholarship: Other Intellectual Contributions (3)

Martin, D. (2006). *Internal Compensation Structure and Ethnocentrism*. Proceedings of the 2006 Hawaii International Business Conference.

Martin, D., Wiley, D., Yeung, I. (2006). *Personnel Selection, Unobtrusive Measures and Stereotype Threat*. Proceedings of the 2006 Western Association of Management Conference.

Martin, D., Jhalla, K., Wiley, D., Kinuthia, S. (2004). *Further Construct Validations of Unobtrusive Cognitive Aptitude Measures*. Proceedings of the 2004 Hawaii International Business Conference.

Mashaw, Bijan	Engineering- Management PhD, 1977	1984	100%			OTHER	UG/GR, RES, SER
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Learning & Pedagogical Research: Other Intellectual Contributions (4)

Mashaw, B. (2007). *A Model for Evaluating Instructions*. SW Decision Sciences Inst Proceedings, San Diego, CA.

Mashaw, B. (2006). *Teaching Effectiveness in Information Systems Courses*. Information Systems Educational Conference Proceedings, Dallas, TX.

Mashaw, B. (2004). *A Multidisciplinary Model for Web-Page Design*. International Business Assoc. conference Proceedings, Malpensa, Italy.

Mashaw, B. (2003). *Student Evaluation of Faculty Needs Revamping*. DSI Proceedings, Washington, DC.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Mashaw, B. (2003). *An Optimization Model for Webpage Design*. DSI Proceedings, Washington, DC.

Mashaw, B. (2003). *Lessons from Dot-Coms*. Enterprise 2003 Hawaiian International Faculty Conference Proceedings.

Pefkaros, Kenneth	Applied Mathematics PhD, 1972	1984	100%			OTHER	UG, RES, SER
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Discipline Based Scholarship: Peer-Reviewed Journals (1)

Pefkaros, K. (2007). Using Control Charts in Accounting Cases: A pedagogical Note" published in the PRJ, *Review of Business Research*, 7(6) pp. 148-152

Learning & Pedagogical Research: Other Intellectual Contributions (3)

Pefkaros, K. (2003) *Computer Information Systems In Management*, 6th edition. Reader, Bridge Learning Systems, Inc., December 2003.

Pefkaros, K. (2003), Systems Analysis & Design I, 5th edition. Reader, Bridge Learning Systems, Inc., December 2003.

Pefkaros, K. (2003). Fundamentals of IFPS (Interactive Financial Planning System) 2nd edition, Bridge Learning System, Inc.

Peng, Steve	Operations Management PhD, 2001	2001	100%	AQ			UG/GR, RES, SER
AQ: 6 PRJs							

Discipline Based Scholarship: Peer-Reviewed Journals (6)

Peng, S., Bhadury, J., Kadasamy, G. (2006). Transaction Cost and Operation Methodology for the Clean Development Mechanism. *Journal of International Business and Economics*. VI(1), 191-195

Peng, S., Bhadury, J., Khuranab, S., Zong, H. (2006). An Optimization Model for Planning of Motor Carrier Acquisition: An Application in a Canadian Trucking Company. *Journal of Supply Chain Management*. Fall, 41-45

Peng, S. (2004). Subsidy Design for Facility Location under Price-Sensitive Demands. *Journal of Academy of Business and Economics*. IV(1), 190-194

Peng, S., Subramaniam, U., Bhadury, J. (2004). Reverse Logistics Strategies and Implementation: A Pedagogical Survey. *Journal of International Business and Economics*. IV(1), 169-173

Peng, S. (2004). The Value of Acquiring Private Information in Project Coordination. *California Journal of Operations Management*. II(1), 75-81

Peng, S. (2004). Integrated Hedging Strategy: Contract Selection, Resource Allocation, and Financial Diversification. *Journal of Academy of Business and Economics*. 4(1), 56-60

Radovilsky, Zinovy	Economics PhD, 1984	1991	100%	AQ			UG/GR, RES, SER
AQ: 7 PRJs; 1 conference proceeding							

Learning & Pedagogical Research: Peer-Reviewed Journals (2)

Radovilsky, Z. (2006). Teaching Enterprise Resource Planning in Academia: Modern Status and Future Development. *California Journal of Operations Management*, IV, 86-91.

Radovilsky, Z. (2005). Teaching Operations Management Online and Its Comparison with Traditional In-class Teaching. *California Journal of Operations Management*, III(1), 86-91.

Discipline Based Scholarship: Peer-Reviewed Journals (5)

Radovilsky, Z. (2006). M-Commerce and E-commerce Applications: Comparison of Implementation Results. *Journal of Academy of Business and Economics*, VI(2), 104-110.

Radovilsky, Z., Bhadury, J. (2006). Job Rotation Using Multi-Period Assignment Model. *International Journal of Production Research*, 44(20), 4434-4444.

Radovilsky, Z. Defining Components and Taxonomy of E-commerce Business Models. *Journal of Academy of Business and Economics*, V(3), 74-79.

Radovilsky, Z., Hegde, V. (2004). Factors Influencing E-Commerce Implementation: Analysis of Survey Results. *Journal of Academy of Business and Economics*, IV(1), 29-37.

Radovilsky, Z., Vereen, B. (2003). Analyzing Service Quality Dimensions and Their Relationships with Quality Management Systems. *International Journal of Business Research*, 7(1), 17-31.

Discipline Based Scholarship: Other Intellectual Contributions (1)

Radovilsky, Z., Koermer, T. (2006). *Utilizing Integer Programming for Optimal Allocation of U.S. Coast Guard Boats*. Proceedings of the 2006 DSI Annual Meeting, San Antonio, TX.

Rao, Asha	Organizational Behavior/Int'l Business PhD, 1993	2001	100%	AQ			UG/GR, RES, SER
AQ: 1 PRJ; 1 book chapters; 2 conference proceedings							

Learning & Pedagogical Research: Other Intellectual Contributions (1)

Rao, A., Martin, D. (2006). *Plagiarism and Individual Differences: A Criterion Study*. Proceedings of the 2006 International Academy of Business and Economics Conference. PP 273-282

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Rao, A., Martin, D. (2006). Intercultural Managerial Influence: The French Experience in the U.S. *Journal of International Business: Strategy*. 4(1), 98-105

Discipline Based Scholarship: Other Intellectual Contributions (4)

Rao, A. (2006). *Religion, culture and the Indian workplace*. Proceedings of the Academy of International Business.

Rao, A et al. 2007. Global careers: Where in the world do CSU MBA students want to go and why? Proceedings of the IABE conference, Las Vegas 2007. 290-297

Rao, A., Schmidt, S.M. & Murray, L.M. (2003). Upward impression management: Goals, influence strategies and consequences. Book Chapter in *Organizational Influence Processes*, 2nd edition. Edited by Porter, L.M.; Angle, H.L. and Allen, R.W. M.E. Sharpe, Armonk, NY. pp. 462-480.

Rao, A. 2005. Religion in management, Understanding & managing diversity: Readings, cases and exercises.(Ed. C. Harvey & M.J. Allard), 2nd edition, Prentice Hall.

Taylor, Glen	Strategy/ Int'l Business PhD, 1991	2007	100%	AQ			UG,GR, RES, SER
AQ: 2 PRJs; 1 conference proceeding; 3 conference presentations							

Learning & Pedagogical Research: Peer-Reviewed Journals (1)

Taylor, G., Rhey, B. (2007). Redefining the Core of Graduate Business Education: Towards the Master of Business in Global Innovation, *AIMS International Journal of Management*. 1(3)

Learning & Pedagogical Research: Other Intellectual Contributions (1)

Taylor, G., Soper, J. (2004). *Institutionalizing the management research process in China*. Proceedings of the International Association of Chinese Management Research.

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Taylor, G., Christmann, P. (2006). Firm Self-regulation through International Certifiable Standards: Determinants of Symbolic versus substantive implementation. *Journal of International Business Studies*. 37(6), 863-883.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Taylor, G. (2007). “Re-Framing Corporate Social Responsibility: Institutional and Socio-Ecological Perspectives,” Philadelphia (2007). Presentation at Academy of Management Annual Meeting.

Christmann, P., Taylor, G. (2006). “The Design and Implementation of Certifiable Global Corporate Social Responsibility Standards,” Vienna (2006). Presentation at Strategic Management Society Annual Meeting.

Christmann, P., Taylor, G. (2006)., “Firm Self-Regulation Through International Certifiable Standards”, Presentation at Academy of International Business Annual Meeting.

Theyel, Gregory	Geography PhD, 1997	2000	100%	AQ			GR, RES, SER
AQ: 4 PRJs; 3 conference proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (2)

Theyel, G., Tucci, C., Kaufman, A., Wood, C. (2005). Collaboration and Teaming in the Software Supply Chain. *Supply Chain Forum: International Journal*, 6(2), 16-28

Theyel, G. (2006). Customer and Supplier Relations for Environmental Performance. Book chapter in Sarkis, J. (Ed.), *Greening the Supply Chain*. London: Springer UK., 135-150.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Theyel, G. (2004), “Environmental Management for Innovation in Small and Medium-Sized Manufacturers,” New Orleans, LA. (August 2004), Proceedings of Academy of Management Annual Conference.

Theyel, G. (2003), “Collaboration for Technology Adoption for Environmental Performance,” Seattle, WA. (August 2003), Proceedings of Academy of Management Annual Conference.

Theyel, G., Kaufman, A., Wood, C. (2003), Academy of Management, “Collaboration and Risk-Sharing for Technology Adoption and Innovation,” Seattle, WA. (August 2003), Proceedings of Academy of Management Annual Conference.

Contributions to Practice: Peer-Reviewed Journals (2)

Theyel, G., Haar, N.(2006). U.S. Electric Utilities and Renewable Energy: Drivers for Adoption. *International Journal of Green Energy*, 3(3), 271-281.

Theyel, G., Perry, W., Young, K. (2005). Reservoir Management: Analyzing Watercraft Carrying Capacity. *Hydro Review*, XXIV(4), 92-99.

Wagner, Michael	Operations Research PhD, 2006	2006	100%	AQ			UG, RES, SER
AQ: Received PhD within last five years							

Learning & Pedagogical Research: Other Intellectual Contributions (1)

Wagner, M., Correa, J. (2005). *LP-Based Online Scheduling: From Single to Parallel Machines*. Proceedings of the 11th Conference on Integer Programming and Combinatorial Optimization (IPCO), Lecture Notes in Computer Science 3509, Springer-Verlag, Berlin.

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Wagner, M., Jaillet, P. (2006). Online Routing Problems: Value of Advanced Information as Improved Competitive Ratios. *Transportation Science*, 40(2), 200-210.

Discipline Based Scholarship: Other Intellectual Contributions (2)

Wagner, M., Auger, A., Schoenauer, M. (2004). EEDA: A New Robust Estimation of Distribution Algorithm. Rapport de Recherche (Research Report) RR-5190, INRIA (France).

Wagner, M., Skantze, P., Ilic, M. (2003). *Hedging Optimization Algorithms for Deregulated Electricity Markets*. Proceedings of the 12th Conference on Intelligent Systems Application to Power Systems.

Waters, Harry	Organizational Behavior PhD, 1986	1986	100%			OTHER	UG, RES, SER
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Wu, Chongqi	Business Administration PhD, 2005	2008	100%	AQ			UG, RES, SER
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AQ: Received PhD within last five years

Discipline Based Scholarship: Peer-Reviewed Journal (1)

Wu, C., Petruzzi, N., Chhajed, D. (2007), Vertical Integration with Price-Setting Competitive News Vendors. *Decision Sciences*, Vol. 38, No. 4. (November 2007), pp. 581-610.

Discipline Based Scholarship: Other Intellectual Contributions (8)

Wu, C., (2007). "Vertical Integration with Price-Setting Competitive News Vendors." Presentation at Hong Kong, University, Hong Kong, China.

Wu, C., (2007). "Vertical Integration with Price-Setting Competitive News Vendors." Presentation at Kansas State, University, Manhattan, KS.

Wu, C., (2006). "Vertical Integration with Price-Setting Competitive News Vendors." Presentation at INFORMS Invited Session, Pittsburgh, PA.

Wu, C. (2005). "Channel Structure, Cross Sales, and Vertical Integration in a Multi-Channel Distribution System." Presentation at INFORMS, San Francisco, CA.

Wu, C., (2005). "Channel Structure, Cross Sales, and Vertical Integration in a Multi-Channel Distribution System." Presentation at Alabama A&M University, Huntsville, AL.

Wu, C., (2004). "Equilibrium Analysis of Supply Chain Analysis." Presentation at INFORMS, Denver, CO.

Wu, C., (2004). "Simultaneous Channel and Quality Design for Channel Discriminating Customers. Presentation at INFORMS Invited Session, Denver, CO.

Wu, C., (2003). "Supply Chain Structures under Product Substitutability." Presentation at INFORMS, Atlanta, GA.

Wu, Jiming	Decision Science & Information Systems PhD, 2008	2008	100%	AQ			UG, RES, SER
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AQ: Received PhD within last five years

Discipline Based Scholarship: Peer-Reviewed Journal (3)

Wu, J. Holsapple, C.W., (2007). User Acceptance of Virtual Worlds: The Hedonic Framework, *The DATA BASE for Advances in Information Systems* (38:4).

Wu, J., Liu, D. (2007). The Effects of Trust and Enjoyment on Intention to Play Online Games, *Journal of Electronic Commerce Research* (8:2), 2007, 128-140.

Wu, J., Sasidaran, S., Pearce, d., Kearns, G.S., Lederer A. L. (2006). The Role of Convergence in Information Systems and Business Planning, *Journal of International Technology and Information Management* (15:3), 2006, 1-18.

Camateros, Spyros	Mathematical Physics MS, 1971	1993	53%		PQ		UG
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Professional Experience

President and CEO of enTechnia, A Software Development and Consulting Company, Logistics and Transportation, 2001-present.

VP of Research and Development, Neopost, Inc. North America, Logistics Division, 1997-2001.

President of ASAM International, Inc., Software Developers and System Integrators, Logistics and Transportation, 1988-1997.

Development Activities

Startup of enTechnia, a Software Development and Consulting Company, Logistics and Transportation; design and implementation of the “Xpert” series of Software Products (www.entechnia.com), 2001-2004.

President and CEO of enTechnia, present.

Startup of European branch of enTechnia; design and development of “Xpert Courier” application for EU Countries in co-operation with Kanga Couriers, Greece, present.

Lee, Yung	Operations & Decision Tech. PhD, 1998	2003	53%		PQ		GR
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Professional Experience (10 years)

Teaching experience at Saint Mary’s College, CSU San Marcos, CSU Fullerton, Chapman University, & UC-Irvine.

Development Activities

Inventory management consulting for Varian Inc. ,Walnut Creek, CA, 2002.

Created a scheduling software for Cork Supply USA, Benicia, CA, 2002.

Delivered pricing model for Cal Asia Trust, Concord, CA, 2003.

Created a HR training scheduling software for McKesson, Alpharetta, GA, 2006.

Creating optimal process layout for Roche, Pleasanton, CA, 2006 to current.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Lee, Y. (2003). *A Framework for Understanding Brand Switching Behavior with Price Dependent Demand*. Proceedings, Western Decision Science Institute, 32rd Annual Meeting.

Lee, Y. (2003). *Service Quality and Customer Retention*, Proceedings, Decision Science Institute, 34th Annual Meeting.

Lee, Y. (2004). *A Framework for Understanding Brand Switching and Forward Buying Behaviors in a Duopoly Market*. Proceedings, Western Decision Science Institute, 33rd Annual Meeting.

Martsof, Kurt	Operations Research MBA, 1995	1993	80%		PQ		UG
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Professional Experience

Marketing Manager, 6+ years.

Development Activities

Business Owner and Manager, 14+ years.

Moore, Carol	Industrial/Org Psychology PhD, 1984	1992	53%	AQ			UG/GR
AQ: 1 PRJ, 4 instructors manuals							

Professional Experience

Senior Research Associate, Allstate Research and Planning Center, 6 years.

President, Performance Consulting Group, 15 years.

Development Activities

USDA Forest Service: Performed a wide range of consulting and training activities with the Civil Rights Division of Region 6 (worked primarily with April Wills on, Assistant Regional Forester). Facilitated meetings and conducted strategic planning sessions for Workforce Diversity Council (2000-2004), conducted training in Critical Thinking, Statistics, Emotional Intelligence & Power and

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Influence (among others), prepared year-end AEP reports, consulted on performance management and other human resource issues. 2000-2004.

Executive Education: Delivered training programs including Organizational Change, Communication During Conflict, Critical Thinking, Empowerment, Leading Positive Change, Power & Influence, Procrastination, Self-Awareness, and Time Management to various clients, including federal EEO agencies (annual invited presentations at QUAD conference/National Women's History Month conference), VISA International, and Alinea Group. 2001-2006.

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Martin, D.E., Moore, C.F., Sloan, L.R., and Legree, P.J. "An application of the unobtrusive knowledge test: Personnel selection." *Journal of Business and Behavioral Sciences (International Issue)*, Fall 2007, 16 (1), 4-15.

Learning & Pedagogical Research: Other Intellectual Contributions (9)

Moore, C. (2007). Instructor's Manual for *Developing Management Skills: What Great Managers Know and Do* by Timothy Baldwin, Bill Bommer, and Robert Rubin. McGraw-Hill.

Moore, C. (2007). Video Guide for *Developing Management Skills, Seventh Edition* by David A. Whetten and Kim S. Cameron. Prentice Hall.

Moore, C. (2007). Instructor's Manual for *Management: Leading and Collaborating in a Competitive World, Seventh Edition*, by Thomas Bateman and Scott Snell. McGraw-Hill.

Moore, C., Hunsaker, P. (2006). Instructor's Manual for *Training in Interpersonal Skills: Tips for Managing People at Work, Fourth Edition* by Stephen Robbins and Phillip Hunsaker. Prentice Hall.

Moore, C.F. Instructor's Manual for *Training in Interpersonal Skills: Tips for Managing People at Work* by Stephen Robbins and Phillip Hunsaker. Prentice Hall, © 2006.

Moore, C.F. Internet Study Questions for *Management Skills for Everyday Life: The Practical Coach*, Second Edition by Paula Caproni. Prentice Hall, © 2005.

Moore, C.F. Test Bank for *Management Skills for Everyday Life: The Practical Coach*, Second Edition by Paula Caproni. Prentice Hall, © 2005.

Moore, C. F. Internet Test Bank for *Compensation, Eighth Edition* by George T. Milkovich and Jerry M. Newman. McGraw-Hill/Irwin, © 2005.

Moore, C.F. Instructor's Manual for *Developing Management Skills*, Fifth Edition by David A. Whetten and Kim S. Cameron. Prentice-Hall, © 2004.

Contributions to Practice: Other Intellectual Contributions (1)

Mayer , J. D., Salovey, P., Caruso, D.R., and Moore, C.F. (2007) *MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test) Management Report – Brief*. MHS @ 2007, available at www.msceit.com

Nathanson, Craig	Human Development MA, 1996	2001	27%		PQ	UG/GR
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Professional Experience

25 years as senior manager in Fortune 500 firms such as Intel corporation (also one of original founding members of Pandesic, the first Internet ecommerce company from SAP and Intel), 1978-2003.

Development Activities

Developed and lead multiple leadership courses in Human Resources management for the Cal State East Bay continuing Education program- Also taught MBA level courses in 05 and 06 in Moscow, Russia as part of Cal State East Bay’s international studies program, 2002-present.

Held private career counseling practice, 2002-present.

Wrote and published one book and produced 21 CD’s and related products and programs with regards to career development, 2003-present.

Taught over 50 management related courses on-line for Keller management institute, Univ of Phoenix and others, 2002-present.

Internet career expert posted at over 300 business sites nationwide through jobtarget.com, 2006-present.

Riley, James	Business Administration MBA, 1971	1988	53%		PQ	UG
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Professional Experience

Various Management positions – Retail Industry, 5 years; Division Manager-National Executive Search Firm, 7 years.

Development Activities

Founder and Principle – Riley Cole – Executive Search Firm, 25 years.

Wishniewsky, Gary	Business Administration DBA, 1996	1994	100%			OTHER	GR/Admin.
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Note: Change in status from AQ (Fifth Year Maintenance of Accreditation Report dated December 10, 2007 and the Maintenance of Accreditation Report Addendum dated January 24, 2008) to Other due to application of 2008 standards without transition relief.

Learning & Pedagogical Research: Peer-Reviewed Journals (1)

Wishniewsky, G., Agrawal, J., Kahane, L. (2004). The Effect on Wages of the CSUH MBA Degree on Russian Students Receiving the Degree. *The Journal for Private Enterprise*, 19(2), 86-103.

Learning & Pedagogical Research: Other Intellectual Contributions (3)

Wishniewsky, G. (2005). Executive Education Course: Singapore Executive MBA Group 9: Strategic Marketing and B2C E-Commerce, Mktg 6725. Winter 2005.

Wishniewsky, G. (2005), Cook, B. (Ed.). An Assessment of Program Management Practices in the Context of the Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals: Graz, Austria; Hong Kong; Moscow, Russia; Singapore. Hayward, California, February 21, 2005. www.csueastbay.edu/wasc/pdfs/GoodPractices_Final.pdf

Wishniewsky, G., Wiley, D. (2004), Cook, B. (Ed.). WASC Systems Review. Hayward, California, December, 2004. www.csueastbay.edu/wasc/pdfs/sys_review.pdf

Discipline Based Scholarship: Other Intellectual Contributions (1)

Wishniewsky, G. (2007). *Coolhunting – A Basic for Catalyzing Entrepreneurial Thinking*. International Academy of Business and Economics: IABE-2007 Proceedings, III (1), 170-177.

	Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
MANAGEMENT TOTALS	4	28	42	51	5	1

MARKETING AND ENTREPRENEURSHIP –FALL

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Normal Professional Responsibilities
Agrawal, Jagdish	Marketing PhD, 1988	1990	100%	AQ			ADM,UG/GR, RES, SER
AQ: 1 PRJ; 1 conference proceeding, 5 research notes (List B)							

Learning & Pedagogical Research: Peer-Reviewed Journals (1)

Kahane, L., Agrawal, J., Wishniewsky, G. (2004). The Effects of the MBA Degree on Earnings in Russia *The CSU-Hayward Experience. Journal of Private Enterprise.* 19(2). 86-103.

Learning & Pedagogical Research: Other Intellectual Contributions (6)

Grimm, P., Agrawal, J., Soares, E. (2007). *Technology Facilitated Class Participation in a Principles of Marketing Course.* Proceedings of the 2007 ANZMAC (Australian and New Zealand marketing Academy) Conference in Dunedin, New Zealand, December 3-5, 140.

Agrawal, J. *A Research Note on Generation and Analysis of Frequency Distribution.* Available at CSU Website: http://www.cbe.csueastbay.edu/jagrawal/frequencies_note_090307.pdf.

Agrawal, J. *A Research Note on Correlation.* Available at CSU Website: http://www.cbe.csueastbay.edu/jagrawal/correlation_note_090307.pdf.

Agrawal, J. *A Research Note on Generation and Analysis of Cross Tabulation.* Available at CSU Website: http://www.cbe.csueastbay.edu/jagrawal/correlation_note_090307.pdf.

Agrawal, J.: *A Research Note on Regression Analysis.* Available at CSU Website: http://www.cbe.csueastbay.edu/jagrawal/correlation_note_090307.pdf.

Agrawal, J. *A Research Note on Market Segmentation by Using Cluster Analysis.* Available at CSU Website: http://www.cbe.csueastbay.edu/jagrawal/correlation_note_090307.pdf.

Evuleocha, Stevina	Mass Communication PhD, 1993	1993	100%	AQ			UG, RES, SER
AQ: 1 PRJ, 4 conference proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Evuleocha, S. (2005). Managing Indigenous Relations: Oil Companies in Nigeria and Corporate Communication in a New Age of Activism. *Corporate Communication International Journal.*10(4), 328-340

Discipline Based Scholarship: Other Intellectual Contributions (3)

Ugbah, S., Lubwama, C., Evuleocha, S. (2007). *Examining Differences Between Accounting and Non-Accounting Students, and the Differential Impact of Gender and Ethnicity on Oral Communication Apprehension: An exploratory study*. 2007 Proceedings of the Academy of Accounting and Financial Studies, Allied Academies International Conference, (pp. 51-56), Jacksonville, FL.

Evuleocha, S., Ugbah, S. (2006). “How Was your Weekend? Evaluating the Effect of Cultural Context on Employees as Stakeholders”, Conference Proceedings on Corporate Communication.

Evuleocha, S. (2003). *Branding in Cyberspace: Implications for Marketing & Management*. Proceedings of the International Conference on Electronic Business held in Singapore, Eldon Li.

Contributions to Practice: Other Intellectual Contributions (3)

Ugbah, S., Evuleocha, S. (2007). *Referral Marketing Networks: Description, Utility, and Managerial Implications*. Proceedings of the Allied Academies held in Jacksonville, Florida.

Utsaha, A., Ugbah, S., Evuleocha, S. (2007). *The Dynamics of Conflict Management in West Africa: The Case of Violent Conflicts among the Tiv People of the Middle Belt Region of Nigeria*. Proceedings of the Allied Academies held in Jacksonville, Florida.

George, A., Evuleocha, S. (2003). *Denials, Excuses, Justifications, and Apologies: Restoring Tarnished Reputations after the Year of Corporate malfeasance. What Worked and What Didn't*. Proceedings of the 68th Annual Convention of the Association for Business Communication held in Albuquerque, New Mexico.

Foscht, Thomas	Marketing & Management PhD, 1997	2006	100%	AQ			UG/GR, RES, SER
AQ: 8 PRJ's and other contributions							

Discipline Base Scholarship: Peer-Reviewed Journals (6)

Foscht, T., Swoboda, B., Morschett, D. (2006). Electronic Commerce-based Internationalization of Small, Niche-oriented Retailing Companies – the Case of Blue Tomato and the Snowboard Industry. *International Journal of Retail & Distribution Management*. 34 (7). 556-572.

Morschett, D., Swoboda, B., Foscht, T. (2005). The Role of shopping Motives. *The International Review of Retail, Distribution and Consumer Research*. 15(4). 423-447.

Fam, K., Foscht, T., Regan, D. (2004). Trust and the Online Relationship – An Exploratory study from New Zealand. *Tourism Management*. 25(2). 195-207.

Samli, A., Nkonge, J., Foscht, T. (2007). The Needed Globalization for African Countries. *Journal of African Business and Entrepreneurship*. 8 (1). 145-154.

Angerer, T., Foscht, T., Swoboda, B. (2006). The Age of the Customer as a Determinant of the Success of Customer Relationships – An Analysis of direct and Moderating Effects in the Apparel Industry. *Jahrbuch der Absatz- und Verbrauchsforschung*. 52 (4). 397-417.

Angerer, T., Foscht, T., Swoboda, B. (2006). Mixed methods – a new approach in empirical marketing research. *Der Markt – Zeitschrift für Absatzwirtschaft und Marketing*, Vol. 45, No. 178, Issue 3, 114-126.

Discipline Based Scholarship: Other Intellectual Contributions (22)

Fam, K., Foscht, T. (2003). *Do Masculinity and Environmental Uncertainty Factors Influence Retailers' Choice of PMIS?* Proceedings of the 11th Biennial World Marketing Congress, Academy of Marketing Science, Perth, Australia.

Foscht, T. (2003). *Do loyal Customers return less?* Proceedings of the 10th Recent Advances in Retailing and Services Science Conference (EIRASS), Portland, USA.

Swoboda, B., Foscht, T., Hälsig, F. (2005). *Forms and Reasons for Strategy Changes as Adoptions to Foreign Markets – Empirical Evidence from European Countries*. Proceedings of the World Marketing Congress, Academy of Marketing Science (AMS), Münster, Germany.

Foscht, T., Swoboda, B., Schwarz, R. (2005). *Customer Life Cycle and its Role in Customer Satisfaction – an Empirical Investigation in the Mail-Order Retailing Industry*. Proceedings of the World Marketing Congress, Academy of Marketing Science (AMS), Münster, Germany.

Swoboda, B., Morschett, D., Foscht, T. (2005). *Brand Extension of Private Labels – An Exploratory Study Comparing Manufacturer's Brands and Private Labels*. Proceedings of the 12th International Conference on Retailing and Services Science, European Institute of Retailing and Services Science (EIRASS), Orlando, USA.

Swoboda, B., Foscht, T., Morschett, D. (2005). *An Evaluation Model of International Market Entry Processes in the Mail Order Retailing Industry*. Proceedings of the 12th International Conference on Retailing and Services Science, European Institute of Retailing and Services Science (EIRASS), Orlando, USA.

Foscht, T., Swoboda, B., Pieber, C. (2005). *Does Culture and Consumption influence the perception of the personality of a brand?* Proceedings of the AMA (American Marketing Association) Summer Marketing Educators' Conference, San Francisco, USA.

Foscht, T., Friessnegg, A., Swoboda, B. (2005). *Congruence of personality and its implications for brand management*. Proceedings of the Consumer Personality & Research Conference, Dubrovnik, Croatia.

Foscht, T., Pieber, C., Swoboda, B. (2005). *Brand Personality in an intercultural context*. Proceedings of the Consumer Personality & Research Conference, Dubrovnik, Croatia.

Swoboda, B., Samadi, S., Foscht, T. (2006). Could the Results of Consumer Research in the Case of Manufacturer's brand Extension be Transferred to the Brand Extension of Private labels. *European Advances in Consumer Research*, 7, 84-91.

- Swoboda, B., Foscht, T. (2006). *Change of foreign operation method: Analysis of Mode increases and reductions*. Proceedings of the 35th EMAC Conference (European Marketing Academy), Athens, Greece.
- Swoboda, B., Foscht, T., Maloles, C. (2006). *Increasing and Decreasing Foreign Involvement: A look at Managerial Reasons for Change*. Proceedings of the AIB Conference (Academy of International Business), Beijing, China.
- Swoboda, B., Hälsig, F., Foscht, T. (2006). *Options of Cooperation between Retailers and Producers in the Fashion Industry*. Proceedings of the 13th International Conference on Retailing and Services Science, European Institute of Retailing and Services Science (EIRASS), Budapest, Hungary.
- Foscht, T., Swoboda, B., Riedl, H. (2006). *Customer Loyalty in Pharmacy Retailing*. Proceedings of the 13th International Conference on Retailing and Services Science, European Institute of Retailing and Services Science (EIRASS), Budapest, Hungary.
- Foscht, T., Swoboda, B., Morschett, D. (2006). *Customer Relationships in a Long-term Perspective – When are Customers Most Profitable?* Proceedings of the AMA (American Marketing Association) Summer Marketing Educators' Conference 2006, Chicago, USA.
- Foscht, T., Maloles, C., Swoboda, B. (2006). *Winds of Change in Customer Relationships: The Behaviour of Customer Satisfaction and Customer Loyalty over Time*. Proceedings of the AMS/ACRA (Academy of Marketing Science/American Collegiate Retailing Association), Eight triennial Conference Orlando, FL, USA.
- Swoboda, B., Hälsig, F., Foscht, T. (2006). *Intersectoral Analysis of the Impact of Retailer Attributes on Customer-Based Retail Brand Equity: An Integrated Model and an empirical comparison between different retail sectors*. Proceedings of the AMS/ACRA (Academy of Marketing Science/American Collegiate Retailing Association), Eight triennial Conference. Orlando, FL, USA.
- Schramm-Klein, H., Morschett, D., Swoboda, B., Foscht, T. (2007). *External and Internal Determinants of the Level of Marketing Standardisation/Adaption in International Marketing*. Proceedings of the 36th European Marketing Association (EMAC) Conference, Reykjavik, Island.
- Swoboda, B., Hälsig, F., Morschett, D., Foscht, T. (2007). *Enhancing Customer-Based Retail Brand Equity: A Comparison of the Influence of Different Retail Marketing Instruments in DIY and Textile Retailing*. Proceedings of the 13th World Marketing Congress of the Academy of Marketing Science (AMS), Verona, Italy.
- Foscht, T., Maloles, C., Swoboda, B., Hammerl, M. (2007). *Identical Brand – Different Culture – Different Perception: How Culture Can Influence the Perception of a Brand*. Proceedings of the 13th World Marketing Congress of the Academy of Marketing Science (AMS), Verona, Italy.
- Swoboda, B., Foscht, T., Cliquet, G. (2007). *International Value Chain Management – Toward an Alternative Approach for Future Retailing Research*. Proceedings of the 14th International Conference on Research in the Distributive Trades (EAERCD), Saarbrücken, Germany.
- Swoboda, B., Hälsig, F., Morschett, D., Foscht, T. (2007). *The Importance of the Retail Marketing Instruments and of their Perceived Conceptual Coherence in Creating Customer-Brand Retail Brand Equity*. Proceedings of the 14th International Conference on Research in the Distributive Trades (EAERCD), Saarbrücken, Germany.

Contributions to Practice: Peer-Reviewed Journals (2)

Swoboda, B., Harnack, K., Janz, M., Foscht, T. (2006). Cooperative Assortment Planning in the Apparel industry. *Thesis – Fachzeitschrift für Marketing*. 2, 38-46.

Foscht, T., Angerer, T., Swoboda, B. (2005). 50plus – Misunderstood?. *Absatzwirtschaft Science Factory*, 49 (4). 1-6.

He, Yi	International Management PhD, 2008	2008	100%	AQ			UG, RES, SER
AQ: PhD received in the last five years							

Law, Sweety	Org/ Cultural Communication PhD, 2000	2006	100%	AQ			UG, RES, SER
AQ: 1 PRJ, 2 conference proceeding/abstract; 2 book chapters							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Law, S. (2003). “Chetana - Participatory Communication and Support Structures” *Inter/Sections* A journal of IAMCR (International Association for Media and Communication Research and European Commission for Communication Research) v3 i6 pp. 49-56.

Discipline Based Scholarship: Other Intellectual Contributions (7)

Kodrich, K., Law, S. (2004). Comparison of WMD Coverage in the New York Times, Washington Post, the Guardian and Times of London. In Ralph Berenger (Ed.), *Global Media Go to War* (pp.191-204). Spokane, WA: Marquette Books and Center for Global Media Studies, Washington State University.

Law, S. (2003). Audience Letters, Letter-Writers and Ethnography: Constituting the Audience for Radio. In P. Murphy and M. Kraidy (Eds.), *Global Media Studies: Ethnographic Perspectives* (pp. 72-89). New York: Routledge Press.

Law, S. (2007 – Presenter and Author) “Change Management, Leadership and Storytelling”, Paper presented to 72nd annual convention of Association of Business Communication, Washington D.C., USA, October 2007 (published in Abstract)

Law, S. (2006 - Presenter and Author) “Perceptions of an Ethics E-training Program: A Qualitative Study” - Paper presented to 71st annual convention of Association of Business Communication, San Antonio, Texas, USA, October 2006 (Published in Abstract)

Law, S., Mayfield, M. and Mayfield, J. (2005 - Presenter and First Author) “The Effects of Sexual Harassment E-Training on Worker Attitude and Behavior” Paper presented to annual convention of Association of Business Communication Southwest United States, Dallas, Texas, March 2005. (Published in Abstract)

Law, S. (2005 - Presenter and Author)). Paper presented to Panel on Communicating in Context: How to Teach 21st Century Workplace Communication Skills. Annual Conference of National Communication Association, Boston, USA, November 2005. (published in abstract)

Law, S. (2003) Graduate Guest Editor for issue on communication media and influence. *Global Media Journal* 2(3), available at <http://lass.calumet.purdue.edu/cca/gmj/fa03/graduatefa03/gmj-fa03-gradguesteditor-note.htm>.

Learning & Pedagogical Research: Other Intellectual Contributions (1)

Grimm, P., Agrawal, J., Law, S. & Soares, E. “Technology Facilitated Class Participation in a Principles of Marketing Course” ANZMAC 2007 Conference Proceedings, pp. 3287-3292, ANZMAC, Dunedin, New Zealand, December 2007

Lee, Chong, “Joanna”	Marketing PhD, 1986	1987	100%	AQ			ADM, UG/GR, RES, SER
AQ: 4 PRJ’s and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (2)

Lee, C. (2006). Marketing a Department: One Chair’s Experience in Curriculum Revision. *Journal for Advancement of Marketing Education*, 9 (2), Winter, 9-17.

McKenzie, B., Lee, C.(2007). Report of an Experiment in the Development of a Constructivist Curriculum in Environmental Marketing. *Business Education Digest*, 18 (May), 17-28.

Learning & Pedagogical Research: Other Intellectual Contributions (1)

Lee, C., McKenzie, B. (2006). *How to Motivate Echo Boomers in Marketing Classrooms: Teaching Methods and Assignments that Reflect the Characteristics of Generation Y Students*. Proceedings of the Marketing Educators’ Conference, San Francisco, CA.

Discipline Based Scholarship: Peer-Reviewed Journals (1)

Lee, C. (2007). Reaching Echo Boomers: The Effectiveness of Integrating Interactive Features into TV Programming. *Applied Business Review*. May, https://secure.cbu.edu/mt/abr/archives/2007/05/reaching_echo_b.html#more.

Discipline Based Scholarship: Other Intellectual Contributions (4)

Lee, C. (2006). *Customers’ Definition of Bank Service Quality: An Exploratory Analysis of Top-Of-Mind Definition*. Proceedings of the 2006 Financial Services Marketing Conference, New York, NY.

Lee, C. (2006). *Effectiveness of Integrating Interactive Features into TV Entertainment Experiences: Reaching Echo Boomers*. Proceedings of the Direct and Interactive Marketing Educators Conference, San Francisco, CA.

Kim, Y., Lee, C. (2005). *Customer Relationship Management*. Seoul, Korea: Dae Kyung Publishing.

Lee, C., West, J. (2003). How Managers Perceive Strengths, Weaknesses, Opportunities, and Threats of Internet Marketing: An Exploratory Content Analysis. *Frontiers in Direct Marketing Research*, 6.

Contributions to Practice: Peer-Reviewed Journals (1)

Lee, C. (2006). Café Bijoux: A Small Business Marketing Challenge. *Journal of Business Case Studies*, 2 (3), 39-48.

Maloles, Cesar	Marketing PhD, 1997	1995	100%	AQ			UG/GR, RES, SER
AQ: 2 PRJs; 3 conference proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (2)

Reisel, W., Chia, S., Maloles, C. (2005). Job Insecurity Spillover to Key Account management: Negative Effects on Performance, Effectiveness, Adaptiveness, and Esprit de Corp. *Journal of Business and Psychology*, 19 (4), 483-503.

Reisel, W., Chia, S., Maloles, C., Slocum, J. W. Jr., (2007). The Effects of Job Insecurity on Satisfaction and Perceived Organizational Performance. *Journal of Leadership and Organizational Studies*, 14(2), 106-116.

Discipline Based Scholarship: Other Intellectual Contributions (9)

Reisel, W., Probst, T., Chia, S., Maloles, C. (2007). *An Examination of the Effects of Job Insecurity on Job Satisfaction, Organizational Citizenship Behavior, Deviant Behavior, and Negative Emotions of Employees*. Proceedings of the XV Conference of the Institute of Behavioral and Applied Management (IBAM), Reno, NV.

Reisel, W., Chia, S., Maloles, C., Slocum, J. (2007). *The Effect of Job Insecurity on Satisfaction and Perceived Organizational Performance: Integrating HRM Theory*. Proceedings of the Academy of Management National Meeting, Philadelphia, PA.

Foscht, T., Swoboda, B., Maloles, C., Hammerl, M. (2007). *Identical Brand-Different Cultures-Different Perceptions: How Culture Can Influence the Perception of the Brand” Marketing Theory and Practice in an Inter-functional World*, Proceedings of the Biennial World Marketing Congress, Academy of Marketing Science, Verona, Italy.

Foscht, T., Maloles, C., Swoboda, B. (2006). *The Winds of Change in Customer Relationships: the Behavior of Customer Satisfaction and Customer Loyalty Over Time*. Proceedings of the 7th Academy of Marketing Science/American Collegiate Retailing Association (AMS/ACRA), Retailing Conference, Orlando, Florida.

Reisel, W., Chia, S., Maloles, C. (2006). *Job Insecurity: Understanding Threat Effect and Response Uncertainties at Three Levels of Analysis*. Proceedings of the XIV Conference of the Institute of Behavioral and Applied Management (pp.153-161), Memphis, TN.

Swoboda, B., Foscht, T., Maloles, C., Morschett, D.(2006). *Increasing and Decreasing Foreign Investment: A Look at Managerial Reasons for Change*. Proceedings of the 48th Annual Meeting of the Academy of International Business, (pp.111-112), Beijing, China.

Maloles, C., Chia, S., Reisel, W. (2005) *Exploring Non-economic Motives for Buying Gray Market Goods: The Paradoxical Case of the Philippines*. Proceedings of the 2005 Academy of International Business (AIB), (p. 55), Southeast Asia Regional Conference.

Chia, S., Reisel, W., Maloles, C.(2004). *Management of Customer Complaint Resolution in a Retail Environment*. Proceedings of the XII Conference of the Institute of Behavioral and Applied Management (IBAM),12.

Reisel, W., Chia, S., Maloles, C. (2003). *The Impact of Job Insecurity on Employee Perceptions of Key Account Management*. Proceedings of the Eastern Academy of Management Conference, Baltimore, MD.

McKenzie, Brian	Inter-Disciplinary PhD, 2003	2003	100%	AQ			UG/GR, RES, SER
AQ: 5 PRJs and other contributions							

Learning & Pedagogical Research: Peer-Reviewed Journals (2)

McKenzie, B., Lee, C. (2007). Report of an Experiment in the Development of a Constructivist Curriculum in Environmental Marketing. *Business Education Digest*, 18 (May), 17-28.

McKenzie, B., Polat, B. (2007). Two Approaches to Integrating Ethics into Business Curriculum. *The Journal of Learning in Higher Education*, 3 (1), Spring, 65-71.

Learning & Pedagogical Research: Other Intellectual Contributions (4)

McKenzie, B., Polat, B.(2006). *Two Approaches to the Development of an Ethics-based Curriculum in an American University*. Proceedings of 13th Annual EDINEB Conference, Lisbon, Portugal.

McKenzie, B.(2006). *Report of an Experiment in Reflective Teaching Through the Development of a Constructivist Curriculum in Environmental Marketing*. Proceedings of the Marketing Educators Association 2006 Annual Conference, San Francisco, CA.

McKenzie, B.(2004). *Harvesting CJB*. Session Proceedings – North American Case Research Association 2004 Annual Meeting, Sedona, AZ.

McKenzie, B.(2003). *John Gillian: Riding the Surfwear Waves*. Session proceedings – North American Case Research Association 2003 Annual Meeting, Tampa, FL.

Discipline Based Scholarship: Peer-Reviewed Journals (3)

McKenzie, B., Ugbah, S., Smothers, N. (2007). Who is an Entrepreneur? Is it Still the Wrong Question?’, *Academy of Entrepreneurship Journal*, 13(1), 12-43.

McKenzie, B., Soares, E. (2007). A Model for Environmental Marketing. *Review of Business Research*, 7 (3), October, 206-214.

McKenzie, B.(2005). Collecting oral Histories for Entrepreneurship Research. *New England Journal of Entrepreneurship*, 8 (1), 37-48.

Discipline Based Scholarship: Other Intellectual Contributions (15)

McKenzie, B. (2007). Techniques in Collecting Verbal Histories. In *Handbook of Qualitative Research Methods in Entrepreneurship*. London: Edward Elgar Publishing.

McKenzie, B., Smothers, N. (2007). *Embedding Entrepreneurship Education in the MBA Curriculum: Report of an Experiment in California*. Proceedings of 14th Annual EDINEB Conference, Vienna, Austria.

- McKenzie, B.(2007). *An Investigation of the Effect of Aging on Entrepreneurship through Analysis of Oral Histories of Self-Identified Entrepreneurs*. Proceedings of the 2007 International Council for Small Business Conference, Turku, Finland.
- McKenzie, B., Sud, M. (2007). *A Hermeneutical Approach to Understanding Entrepreneurial Failure*. Proceeding of Allied Academies Spring 2007 International Conference, Jacksonville, FL.
- McKenzie, B. (2007). *Empirical Evidence of Family Embeddedness in Entrepreneurship through Analysis of Oral Histories of Self-identified Entrepreneurs*. Proceedings of the 2007 USASBE conference, Orlando, FL.
- McKenzie, B. (2006). *Who is an Entrepreneur? Is it Still the Wrong Question?* Proceedings of Allied Academies Fall 2006 International Conference, Reno, NV.
- McKenzie, B., Soares, E. (2005). *Environmental Marketing: A Theoretical Model*. Proceedings of the International Academy of Business and Economics 2005 Annual Conference, Las Vegas, NV.
- McKenzie, B. (2005). *Epistemology in Entrepreneurship Research: A New Vision in the 21st Century*. Proceedings of the 2005 Academy of Management Meeting, Editor, Honolulu, HI.
- McKenzie, B. (2005). *The Role of the Researcher in Creating Corporate Narrative*. Proceedings of the 2005 International Council for Small Business Conference, Washington, DC.
- McKenzie, B., Smothers, N. (2005). *Fluid Dynamic of Entrepreneurship*. Proceedings of the 2005 Babson-Kauffman Entrepreneurship Research Conference, Wellesley, MA.
- McKenzie, B.(2005). *Entrepreneurs' Storytelling: Preliminary Evidence of Entrepreneurs' use of Oral Narrative*. Proceedings of the 2005 USASBE Conference, Indian Wells, CA.
- McKenzie, B.(2004). *Understanding Entrepreneurship: Towards a Grounded Theory*. Proceedings of the 2004 Babson-Kauffman Entrepreneurship Research Conference co-sponsored by the Hunter Center for Entrepreneurship at Strath-Clyde, Glasgow, Scotland.
- McKenzie, B.(2004). *Collecting Oral Histories for Entrepreneurship Study*. Proceedings of the 2004 USASBE Conference, Dallas, TX (Awarded Best Conceptual Paper).
- McKenzie, B.(2004). *Using Oral History Collection and Analysis to Understand Entrepreneurship*. 38th Annual Meeting of the Oral History Association, Portland, OR.
- McKenzie, B.(2004). Understanding Entrepreneurship: Towards a Grounded Theory. *Frontiers of Entrepreneurship Research*, 582.

Swartz, Terri	Business Administration PhD, 1981	2007	100%		PQ		UG/GR, RES, SER
PQ: Dean , 2007 to Present							

Professional Experience

Dean (interim), Orfalea College of Business, California Polytechnic State University, 2002-2004.

Discipline Based Scholarship: Peer Reviewed Journals (2)

Swartz, J. E., Swartz, T. A., Liang, P. (2007) Market Meltdown: Recruiting Qualified Business Faculty in the California State University System, *Journal of Education for Business*, July/August 2007, 337-342.

Barber, C. S., Borin, N., Cerf, D. C., Swartz, T.A., (2003) Measuring the Effectiveness of Innovative Business Programs, *Journal of Business Education*, Spring 2003, 41-53.

Ugbah, Steve	Communication PhD, 1986	1986	100%	AQ			UG/GR, RES, SER
AQ: 2 PRJs; 3 Conference Proceedings							

Discipline Based Scholarship: Peer-Reviewed Journals (1)

McKenzie, B., Ugbah, S., Smothers, N. (2007). Who is an Entrepreneur?' Is it Still the Wrong Question?, *Academy of Entrepreneurship Journal*, 13(1), 23-43.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Ugbah, S., Evuleocha, S. (2007). *Referral Marketing Networks: Description, Utility, and Managerial Implications*. Proceedings of the Academy of Marketing Studies, Allied Academies International Conference(pp. 51-56), Jacksonville, FL.

Ugbah, S., Lubwama, C., Evuleocha, S. (2007). *Examining Differences Between Accounting and Non-Accounting Students, and the Differential Impact of Gender and Ethnicity on Oral Communication Apprehension: An exploratory study*. 2007 Proceedings of the Academy of Accounting and Financial Studies, Allied Academies International Conference, (pp. 51-56), Jacksonville, FL.

Evuleocha, S., Ugbah, S. (2006). *How Was your Weekend? Evaluating the Effect of Cultural Context on Employees as Stakeholders*. Proceedings of the Conference on Corporate Communication.

Learning & Pedagogical Research: Peer-Reviewed Journals (1)

Christopher, W.K., Lubwama, C.W. and Ugbah, S.D. (2007), Team Building: A tool for Reducing Oral Communication Apprehension Among Accounting Students," *Journal of Business and behavioral Sciences*, 16 (2), Fall 2007, 48-58.

Contributions to Practice: Other Intellectual Contributions (6)

Utsaha, A., Ugbah, S. D., Evuleocha, S. U. (2007). *The Dynamics of Conflict Management in West Africa: The Case of Violent Conflict Among the Tiv People of the Middle Belt Region of Nigeria*. Proceedings of the Academy of Organizational Culture, Communications and Conflict, Allied Academies International Conference(pp. 9-13), Jacksonville, FL.

Maxwell, N.,Ugbah, S., Paringer, L. (2006). *Alameda County Service Needs of Individuals at Risk of Transmitting or Contracting HIV/AIDS*. HIRE Center Report F06 – 05 – 06. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Ugbah, S., Maxwell, N., Quamina, A. (2006). *HIV/AIDS Prevention in Alameda Country: A Gap Analysis*. HIRE Center Report B06-08-10. ((www.hire.csueastbay.edu/Hire/discpap/index.asp).

Ugbah, S., Maxwell, N., Quamina, A.(2006). *HIV/AIDS Prevention and Education for African American Men Who have Sex with Men*. HIRE Center Report B06-08-09. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Ugbah, S., Maxwell, N.(2006). *A Call to Action: Viewpoints from Alameda Country African American Men on HIV/AIDS*. HIRE Center Report F06-02-02. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Ugbah, S., Maxwell, N., Paringer, L.(2006). *HIV/AIDS Prevention and Education Among African American Men who Have Sex with Me*. Literature Review. HIRE Center Report F06-01-01. (www.hire.csueastbay.edu/Hire/discpap/index.asp).

Wu, Lan	Marketing PhD, 2006	2006	100%	AQ			UG, RES, SER
AQ: 3 PRJs and other contributions							

Discipline Based Scholarship: Peer-Reviewed Journals (3)

Rosser, S., Daniels, J., Wu, L. (2006). Institutional Factors Contributing to Dearth of Women Stem Faculty: Classification and Status Matter; Location Doesn't. *Journal of Women and Minorities in Science & Engineering*, 12 (1), 79-93.

Malhotra, N., Ulgado, F., Agrawal, J., Shainesh, G., Wu, L. (2005). Dimensions of Service Quality in Developed and Developing Economies: Multi-country Cross-Cultural Comparisons. *International Marketing Review*, 22 (3), 256-278.

Malhotra, N. Wu, L., Whitelock, J. (2005). An Analysis of the First Twenty-One Years of Research in the International Marketing Review 1983-2003. *International Marketing Review*, 22 (4), 391-398.

Discipline Based Scholarship: Other Intellectual Contributions (3)

Wu, L., Malhotra, N., Ittersum, K. (2006). Excessive Buying: Conceptual Typology and Scale Development. *Advances in Consumer Research*, 33, 401-402.

Wong, N., Wu, L. (2005). Mood and Choice: the Influence of Self-Relevance, Need for Cognition, and Affective Feelings on Consumption Decision. *Advances in Consumer Research*, 32, 610-611.

Malhotra, N., Wu, L., Allvine, F. (2005). Does Marketing Need Reform: The Case of Excessive Buying. In Jagdish Sheth and Rajendra Sisodia (Eds.), *Does Marketing Need Reform*. Armonk, NY: M.E. Sharpe Inc.

Bagwell, Thomas	Marketing & Finance MBA 1997	2007	27%		PQ		UG
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Professional Experience (19 years)

Marketing Manager, Peterson Power Systems, San Leandro, CA, 2002 – Present.

Bayshore International, Hayward, CA, 1998-2002

Operations Manager, Baker Tanks, Chicago Heights, IL 1996- 1998

Assistant Operations Manager (1991-1992) and Sales Representative (1993), Transport International Pool, San Leandro, CA

Development Activities

Executive scholar in Sales & Marketing, Northwestern University, Kellogg School of Management, 2006

Marketing Manager, Peterson Power Systems, San Leandro, CA, 2002- present

Kortschak, Paul	J.D, 2007	2008	27%		PQ		UG
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Professional Experience (20 years)

MedicAlert Foundation International, Turlock, CA President & CEO, 2004-2007

Kriscan Holdings Inc., Danville, CA Chief Operating Officer, 2002-2004

Fisher Scientific, Pittsburgh, PA Vice President, Research Division, 2000-2002

Bio-Rad Laboratories, Hercules, CA Division Manager, 1988-2000

Development Activities

Principal/CEO, Kriscan Holdings Inc. Strategic Management Consulting, 2008- Present

Served on the Board of Directors, MA Systems, Cape Town, South Africa, 2005-2007

Obtained Juris Doctor degree, Concord University School of Law, Los Angeles, CA, 2007.

MedicAlert Foundation International, Turlock, CA President & CEO, 2004-2007

Newcomb, Jeffrey	MBA, 1979	2003	80%		PQ		UG
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Professional Experience (29 years)

Principal, Red Widget Strategies, 1992 – Present

Chair, MBA Program & Director, Center of Entrepreneurship, John F. Kennedy University, Walnut Creek, 1997-2002

Geschäftsführer, TPG Europe, Frankfurt, 1991-1992

Vice President & Senior Consultant, Tom Peters Group, Palo Alto, 1986 – 1992

Vice President & General Manager, Excel Media, Boston, 1983-1986

Program director, WGBH Educational Foundation, Boston, 1978-1983

Development Activities

Principal, Red Widget Strategies. Consulting & market development services. Contra Costa County CA Bus Lic #016908, 1992- present.

Co-founder, Founding Chair & Board Member, Friends of Civic Arts Education Foundation, Inc., a CA nonprofit corp., 2005 –present.

Business Student Advisor, part-time; California State University, East Bay, Concord Campus, 2007.

Walnut Creek Civic Arts Education Advisory Council. Appointed by City Council, 2002-present.

Learning & Pedagogical Research: Other Intellectual Contributions (1)

Newcomb, J. (Producer and on-screen instructor) materials based on the text *Marketing: An Introduction*, by Kotler & Armstrong. 8th Edition. Prentice Hall, 2007. Interactive distance learning video series in Marketing (Marketing Principles) for English-speaking Japanese undergraduates. Ministry of Education, Japan, through Hosei University, Tokyo. 2006-2007.

Robinson, Deborah	Int'l Economics PhD, 1985	2006	27%		PQ		UG
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Professional Experience

Operates own business: Game and Toy International Wholesale Distributions company, Temple Games, Inc., 10 years.

Development Activities

Temple Games, Inc. represents in addition to its own products five game companies (Platapus Games, Zygote Games, Gift Trap, Karmel Games & On The Line Games), engaging in worldwide consulting for international & domestic distribution of their games for the specialty and mass markets (i.e., Barnes & Noble, Discovery Channel, Target), 2006-present.

Temple Games jointly works with Zygote Games and Bee Smart Games for the development of educational game programs with Scholastics and Pre-School/Elementary/Middle School educational programs. Educational games can also be used as teaching aids in the classrooms. Also educational programs designed for Barnes and Nobles and Borders Educational divisions, 2006-present.

Vinoasis: currently serves as one of the Board of Directors and works with Dr. Jag Kundi for the development of wine course work here in the US and programs in Hong Kong. In addition to that, development of a wine accessories market and an international wine range for the US is in progress, 2007.

Temple Games, Inc – managing own full-time business, developing board game related products that are sold world wide, 1993-present.

Wasserman, Bruce	Speed Communication PhD, 1975	2001	53%		PQ	UG
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Professional Experience (21 years)

Pacific Bell (SBC/ATT) in Marketing, Market Strategy, Planning, Retailing and Sales.

Development Activities

Activity/ Delivering successful Executive Education: Adjunct faculty in the Executive MBA program at Golden Gate University , San Francisco. Developed and delivered a year long program in Strategic Business Planning. Also served as advisor and mentor to cohort students during their year-long strategic planning projects, helping them create business plans and solve business issues for consultant client companies. Responsible also for coaching students on integrating their subject learning (marketing, finance, operations, management, accounting) into the strategic business plans. Consulting work was for large firms, such as GE and Washington Mutual, as well as small, local non-profits. Follow-up is provided as plans are executed beyond the academic program’s completion. The students are mid to senior level managers and are seeking enhanced business education. 5 years.

	Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
MARKETING AND ENTREPRENEURSHIP TOTALS	6	11	20	66	3	10

APPENDIX B: Assurance of Learning Plans: Degree Programs in the College of Business and Economics

This section includes the Assurance of Learning plan for each CBE degree program. Each plan includes the program's:

- Mission Statement
 - Program Objectives and methods used to assess them
 - Student Learning Objectives (SLOs) and methods used to assess them
 - Mapping of courses to the SLOs
 - Rubrics used to assess knowledge identified in SLOs
- [Note multiple choice tests used to assess knowledge are not included for reasons of confidentiality.]

This section also includes the url's that contain the Course Learning Objectives (CLOs) for courses in each CBE department. Please note that the CBE is currently reviewing the Marketing and Entrepreneurship Department CLOs as part of its 5-year review cycle.

BSBA Assessment Tools

Assurance of Learning Program Assessment Plan

BS in Business Administration

Mission Statement

The mission of the undergraduate program is to provide a quality, affordable and achievable business education program. We offer courses that provide theoretical and applied knowledge in major functional areas of business. In addition, we offer a broad range of specializations designed to prepare graduates for diverse careers in public and private enterprises.

To achieve this mission we offer quality teaching, encourage scholarship and inquiry, and provide faculty and students with access to advanced technology. We supply educational experiences to traditional and non-traditional students at two locations in the Bay Area.

Our College is responsive to the requirements of our students, acknowledges its ethical responsibility to all students enrolled in our BSBA program, and will assist each student with available resources to succeed in our program.

Our College is responsive to the requirements of our students, prospective employers and the communities we serve. The BSBA program achieves its mission by providing educational experiences that emphasize:

- Global and ethical perspectives to business situations.
- Education in all phases of communication.
- Exploring real time business and economic issues.
- Technology based perspectives.
- Problem solving skills.
- Specialized programs of study that train students for diverse careers.
- General education that encourages lifelong learning.

Program Objectives (PO) And Assessment

1. Provide knowledge in fundamental principles of business and analytical skills so that the graduates could contribute effectively and efficiently to the decision making process.
2. Provide training in both written and oral communication skills.
3. Provide training in human relations.
4. Provide opportunities to develop higher level knowledge in a variety of options/ areas of specialization of students' interests.
5. Provide necessary knowledge and skills for those who are interested in pursuing higher level education in business administration.
6. Prepare graduates to apply technology and adapt to technology in their work environment.
7. Instill and reaffirm positive personal values so that graduates become ethical and productive citizens (Examples: honesty, hardworking, thoroughness, commitment to accuracy, social responsibility, comprehension of instructions, reliability).
8. Contribute to the improvement in the quality of life of graduates through most effective combination of knowledge, skills and values.

Assessment: Survey of Alumni and Survey of Employers every five years.

Student Learning Objectives (SLOs) And Assessment

1. **International/Global Perspective.** Each student will be able to identify and communicate the variety of risks and opportunities of doing business in a global environment.

Assessment: Course embedded writing projects in appropriate courses taken by all students in the College. Course embedded projects may include the following elements:

- Analyzing the cultural and financial impacts of moving into new markets and expanding existing markets.
- Contemplating global consequences of human and financial resource management.
- Analyzing global customer demographics.
- Identifying and analyzing the social costs and benefits of relevant decisions in the global marketplace/environment.

2. **Ethical Responsibilities in Organizations and Society.** Each student can identify and evaluate ethical issues and articulate defensible resolutions for practical situations involving financial issues, human resource management and marketing.

Assessment: Course embedded exercises in appropriate courses taken by all students in the College.

3. **Knowledge Of Technological and Analytical Tools Necessary For Solving Complex Business Problems.** Students will learn how information technology and analytical tools are used to aid decision making in organizations. They will be able to identify, analyze and solve complex business problems using appropriate technological and analytical tools.

Assessment:

- Embedded projects and tests in the appropriate course(s) that have a significant utilization of technological tools.
 - Complex case studies requiring students to model business problems, use analytical and technological tools to propose solutions and their evaluations.
4. **Communication Skills and Teamwork.** Each student will be able to communicate in a variety of domains that include writing, speaking, listening, reading and the impact of technology in a variety of communication situations.

Assessment: A course embedded assessment including in-class exercises, out of class exercises, examinations and role-playing. Students will demonstrate proficiency by:

- Listening actively.
- Self-expression with power and purpose.
- Reading with understanding; reading critically.
- Writing effectively.
- Using tools of information technology to communicate.

5. **General Management Knowledge.** Each student will demonstrate knowledge in the following management areas including computer information systems, accounting, marketing, economics, finance, management, and management science.

Assessment: An examination testing students in the broad curriculum covered in core courses, particularly those taken in the sophomore and junior year. This examination will be administered to graduating students in the CBE capstone class.

Course Mapping to SLOs: BSBA

Course	SLO 1 International/Global Perspective	SLO 2 Ethical Responsibilities on Organizations and Society	SLO 3 Knowledge of Technological and Analytical Tools Necessary for Solving Complex Business Problems	SLO 4 Communication Skills and Teamwork	SLO 5 General Management Knowledge
ACCT 2251		A	A	A	I
ACCT 2253		A	A		I
ECON 2301	A	A			I
ECON 2302	I	A			I
ECON 3551			I		I
CIS 1270			I		I
CIS 3060			I		I
FIN 3300	P	A	I		I
MGMT 2701	P	I			I
MGMT 3100			A		I
MGMT 3614	P	A		I	I
MGMT 3620	P		I		I
MGMT 4500/ ACCT 4911	A	A			I
MGMT 4650	I	A	P	I	I
MGMT 4670	I	P			I
MKTG 3401/ ECON 3107	P	A			I
MKTG 3495			P	I	I
MATH 1810			I		
STAT 2010 or 1000			I		I

I ≡ instruction is provided in the course

A ≡ is applied/used in the course

P ≡ mentioned in passing in the course

BSBA Communication and Teamwork Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Organization	Project is organized, informative, and maintains the audience's attention.	Project is mostly organized and informative.	Project is disorganized and provides little information.
Assignment followed	Project mostly adheres to requirements of the assignment and stays within the page/time limitation.	Project is consistent with the requirements of the assignment and may exceed or shirk the page/time limitation.	Project is not consistent with the assignment and strays over or shirks the page/time limitation.
Presentation	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show some command of presentation: eye contact, voice, and body language.	Presenter(s) show little command of presentation: eye contact, voice, and body language.
Teamwork	Most group members are prepared and participate.	Some group members are prepared and participate.	Few group members are prepared and participate.
Written	Writer shows command of the written language with very minor errors in syntax, grammar, and style.	Writer shows command of the written language with many errors in syntax, grammar, and style.	Writer shows little command of the written language with frequent and consistent errors in syntax, grammar, and style.
Use of technology	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.

BSBA Ethics Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Issue Identification	Identified all or most relevant issues involving professional ethics and penalties.	Identified some relevant issues involving professional ethics and penalties.	Failed to identify any relevant issues involving professional ethics and penalties.
Technical Knowledge	All or most ethical rules are accurately understood and students demonstrate a very good understanding of the topic.	Some ethical rules are accurately understood and students demonstrate an acceptable understanding of the topic.	Ethical rules are misunderstood and students demonstrate an unacceptable understanding of the topic.
Analysis correct	Students demonstrate a good, solid defense of a reasonable solution to the issue(s).	Students demonstrate a passable defense of a reasonable solution to the issues(s).	Students demonstrate a minimal defense of reasonable solution or unreasonable solution to the issue(s).
Communication of Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

BSBA International/Global Business Perspective Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

ESSAY EXAMINATION

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Knowledge	Understands multifunctional global issues Argues pro and con Effectively critiques issues Examines inconsistencies Demonstrates value of information	Presents a narrow/limited perspective Briefly cites data/information needs Recognizes basic content	Misconstrues issues Show little or no grasp of international/global issues Theory stated inaccurately Cannot recognize basic content
Exposition	Uses reasonable judgment Succinct explanation Main arguments are stated Substantial depth of exposition	Lack of precision Too little justification for opinions Little coherency Some gaps in exposition Some depth of exposition	Shows no coherent explanation Large gaps in reasoning Answers by rephrasing the question One or two sentence explanations No depth of exposition
Analysis	Discusses issues Formulates conclusions Justifies conclusions Questions validity of information Shows intellectual honesty	Draws conclusions but conclusions not adequately justified Uses value judgments Does not question data or information Overlooks key points Shows intellectual honesty	Draws faulty conclusions or uses value judgments w/o support. Shows intellectual dishonesty Omits the most basic arguments Misrepresents issues

Multiple Choice Examination

	Proficient	Limited Proficiency	Not proficient
Score (% Correct)	80% or above	Between 60% and 79%	below 60%

Internal College Assessment: We would expect a limited number of student results to fall in the not proficient category. Essays will be tabulated both vertically and horizontally. For example, we may determine that 95% of the students achieved a passing grade on the examination essay or multiple choice exam but 50% showed insufficiency in a particular area (exposition, for example). The College will analyze the results and take corrective actions if the results suggest that necessity.

BSBA Technological and Analytical Tools for Problem Solving Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited proficiency	0: Not proficient
Knowledge Of Tools (40%)	Student has a complete knowledge of the appropriate technological and/or analytical tools.	Student shows a limited knowledge of the appropriate technological and/or analytical tools.	Student lacks a basic knowledge of the appropriate technological and/or analytical tools.
Analytical Ability (40%)	Student demonstrates a clear ability to analyze given data, model a business problem and develop complete solutions	Student demonstrates a limited ability to analyze given data, model a business problem and develop complete solutions.	Student lacks the basic ability to analyze given data, model a business problem and develop complete solutions.
Exposition (20%)	Student demonstrates ability to communicate the results of the analysis in a complete and professional manner.	Student demonstrates a limited ability to communicate the results of the analysis in a complete and professional manner.	Student lacks the ability to communicate the results of the analysis in a complete and professional manner.

BA Economics Assessment Tools

Assurance of Learning Program Assessment Plan

BA in Economics

Mission Statement

The BA in Economics will provide students with knowledge of current economic thought and will develop students' understanding of the role of economic institutions. The BA program will develop students' analytical skills by combining a strong foundation in economic theory with applied statistics so that students will be able to excel in both workplace and educational settings.

Students receiving a BA in Economics from CSUEB will be prepared to succeed in a wide variety of analyst positions in business, government, and nonprofit enterprises and will be prepared to pursue graduate work in economics and related fields.

Program Objectives (PO) And Assessment

1. The Bachelor's degree in Economics will provide students with the opportunity to learn economic theory and methods and to apply theory and methods to topics within their chosen option.
 - *Assessment:* A survey every five years to current students.
2. Students graduating with a BA in Economics will be able to locate employment in their chosen field and or further their economics education.
 - *Assessment.* At least fifty percent of the alumni from the BA program will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background as determined by a survey of alumni every five years.

Student Learning Objectives (SLOs) And Assessment

1. Undergraduate students will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.
 - *Assessment:* Test of Understanding College Economics (TUCE), a nationally-normed, multiple choice test, will be administered in Econ 2301 (micro) and Econ 2302 (macro) as a pretest and as a program exit requirement as a posttest. Results will be compared to national norms to indicate proficiency.
2. Undergraduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.
 - *Assessment:* Rubric-guided assessment in Econ 4896 will determine if students are proficient in communicating oral economic arguments.
3. Undergraduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.
 - *Assessment:* Rubric-guided assessment in Econ 4896 will determine if students are proficient in communicating written economic arguments.
4. Undergraduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.
 - *Assessment:* Rubric-guided assessment in Econ 4896 will determine if students are proficient in using technology.

Course Mapping to SLOs: BA Economics

Course	SLO 1 Micro Theory	SLO1 Macro Theory	SLO 1 Econo- metrics	SLO 2 Oral economic arguments	SLO 3 Written economic arguments	SLO 4 Computer technologies	PO 1 Mix theory, applications, methods	PO 2 Career
ECON 1000								
ECON 2301	I						I	
ECON 2302	A	I					I	
ECON 3000	I				A	A	I	
ECON 3005/ 3006	A	I					I	
ECON 3150	A	A			A	P	I	
ECON 3170	A	A			A	P	I	
ECON 3200	P	P			A	P	I	
ECON 3310	A	A			A	P	I	
ECON 3370	A		P		A	P	I	
ECON 3375	A		P		A	P	I	
ECON 3500	A	P	P		A	P	I	
ECON 3551	A		A		A	P	I	
ECON 3680	A	P	P		A	P	I	
ECON 4000	I		P				I	
ECON 4306	A				A	P	I	
ECON 4315	A	I	P		A	P	I	
ECON 4400	A	A	I		A	I	I	P
ECON 4520	A		P		A	P	I	
ECON 4550	A		A		A	P	I	
ECON 4590	P	P	P		A	P	I	
ECON 4700	A		P		A	P	I	
ECON 4705		A	P		A	P	I	
ECON 4710	A	A	P		A	P	I	
ECON 4895	P	P	P	P	P	P	I	I
ECON 4896	A	A	A	I	I	I	I	I

I ≡ instruction is provided in the course

A ≡ is applied/used in the course

P ≡ mentioned in passing in the course

Highlighted are required courses

BA Economics Oral Communication Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Oral Communication of Economics	Economic principles were communicated accurately and correctly.	Some economic principles were communicated correctly.	Few economic principles were used or were communicated incorrectly.
Organization	Presentation is organized, informative, and maintains the audience's attention.	Presentation is mostly organized and informative.	Presentation is disorganized and provides little information.
Oral skills	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show some command of presentation: eye contact, voice, and body language.	Presenter(s) show little command of presentation: eye contact, voice, and body language.
Group preparation	Most group members are prepared and participate.	Some group members are prepared and participate.	Few group members are prepared and participate.
Assignment followed	Presentation mostly adheres to requirements of the assignment and stays within the time limitation.	Presentation is consistent with the requirements of the assignment and may exceed time limitation.	Presentation is not consistent with the assignment and strays over the time limitation.
Use of technology	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.

BA Economics Written Communication Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Written Communication of Economics	Economic principles were communicated accurately and correctly.	Some economic principles were communicated correctly.	Few economic principles were used or were communicated incorrectly.
Organization	Paper is organized, informative, and maintains the reader's attention.	Paper is mostly organized and informative.	Paper is unorganized and provides little new information.
Written Skills	Writer shows command of the written language: syntax, grammar, references, and style.	Writer shows command of the written language with few errors in syntax, grammar, references, and style.	Writer shows little command of the written language with errors in syntax, grammar, references, and style.
Sense of Audience	Conveys an accurate sense of target audience with appropriate use of economic language.	Mostly conveys a sense of the target audience.	Inconsistent sense of audience and/or uses language inappropriate to the targeted audience.
Assignment followed	Paper mostly adheres to requirements of the assignment and stays within the page limitation.	Paper is consistent with the requirements of the assignment and may exceed or shirk the page limitation.	Paper is not consistent with the assignment and strays over or shirks the page limitation.
Use of technology	Technology is used and enhances the paper.	Technology is used, but does not enhance the paper.	Technology is not used, used incorrectly, or detracts from the paper.

MBA Assessment Tools

The MBA SLO's are currently being revised (2008-2009)

**Assurance of Learning
Program Assessment Plan
MBA**

Mission Statement (College)

The mission of the College of Business and Economics is to prepare students to make ethical choices and succeed in a dynamic business environment shaped by the challenges of a competitive global economy, emerging technologies, and diverse stakeholders.

Program Objectives (PO) And Assessment

1. The M.B.A. will provide students with the knowledge and skills managers need to succeed.
 - *Assessment:* Survey of alumni and employers once every five years.
2. The M.B.A. will provide students with the opportunity to select an area of specialization.
 - *Assessment:* Survey of alumni and employers once every five years.

Student Learning Objectives (SLOs) And Assessment

1. *Leadership and Teamwork.* Each graduate will be able to analyze how to use high-performance management behaviors to lead a team task that results in effective team performance.
 - *Assessment:* Achievement of this SLO will be assessed in a case analysis to be incorporated into either the midterm or final exam in the Interpersonal Skills requirement course.
2. *Integrative and Strategic Perspective.* Each graduate will integrate functional areas of business knowledge to generate a strategic business plan.
 - *Assessment:* Achievement of this SLO will be assessed with an integrative case analysis project in the capstone course.
3. *Global Perspective.* Each student will analyze the global business factors impacting current business issues, and evaluate the effects of these factors on specific management situations.
 - *Assessment:* Achievement of this SLO will be assessed through a case analysis in the capstone course or in courses that satisfy the international requirement.
4. *Communication.* Each student will communicate a complex business issue in a coherent written statement and oral presentation.
 - *Assessment:* Achievement of the written and oral communication portion of this objective will be assessed with a written report and oral presentation in the capstone course.

The MBA SLO's are currently being revised (2008-2009)

Course Mapping to SLOs

	SLO 1	SLO 2	SLO 3	SLO 4
	Global perspective	Strategic perspective	Leadership and teamwork	Oral and written communication
FUNDAMENTAL				
ACCT 6015	I			
ITM 6015				
MGMT 6015				
CORE				
BCOM 6120	P		I	I/A
MGMT 6120	I	P		
ACCT 6215		I		A
ECON 6215	I	P		
FIN 6215		I		
MKTG 6215	I	P		
MGMT 6215 (BGS)	P			
MGMT 6220 (OPS)	A			
MGMT 6225 (EX LEAD)			I	A
<i>Capstone</i>				
ENTR 6800	P	I	I	A
MGMT 6800	P	I	I	A

I ≡ instruction is provided in the course

A ≡ is applied/used in the course

P ≡ mentioned in passing in the course

MBA Leadership and Teamwork (Cont.)

Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Situational Analysis and Problem Statement	Identifies and describes a complete set of problems present in the leadership situation and utilizes appropriate concepts and theories to define and explain the situation.	Identifies and describes a few problems in the situation presented, but misses several critical points. Problem statements are not presented in a clear, concise fashion.	Fails to analyze the problem and/or restates the case facts without utilizing appropriate concepts and theories. Jumps immediately to solutions without analyzing situation.
Communication / Interaction Style	Addresses communication needs and proposes communication/ interaction behaviors appropriate to the situation.	Addresses some communication needs and/or provides limited or unspecific guidance as to behaviors appropriate to the situation.	Fails to address communication needs or proposes inappropriate communication/interaction behaviors for the situation.
Motivation / Goal Setting Process	Analyzes situational demands to create goals conducive to an effectively motivating environment for team.	Goals set but incomplete or unspecific.	No goals set or goals do not meet the motivational needs of the team.
Leadership Power and Team Empowerment	Acknowledges difference power strategies and makes recommendations for effective power responses to situational demands. Uses leadership power to empower the team.	Identifies possible power and influence tactics but does not differentiate between different approaches to power/ empowerment and their appropriateness to the situation.	Draws on inappropriate power bases and tactics. Operates independently of the team and fails to address power as a leadership requirement.
Decision Making / Problem Solving Process	Suggests viable problem solving approaches to empower team members to effectively solve problems and implement solutions. Demonstrates a complete rational decision making process.	Recommends problem solving approaches but does not adequately address team decision making processes.	No decision making/problem solving process apparent or uses faulty rationale.
Team Building/ Team Process	Understands team building process and roles and appropriately advises on team roles for the given situation.	Some team process apparent but underdeveloped or not described in depth.	Little or no team building process apparent

Table Notes: All dimensions receive equal weight.

MBA Integrative and Strategic Perspective Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
External Assessment	Detailed use of at least one of the following types of analysis: Industry, Competitive, Macro Environmental, Critical Success Factors.	Limited use of at least one of the following types of analysis: Industry, Competitive, Macro Environmental, Critical Success Factors.	No use of at least one of the following types of analysis: Industry, Competitive, Macro Environmental, Critical Success Factors.
Internal/Firm Resource Analysis	Detailed use of at least one of the following types of analysis: Firm Resources and Capabilities, Competitive Advantage, Core Competency.	Limited use of at least one of the following types of analysis: Firm Resources and Capabilities, Competitive Advantage, Core Competency.	No use of at least one of the following types of analysis: Firm Resources and Capabilities, Competitive Advantage, Core Competency.
Implementation	Comprehensive inclusion of Objectives and Tasks for the implementation of a strategic business plan.	Some inclusion of Objectives and Tasks for the implementation of a strategic business plan.	No or incomplete inclusion of Objectives and Tasks for the implementation of a strategic business plan.
Integration	Comprehensive integration of functional areas of business in a strategic business plan.	Some integration of functional areas of business in a strategic business plan.	No or incomplete integration of functional areas of business in a strategic business plan.

Table Notes: All dimensions receive equal weight.

MBA Global Perspective Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Identification of Global Factors	Clear identification of all relevant global factors.	Some identification of most of the relevant factors.	No or incomplete identification of some or all of the following relevant global factors: Economic Religious Cultural Political Environmental Legal Demographic Social Historical Ethical.
Analysis Of Global Factors	Clear, thorough and accurate analysis of impact of global factors.	Some analysis of impact of global factors; Some inaccuracies in analysis.	No analysis of impact of relevant global factors; Erroneous analysis of impact.
Comparative Analysis of Factors in Domestic and Global Business Environments of Organization	Detailed comparative analysis of factors in domestic and global business environments.	Some comparative analysis of factors in domestic and global business environments.	No comparative analysis of factors in domestic and global business environments; Incorrect analysis of factors in domestic or global business environment.
Application of Analysis to Management Situation	Clear application of analysis to specific management situation; Valid conclusions and good recommendations given.	Some application of analysis to specific management situation; Weak conclusions or recommendations made.	No application of analysis to specific management situation; Incorrect conclusions or recommendations made.

Table Notes: All dimensions receive equal weight.

MBA Oral and Written Communication

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Development and Organization	Student presents information in a logical, interesting sequence which audience can follow; connects ideas; no spelling or grammatical errors.	Rudimentary organization evident, not all points and ideas are logical and connected; inadequate support for argument; occasional misspellings and/or grammatical errors.	no sequence of information; little evidence of organization/development; little or no support for argument; many grammar or spelling errors.
Subject Knowledge/ Understanding of Topic	Student demonstrates full knowledge of topic, answers all class questions with explanations and elaboration.	Some understanding of topic, does not make connections among ideas, only answers rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Written Communication	Expresses clear thesis statement and gives sound arguments in support of thesis with evidence and references; conveys an accurate sense of audience	Vague or inconsistent thesis and/or gives some but inadequate support for thesis; uses language inappropriate to target audience	Ill defined or no thesis and/or inappropriate or insufficient details to support thesis; unfocused or absent sense of audience
Presentation Skills	Student maintains eye contact with audience, voice is clear and audible, pronunciation is precise.	Student uses eye contact but frequently returns to notes, voice is low, incorrectly pronounces some terms.	Student reads all of report with little/no eye contact, mumbles or speaks too quietly to hear, often incorrectly pronounces terms.

MA Economics Assessment Tools

Assurance of Learning Program Assessment Plan

MA Economics

Mission Statement

The MA in Economics will provide students with analytical skills by combining a strong foundation in economic theory with applied research so that students will be able to excel in both workplace and educational settings.

Students receiving an MA in Economics from CSUEB will be prepared to succeed in a wide variety of management, analyst, and research positions in business, government, and nonprofit enterprises and will be prepared to pursue teaching careers at both the community college and high school levels. Students will also be able to pursue further graduate work in economics and related fields.

Program Objectives (PO) And Assessment

1. The Master's degree in Economics will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics within a field, and to engage in economic research on a chosen economic topic.
 - *Assessment:* A survey every five years to current students.
2. Students graduating with a MA in Economics will be able to locate employment or further their economics education.
 - *Assessment:* At least fifty percent of the alumni from the MA program will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation as determined by a survey of alumni every five years.

Student Learning Objectives (SLOs) And Assessment

1. Graduate students will demonstrate an advanced understanding of microeconomic and macroeconomic theory.
 - *Assessment:* Rubric-guided assessment of comprehensive theory exams will determine if students are proficient in economic knowledge.
2. Graduate students will be able to apply economic theory and methods at an advanced level to selected economic topics through independent research.
 - *Assessment:* Rubric-guided assessment of research projects in Econ 6896 each year or a University Thesis will determine if students are proficient in their application of economic knowledge.
3. Graduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.
 - *Assessment:* Rubric-guided assessment of oral presentations in Econ 6896 each year or a student's University Thesis defense will determine if students are proficient in their ability to present an economic argument orally.
4. Graduate students will demonstrate the ability to present in writing a coherent, logical economic argument grounded in economic theory and methods in writing.
 - *Assessment:* Rubric-guided assessment of written projects in Econ 6896 each year or a student's University Thesis will determine if students are proficient in their ability to present an economic argument in writing.
5. Graduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.
 - *Assessment:* Rubric-guided assessment of written projects and oral presentations in Econ 6896 each year or a student's University Thesis will determine if students are proficient in their ability to use appropriate technologies.

Course Mapping to SLOs: MA Economics

Course	SLO 1 Micro Theory	SLO1 Macro Theory	SLO 2 Apply theory to research	SLO 3 Oral economic arguments	SLO 4 Written economic arguments	SLO 5 Computer technologies	PO 1 Mix theory, applications, methods	PO 2 Career
ECON 6101/6102	I		A		A	P	I	I
ECON 6105	A	I	A		A	P	I	
ECON 6200	P	P	P		A	P	I	
ECON 6250	A		A		A	P	I	
ECON 6315	A	I	P		A	P	I	
ECON 6370	A		P		A	P	I	
ECON 6400	A	A	A		A	A	I	
ECON 6511	A	A	A		A	A	I	
ECON 6520	A		P		A	P	I	
ECON 6680	A	P	P		A		I	
ECON 6700	A		P		A	P	I	
ECON 6710	A	A	P		A	P	I	
ECON 6896	A	A	I	I	I	I	I	I

I ≡ instruction is provided in the course

A ≡ is applied/used in the course

P ≡ mentioned in passing in the course

Highlighted are required courses

MA Economics Comprehensive Exam Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Theories correct	Economic principles and theories are used and mostly used correctly.	Some economic principles and theories are used and used correctly	Economic principles are frequently misused or not used.
Math correct	Most math is accurate and specific to the topic with a clear overview of the mechanics.	Some math is accurate but errors create inconsistencies.	Math errors are sometimes fatal and do not always lead to a solution appropriate to the topic
Graphs correct	Most graphs are accurate and specific to the topic with a clear overview of the mechanics.	Some graphs are accurate but errors create inconsistencies.	Graphing errors are sometimes fatal and do not always lead to a solution appropriate to the topic
Analysis correct	A solid defense of the economic analysis is demonstrated.	Passable defense of the economic analysis is demonstrated.	Minimal defense of the economic analysis is demonstrated.

MA Economics Oral Communication Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Oral Communication of Economics	Economic principles and theories were communicated accurately and correctly.	Some economic principles and theories were communicated correctly.	Few economic principles were used or were communicated incorrectly.
Organization	Presentation is organized, informative, and maintains the audience's attention.	Presentation is somewhat organized and informative.	Presentation is disorganized and provides little information.
Oral Skills	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show only some command of presentation: eye contact, voice, and body language.	Presenter(s) show little command of presentation: eye contact, voice, and body language.
Group preparation	Most group members are prepared and participate. Transition between group members is smooth.	Only some group members are prepared and participate. Transition between group members is rough.	Few group members are prepared and participate. Transition between group members is labored.
Assignment followed	Presentation mostly adheres to requirements of the assignment and stays within the time limitation.	Presentation is consistent with the requirements of the assignment and may exceed time limitation slightly.	Presentation is not consistent with the assignment and strays over the time limitation.
Use of technology	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.

MA Economics Research Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Hypothesis/ Problem	Research explicitly stated a testable hypothesis or problem statement that was well grounded in economic literature or theories.	Hypothesis or problem statement was underdeveloped or lacked specificity.	Research lacked a coherent hypothesis or problem statement.
Research Design	Research tests the hypothesis (addresses problem); avoids any obvious biases; flows from previous research; thoroughly describes the population, sample, data; and provides evidence of robustness in results.	Research is loosely tied to hypothesis/problem; may have some biases; is only modestly linked to previous research; superficially describes the population, sample, data; or show little robustness in results.	Research does not address the hypothesis/ problem; shows evidence of bias; fails to build upon previous work; fails to describe adequately the population/sample/or data, or does not allow for verification of findings.
Methods and Analysis	Statistical (or other) methods and analysis are appropriate and produce results that test the hypotheses (address the problem).	Most statistical methods and analysis relate to and are appropriate for testing the hypothesis (addressing the problem).	Statistical methods and analysis are not appropriate for testing the hypothesis (addressing the problem).
Use of Data	Data are of high integrity, appropriate for testing the hypotheses (addressing the problem), and usable with design, methods, and analysis.	Data may be of high quality but are loosely connected to research design and methods.	Data quality is suspect; data are not appropriate for testing hypothesis/ addressing the problem), or usable with design, methods or analysis.
Interpretation of Results	Conclusions are appropriately and innovatively derived from analysis and research design and are discussed in the context of the hypothesis or problem and without bias.	Conclusions are loosely tied to results or hypothesis/problem statement.	Conclusions are inappropriate, given research; are discussed with little regard to the hypothesis or problem statement; or show bias in interpretation.
Documentation	Sources are properly cited, both in text and in references.	Most sources are cited, or citations are not properly constructed.	Few sources were cited or citations are so poorly constructed that verification was not possible.

MA Economics Written Communication Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Written Communication of Economics	Economic principles and theories were communicated accurately and correctly.	Some economic principles and theories were communicated correctly.	Few economic principles were used or were communicated incorrectly.
Organization	Paper is organized, informative, and maintains the reader's attention.	Paper is mostly organized and informative.	Paper is unorganized and provides little new information.
Written Skills	Writer shows command of the written language: syntax, grammar, references, and style.	Writer shows command of the written language with few errors in syntax, grammar, references, and style.	Writer shows little command of the written language with errors in syntax, grammar, references, and style.
Sense of Audience	Conveys an accurate sense of target audience with appropriate use of economic language.	Mostly conveys a sense of the target audience.	Inconsistent sense of audience and/or uses language inappropriate to the targeted audience.
Assignment followed	Paper mostly adheres to requirements of the assignment and stays within the page limitation.	Paper is consistent with the requirements of the assignment and may exceed or shirk the page limitation.	Paper is not consistent with the assignment and strays over or shirks the page limitation.
Use of technology	Technology is used and enhances the paper.	Technology is used, but does not enhance the paper.	Technology is not used, used incorrectly, or detracts from the paper.

MS Tax Assessment Tools

Assurance of Learning Program Assessment Plan

MS Taxation

Mission Statement

The Master of Science in Taxation Degree is designed to prepare the student for the practice of tax as a tax professional working in public accounting, private industry or government. This degree gives the student a focused specialty in federal and state taxation.

Program Objectives (POs) And Assessment

1. The Master of Science in Taxation Degree provides an in-depth study of important federal tax topics including corporate tax, partnership tax, accounting methods and individual tax planning and federal tax procedure.
 - *Assessment:* A survey every five years to current students.
2. Tax authorities, such as the Internal Revenue Code, Treasury Regulations, Rulings, and judicial decisions are studied to develop an ability to respond independently and accurately in the application of these authorities.
 - *Assessment:* A survey every five years to current students.
3. Research is an integral part of each course so that each student is equipped to search out the answer to real-world questions and issues that he or she will encounter as a tax professional. The student is also introduced to a variety of electronic research and practice tools.
 - *Assessment:* A survey every five years to current students.
4. Ethical considerations are also discussed to expose the student to the larger picture and to peripheral issues essential to the successful practice of tax.
 - *Assessment:* A survey every five years to current students.

Student Learning Objectives (SLOs) And Assessment

1. *Professional Ethics.* Each student can analyze a tax controversy that involves an ethical dilemma invoking potential tax penalties and relevant codes of professional conduct. Each student can choose and defend a reasonable solution.
 - *Assessment:* Achievement of this learning objective will be rubric assessed with a portion of an exam in the Tax Research and Procedure class (Acct 6223), each year.
2. *Corporate Tax Expertise.* Each student can analyze a complex corporate tax situation, identify the pertinent tax issues, and appropriately apply the law.
 - *Assessment:* Achievement of this learning objective will be rubric-assessed with a portion of an exam in either Advanced Corporate Tax (Acct 6224) or S Corporations (Acct 6227), each year.
3. *Partnership Tax Expertise.* Each student can analyze a complex partnership tax situation, identify the pertinent tax issues, and appropriately apply the law.
 - *Assessment:* Achievement of this learning objective will be rubric-assessed with a portion of an exam in Partnership Tax (Acct 6222), each year.
4. *Research and Problem Solving.* Each student can efficiently and effectively research and resolve--using electronic research resources—a complex tax issue involving an unfamiliar tax subject.
 - *Assessment:* Achievement of this learning objective will be rubric-assessed with a research project (in Department Thesis Acct 6909) taken in conjunction with one of the last three classes that students complete in their program or Tax Research and Procedure class (Acct 6223).

Course Mapping

	Ethics	Corporate	Partnership	Research
6222			I	A
6223	I			I
6224		I		A
6226				A
6227		I		A
6229				A
6258	I			A
6259	A			A
6410				A
6420				A
6470		A	A	A
6909				A

I ≡ instruction is provided in the course

A ≡ is applied/used in the course

P ≡ mentioned in passing in the course

M.S. Taxation: Corporate Tax Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Issue Identification	Identified all or most relevant issues involving corporate tax.	Identified some relevant issues involving corporate tax.	Failed to identify any relevant issues involving corporate tax.
Technical Knowledge	All or most corporate tax laws are accurately understood and students demonstrate a very good understanding of the topic.	Some corporate tax laws are accurately understood and students demonstrate an acceptable understanding of the topic.	Corporate tax rules are misunderstood and students demonstrate an unacceptable understanding of the topic.
Application of law to facts	Students demonstrate a good, solid ability to apply the law to the facts.	Students demonstrate a passable ability to apply the law to the facts.	Students demonstrate a minimal ability to apply the law to the fact.
Communication of Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

M.S. Taxation: Partnership Tax Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not proficient
Issue Identification	Identified all or most relevant issues involving partnership tax.	Identified some relevant issues involving partnership tax.	Failed to identify any relevant issues involving partnership tax.
Technical Knowledge	All or most partnership tax laws are accurately understood and students demonstrate a very good understanding of the topic.	Some partnership tax laws are accurately understood and students demonstrate an acceptable understanding of the topic.	Partnership tax rules are misunderstood and students demonstrate an unacceptable understanding of the topic.
Application of law to facts	Students demonstrate a good, solid ability to apply the law to the facts.	Students demonstrate a passable ability to apply the law to the facts.	Students demonstrate a minimal ability to apply the law to the fact.
Communication of Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

M.S. Taxation: Professional Ethics Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Issue Identification	Identified all or most relevant issues involving professional ethics and penalties.	Identified some relevant issues involving professional ethics and penalties.	Failed to identify any relevant issues involving professional ethics and penalties.
Technical Knowledge	All or most ethical rules and tax laws are accurately understood and students demonstrate a very good understanding of the topic.	Some ethical rules and tax laws are accurately understood and students demonstrate an acceptable understanding of the topic.	Ethical rules and tax laws are misunderstood and students demonstrate an unacceptable understanding of the topic.
Analysis correct	Students demonstrate a good, solid defense of a reasonable solution to the issue(s).	Students demonstrate a passable defense of a reasonable solution to the issues(s).	Students demonstrate a minimal defense of reasonable solution or unreasonable solution to the issue(s).
Communication of Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

M.S. Taxation: Research and Problem Solving Rubric

Instructions: Indicate the level at which the student performs. If a student engages in academic dishonesty, do not grade and make note in comments.

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Issue Identification	Identified all or most relevant tax issues.	Identified some relevant tax issues.	Failed to identify any relevant tax issues.
Efficiently and effectively research	Explanation demonstrates a very good understanding of tax law authorities and sources.	Explanation demonstrates an acceptable understanding of tax law authorities and sources.	Explanation demonstrates an unacceptable understanding of tax law authorities and sources.
Application of law to facts	Students demonstrate a good, solid ability to apply the law to the facts.	Students demonstrate a passable ability to apply the law to the facts.	Students demonstrate a minimal ability to apply the law to the facts.
Communication of Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

MSBA, Option in ITM Assessment Tools

Assurance of Learning Program Assessment Plan

(M.S.B.A. Option in Information Technology Management)

Mission Statement

The Master of Science in Business Administration, Option in Information Technology Management (ITM) Degree provides students with a balanced set of knowledge and skills by combining a comprehensive understanding of business operations with a solid grasp of contemporary information systems. This degree offers students a focused specialty in how IT is applied in business organizations.

Program Objectives (POs) And Assessment

1. The MSBA, Option in ITM will provide hands-on experience and in-depth study of important IT topics including types of data, hardware components, operating systems, computers in e-Business, database and knowledge management systems, and other application software.
 - *Assessment:* A survey every five years to current students.
2. The MSBA, Option in ITM will offer students an opportunity to learn IT infrastructure, and information systems security and control, and to apply IT to business fields.
 - *Assessment:* A survey every five years to current students.

Student Learning Objectives (SLOs) And Assessment

1. *Information Systems and Development.* Graduate students will be able to demonstrate an advanced understanding of contemporary IT.
 - *Assessment:* Achievement of this learning objective will be rubric assessed in the Information Systems Development and Management course (ITM 6160), each year.
2. *Database Management and Applications.* Graduate students will be able to design, implement, and manage databases.
 - *Assessment:* Achievement of this learning objective will be rubric assessed in the Database Management and Applications course (ITM 6271), each year.
3. *Business Intelligence.* Graduate students will be able to acquire, validate, and represent data and information for building knowledge-based intelligent systems.
 - *Assessment:* Achievement of this learning objective will be rubric assessed in the Business Intelligence and Knowledge Management course (ITM 6273), each year.
4. *IT in Business Organizations.* Graduate students will be able to apply database systems, knowledge-based systems, and information systems development skills in business operations and decision making.
 - *Assessment:* Achievement of this learning objective will be rubric assessed with a portion of an exam in the E-Business Systems Development course (ITM 6278), or with a research project in the capstone experience Seminar in Strategic Management course (MGMT 6490), each year.

Course Mapping to SLOs

Course	SLO 1	SLO 2	SLO 3	SLO 4
ITM 6130	I	A	P	I
ITM 6160	I			
ITM 6200	A		P	
ITM 6271	A	I		
ITM 6273	A	A	I	
ITM 6278	I	A	A	I
MGMT 6490	A			A

I ≡ instruction is provided in the course

A ≡ is applied/used in the course

P ≡ mentioned in passing in the course

Program Started Fall 2009

Rubrics being piloted 2009-2010

Course Learning Objectives

The Course Learning Objectives for courses in each CBE Department can be found at:

Accounting and Finance:

http://www.cbe.csueastbay.edu/acct/assessment_acct.htm

Economics:

<http://www.cbe.csueastbay.edu/assessment/rubric/ba-econ/BA-econ-course-objectives.pdf>

And

<http://www.cbe.csueastbay.edu/assessment/rubric/ma-econ/MA-econ-course-objectives.pdf>

Management:

http://www.cbe.csueastbay.edu/mgmt/course_templates.html

Marketing and Entrepreneurship:

Currently being reviewed as part of CBE 5-year Course Review Cycle

**APPENDIX C:
Proficiency of Knowledge in
CBE Undergraduate Degree Programs:
2009 Annual Report**

Reports from previous years can be found at:
<http://www.hire.csueastbay.edu/Hire/discpap/index.asp>

***Assessing Student Knowledge in Undergraduate Degree
Programs in the College of Business and Economics:
Data Tables for 2007-2008***

HIRE Center Report: R09-02-01

BY

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Introduction

The College of Business and Economics (CBE) at California State University, East Bay (CSUEB) subscribes to the philosophy that multifaceted assessment is a necessary component to building and maintaining strong degree programs. One element of the CBE's assessment program is the direct assessment of student learning objectives (SLOs). Since providing students with knowledge and skills is, arguably, the most fundamental goal of all educational programs, data that provide a direct assessment of the level of proficiency in the areas outlined SLOs allows program heads and administrators to determine if their students are meeting the learning objectives and, if not, provides them with the information on the areas needing improvement. In other words, collecting data that directly assesses the students' level of proficiency in the knowledges and skills outlined in SLOs is critical to improving CBE degree programs, for it affords the ability to monitor and assess knowledge and to make changes in response. This report provides evidence of knowledge in each CBE undergraduate degree program from 2004 until Spring 2008 and compares that knowledge against CBE standards of proficiency.

Collecting and Reporting Data on Knowledge in CBE Programs¹

CBE has established a biennial schedule for collecting data that directly assesses students' knowledge. In undergraduate programs, knowledge is assessed in the odd years (defined by the end year of the academic year) and in graduate programs it is assessed in even years.² Because courses used to assess knowledge in the BSBA and MBA programs have multiple sections offered quarterly, instruments can be applied in multiple sections of a course within one academic year. Data collection in these programs is therefore biennial and undertaken in the year prior to the assessment year. Because smaller programs (i.e., BA and MA in Economics, and MS in Tax, Accounting and ITM) generally offer only one course per year that can be used to assess a particular SLO, data are collected annually, but reported biennially, to allow multiple classes to be used for assessment.

Knowledge is measured by applying rubrics or using multiple-choice testing in course or program embedded³ requirements. Rubrics are applied in at least two classes to ensure inter-

¹ A more detailed discussion of the methods can be found in HIRE Report R07-01-03 at <http://www.hire.csueastbay.edu/Hire/discpap/index.asp>.

² Every five years (those ending in 5 and 0), the information from the biennial assessment of SLOs is combined with data from a variety of stakeholders that indirectly assesses knowledge and with data that assesses program objectives as part of a formative evaluation of CBE degree programs and on assessment processes.

³ The one exception to course or program embedded assessment is the BSBA general business knowledge.

rater⁴ and inter-class reliability. If a large discrepancy exists between the level of measured knowledge in the two classes, the rubric is applied in a third class. Multiple-choice testing is used to assess general knowledge in both the BSBA and BA Economics programs.⁵ Prior to 2007-2008, neither test was embedded in course or program requirements. Starting in 2007-2008 the BA Economics program mandated a 75% pass rate on the test as a degree requirement and moved from using a nationally developed testing instrument to one specifically designed by the Department to capture the economics knowledge it feels is important. As a result, proficiency scores increased from 20 percent to 80 percent (Table 1). The BSBA program experimented with embedding the CSU-designed Business Assessment Test (BAT) of general business knowledge into class requirements to determine if the level proficiency would increase when the stakes were increased. In one class the BAT counted as part of the class participation portion of the grade and in another it counted for extra credit. As Table 6 shows, scores differed little when the stakes increased.⁶

College-wide Standards of Proficiency

The CBE has established college-wide standards of proficiency. *Complete Proficiency* is defined as a score of at least 75% of the total possible points on a rubric with no Lacking Proficiency score⁷ or a score of at least 60% of correct answers on a multiple-choice test. *Limited Proficiency* is defined as having a score below Complete Proficiency and achieving at least Limited Proficiency on each dimension on the rubric.⁸ *Lacking Proficiency* is defined as not being proficient in one or more dimensions on the rubric or a score below 60% of correct answers on a multiple-choice test. The Limited Proficiency category was added in 2007-2008 to present a fuller picture of knowledge. With only two categories of proficiency—Proficient and Not Proficient—students who had some level of proficiency (i.e., scored at least limited proficiency on each dimension of the rubric) were considered not proficient, which seemed to understate their level of knowledge.

⁴ Inter-rater reliability is possible only in the large programs (BSBA and MBA) since smaller programs often have the same rater each year (i.e., only one person teaches the course).

⁵ These tests are administered as pre-tests in introductory courses (Accounting 2251 and Econ 2301/2) to comply with WASC requirements for a pre-post methodology in assessments of general knowledge.

⁶ The question remains as to whether the low rates of proficiency shown with the BAT arise from low levels of knowledge or a measurement instrument that does not reflect the knowledge expectations of the faculty.

⁷ If 75% is not mathematically possible (e.g., an SLO with 10 total possible points), 70% is used.

⁸ Limited proficiency is only used for rubric-guided assessment.

This Report

This report focuses on students' knowledge in CBE undergraduate degree programs as measured during the 2007-2008 academic year, although it also provides an over-time comparison of proficiency in each SLO (Table 1). Each table, except Table 1, reports proficiency of knowledge contained in a specific SLO. Together the tables present details about proficiency for all SLOs in CBE undergraduate programs. Most data tables (Tables 2 through 5 and 8 through 10) provide proficiency levels as determined by rubric-guided assessment. Scores are reported for each class in which the rubric was applied and are averaged to create a composite score. The Appendix provides the rubrics. Two data tables present information from the multiple-choice testing (Tables 6 and 7) and provide the percentage distribution of the number of correct answers. Multiple choice tests are not provided in this report, for their publication would negate their effectiveness as assessment instruments if obtained by students.

Program heads and administrators will find the information presented in this report useful since it can be used to identify areas in which student learning objectives are met and areas in which improvement might be needed. This report also provides the background data for a more summative assessment that uses results of both direct and indirect assessment methods to examine program outcomes and describes how results of assessment efforts have been used for continuous quality improvement of CBE programs.⁹

⁹ Indirect data to assess knowledge in the BSBA and MBA are obtained annually through CBE's Exit Survey and Educational Benchmarking, Inc.'s (EBI) Exit Survey. HIRE Center Report 07-01-02 provides information about the research methods for both surveys. Indirect data to assess knowledge in the other programs are obtained from surveys of students currently in those programs. These surveys are administered twice in five years.

**Table 1:
Proficiency in CBE Undergraduate Programs: 2004-2008**

	Academic Year			
	2004-2005	2005-2006	2006-2007	2007-2008
BSBA Student Learning Objectives				
International/Global Perspective	Pilot	62.7	58.5	75.0
Ethical Responsibilities	No data collected	73.9	62.9	68.1
Information Technology and Analytic Tools	No data collected	67.8	25.0	60.0
Communication and Teamwork	No data collected	100.0	73.2	72.9
General Management Knowledge	5.0	3.3	14.6	15.7
BA Economics Student Learning Objectives				
General Economic Knowledge	36.4	19.9	Included in 2007-8 biennial assessment	80.5
Oral Communication	61.4	65.0	Included in 2007-8 biennial assessment	100.0
Written Communication	28.6	60.0	Included in 2007-8 biennial assessment	82.6
Technology Use	19.1	80.0	Included in 2007-8 biennial assessment	95.7

Table Notes: Numbers represent the percentage of students who attained *Complete Proficiency* in the SLO. See text for definition. The BA Economics assessment of general economic knowledge moved from a two-test to a single-test format during 2006-2007. Proficiency in 2004-2005 and 2005-2006 represent the weighted average of the two tests.

Table 2:
Proficiency in International/Global Perspective: BSBA

Student Learning Objective: *Each student will be able to identify and communicate the variety of risks and opportunities of doing business in a global environment.*

Learning Outcomes: 2007-2008

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
MGMT 4670, Section 2, Winter 2008	90.0	3.3	6.7
<i>Rubric Dimensions:</i>			
Knowledge	83.3	16.7	0.0
Analysis	70.0	26.7	3.3
Exposition	60.0	33.3	6.7
N = 30			
MGMT 4670, Section 1, Summer 2008	64.3	21.4	14.3
<i>Rubric Dimensions:</i>			
Knowledge	61.9	38.1	0.0
Analysis	54.8	35.7	9.5
Exposition	54.8	38.1	7.1
N=42			
OVERALL (Both Classes)	75.0	13.9	11.1
<i>Rubric Dimensions:</i>			
Knowledge	70.8	29.2	0.0
Analysis	61.1	32.0	6.9
Exposition	57.0	36.1	6.9
N=72			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Overall scores for levels of proficiency are defined using a weighted score (see rubric in appendix for explanation of weights). Complete Proficiency is defined as a score of at least 4.2 out of 6.0 points (70%) with no Lacking Proficiency score; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score. Additional data were collected in MGMT 4670, Section 01 in Winter 2008 but are not included in the analysis as the proficiency level was far lower than in the other two classes (50% Complete Proficiency and 0% Limited Proficiency). If this class were included, the OVERALL Complete Proficiency would be 67.7%, Limited Proficiency would be 9.8%, and Lacking Proficiency would be 22.5%.

Table 3:
Proficiency in Ethical Responsibilities: BSBA

Student Learning Objective: *Each student can identify and evaluate ethical issues and articulate defensible resolutions for practical situations involving financial issues, human resource management and marketing.*

Learning Outcomes: 2007-2008

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
MGMT 4500, Section 4, Spring 2008	68.6	31.4	0.0
<i>Rubric Dimensions:</i>			
Issue Identification	62.9	37.1	0.0
Technical Knowledge	71.4	28.6	0.0
Analysis	57.1	42.9	0.0
Conclusion	11.4	88.6	0.0
N=35			
MGMT 4650, Section 2, Summer 2008	67.6	27.1	5.3
<i>Rubric Dimensions:</i>			
Issue Identification	78.4	21.6	0.0
Technical Knowledge	59.5	37.8	2.7
Analysis	64.9	29.7	5.4
Conclusion	62.2	37.8	0.0
N=37			
OVERALL (Both Classes)	68.1	29.2	2.7
<i>Rubric Dimensions:</i>			
Issue Identification	70.9	29.1	0.0
Technical Knowledge	65.3	33.3	1.4
Analysis	61.1	36.1	2.8
Conclusion	37.5	62.5	0.0
N=72			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Complete Proficiency is defined as a score of at least 6 out of 8 points (75%) with no Lacking Proficiency score; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score. Additional data were collected in MGMT 4500, Section 01 in Spring 2008. They are not included in the table as the proficiency level was far lower than in the other two classes (37.5% Complete Proficiency and 40.6% Limited Proficiency). If this class were included, the OVERALL Complete Proficiency would be 58.7%, Limited Proficiency would be 32.7%, and Lacking Proficiency would be 8.6%.

Table 4: Proficiency in Information Technology and Analytical Tools: BSBA

Student Learning Objective: *Students will learn how information technology and analytical tools are used to aid decision making in organizations. They will be able to identify, analyze and solve complex business problems using appropriate technological and analytical tools.*

Learning Outcomes: 2007-2008

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
MGMT 3100, Section 1, Spring 2008	57.1	8.6	34.3
<i>Rubric Dimensions:</i>			
Knowledge of Tools	68.6	11.4	20.0
Analytic Ability	57.1	34.3	8.6
Exposition	40.0	34.3	25.7
N = 35			
MGMT 3100, Section 1, Summer 2008	62.8	0.0	37.5
<i>Rubric Dimensions:</i>			
Knowledge of Tools	65.7	11.4	22.9
Analytic Ability	60.0	31.4	8.6
Exposition	42.9	34.3	22.9
N = 35			
OVERALL (Both Classes)	60.0	4.3	35.7
<i>Rubric Dimensions:</i>			
Knowledge of Tools	67.2	11.4	21.5
Analytic Ability	58.6	32.9	8.6
Exposition	41.5	34.3	24.3
N = 70			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Overall scores for levels of proficiency are defined using a weighted score (see rubric in appendix for explanation of weights). Complete Proficiency is defined as a score of at least 4.2 out of 6.0 points (70%) with no Lacking Proficiency score; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score. Additional data were collected in MGMT 3100, Section 02 in Winter 2008. They are not included in the analysis as the proficiency level was far lower than in the other two classes (37.0% Complete Proficiency and 18.5% Limited Proficiency). If this class were included, the OVERALL Complete Proficiency would be 53.6%, Limited Proficiency would be 8.3%, and Lacking Proficiency would be 38.1%.

**Table 5:
Proficiency in Communication and Teamwork: BSBA**

Student Learning Objective: *Each student will be able to communicate in a variety of domains that include writing, speaking, listening, reading and the impact of technology in a variety of communication situations.*

Learning Outcomes: 2007-2008

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
MGMT 3614, Section 1, Spring 2008	68.6	28.6	2.8
<i>Rubric Dimensions:</i>			
Organization	34.3	65.7	0.0
Assignment Followed	62.9	37.1	0.0
Presentation	28.6	68.6	2.9
Teamwork	68.6	31.4	0.0
Written	28.6	71.4	0.0
Use of Technology	100.0	0.0	0.0
N = 35			
MGMT 3614, Section 2, Spring 2008	77.1	11.4	11.5
<i>Rubric Dimensions:</i>			
Organization	71.4	25.7	2.9
Assignment Followed	80.0	17.1	2.9
Presentation	77.1	22.9	0.0
Teamwork	85.7	11.4	2.9
Written	74.3	25.7	0.0
Use of Technology	71.4	25.7	2.9
N = 35			
OVERALL (Both Classes)	72.9	20.0	7.1
<i>Rubric Dimensions:</i>			
Organization	52.9	45.7	1.4
Assignment Followed	71.5	27.1	1.4
Presentation	52.9	45.8	1.4
Teamwork	77.2	21.4	1.4
Written	51.4	48.6	0.0
Use of Technology	85.7	12.9	1.4
N = 70			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Complete Proficiency is defined as a score of at least 9 out of 12 points (75%) with no Lacking Proficiency score; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score.

**Table 6:
Proficiency in General Management Knowledge: BSBA**

Student Learning Objective: *Each student will demonstrate knowledge in the following management areas including computer information systems, accounting, marketing, economics, finance, management, and management science.*

Learning Outcomes: 2007-2008

Total Number Correct	Pre-Test: Percent Distribution	Non-Incentive Post-Test: Percent Distribution	Extra Credit Incentive Post- Test: Percent Distribution	Grade Incentive Post-Test: Percent Distribution
0-3	0.0	0.0	0.0	0.0
4	1.5	0.0	0.0	0.0
5	7.6	0.0	0.0	1.4
6	7.6	0.0	0.0	0.0
7	3.0	0.0	0.0	0.0
8	7.6	0.0	2.7	2.9
9	16.7	2.0	0.0	0.0
10	10.6	0.0	0.0	4.3
11	4.5	0.0	0.0	5.7
12	12.1	2.0	0.0	2.9
13	6.1	3.9	5.4	7.1
14	1.5	5.9	2.7	4.3
15	1.5	13.7	10.8	1.4
16	0.0	3.9	2.7	10.0
17	1.5	7.8	5.4	10.0
18	1.5	7.8	8.1	12.9
19	1.5	7.8	5.4	7.1
20	6.1	11.8	16.2	4.3
21	1.5	11.8	8.1	4.3
22	1.5	3.9	8.1	7.1
23	1.5	2.0	5.4	2.9
24	0.0	3.9	5.4	4.3
25	1.5	0.0	5.4	0.0
26	0.0	5.9	5.4	4.3
27	1.5	2.0	2.7	2.9
28	1.5	3.9	0.0	0.0
29-40	0.0	0.0	0.0	0.0
Complete Proficiency	4.5	15.7	18.9	11.4
N	66	51	37	70

Table Notes: General management knowledge was assessed as a pre-test and a post-test using a 40-question subset of the Business Assessment Test (BAT), a multiple-choice test developed in the CSU. Pre-tests were administered during Fall 2007 in Accounting 2251, Section 04 and Winter 2008 in Accounting 2251, Section 03. The non-incentive post-tests were administered during Fall 2007 in Management 4650, Section 01 and during Winter 2008 in Management 4650, Section 04. Post-tests that counted for extra credit were administered in Spring 2008 in Mgmt 4650, Section 01 while post-tests that counted as part of the class participation portion of the grade were administered in Summer 2008 in Mgmt 4650, Sections 01 and 02. Complete Proficiency is indicated by the black bar and is defined as a score of at least 24 out of 40 points (60%).

Table 7: Proficiency in General Economic Knowledge: BA Economics

Student Learning Objective: *Undergraduate students will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.*

Learning Outcomes: 2006-2007 and 2007-2008 Biennial Cycle

Total Number Correct	Pre-Test: Percent Distribution	Post-Test: Percent Distribution
0-7	0.0	0.0
8-9	0.7	0.0
10-11	0.0	0.0
12-13	1.4	0.0
14-15	5.8	0.0
16-17	14.2	0.0
18-19	20.0	0.0
20-21	15.0	0.0
22-23	15.7	3.8
24-25	10.0	7.7
26-27	7.9	0.0
28-29	2.1	7.7
30-31	2.1	3.8
32-33	2.1	11.5
34-35	2.1	0.0
36-37	0.7	7.7
38-39	0.0	15.4
40-41	0.0	23.0
42-43	0.0	3.8
44-45	0.0	7.7
46-47	0.0	3.8
48-49	0.0	3.8
50	0.0	0.0
Complete Proficiency	7.1	80.5
N	140	26

Table Notes: Economic knowledge was assessed with a 50-item, multiple-choice test of macro and micro economics. Pre-tests were conducted in Spring 2008 in Economics 2301, Section 01 and Economics 2302, Section 01. Post-tests were conducted in Summer 2007, Fall 2007, Winter 2008, Spring 2008, and Summer 2008 as part of the exit requirement for the BA Economics degree. Complete Proficiency is indicated by the black bar and is defined as a score of at least 30 out of 50 points (60%). Students who were lacking proficiency (i.e., those who scored below 60%) more than once in the reporting period were included in the calculations only once, with their highest score reported. [Note: the Economics Department requires 75% correct answers to obtain a degree.]

**Table 8:
Proficiency in Oral Communication: BA Economics**

Student Learning Objective: *Undergraduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.*

Learning Outcomes: 2006-2007 and 2007-2008 Biennial Cycle

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
Econ 4896, Spring 2007	100.0	0.0	0.0
<i>Rubric Dimensions:</i>			
Oral Communication	50.0	50.0	0.0
Organization	85.7	14.3	0.0
Oral Skills	42.9	57.1	0.0
Group Presentation	100.0	0.0	0.0
Assignment Followed	100.0	0.0	0.0
N=14			
Econ 4896, Spring 2008	100.0	0.0	0.0
<i>Rubric Dimensions:</i>			
Oral Communication	90.0	10.0	0.0
Organization	100.0	0.0	0.0
Oral Skills	90.0	10.0	0.0
Group Presentation	--	--	--
Assignment Followed	100.0	0.0	0.0
N=10			
OVERALL (Both Classes)	100.0	0.0	0.0
<i>Rubric Dimensions:</i>			
Oral Communication	66.7	33.3	0.0
Organization	91.7	8.3	0.0
Oral Skills	62.5	37.5	0.0
Group Presentation	--	--	--
Assignment Followed	100.0	0.0	0.0
N=24			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Complete Proficiency is defined as a score of at least 7 out of 10 points (70%) with no Lacking Proficiency score for Econ 4896, Spring 2007 and 6 out of 8 points (75%) with no Lacking Proficiency score for Econ 4896, Spring 2008; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score. The Group Preparation dimension was not applied in Econ 4896, Spring 2008 assessment because all presentations were individual.

**Table 9:
Proficiency in Written Communication: BA Economics**

Student Learning Objective: *Undergraduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.*

Learning Outcomes: 2006-2007 and 2007-2008 Biennial Cycle

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
Econ 4896, Spring 2007	76.9	0.0	23.1
<i>Rubric Dimensions:</i>			
Written Communication	46.2	46.2	7.7
Organization	53.8	38.5	7.7
Written Skills	38.5	46.2	15.4
Sense of Audience	100.0	0.0	0.0
Assignment Followed	92.3	7.7	0.0
N=13			
Econ 4896, Spring 2008	90.0	0.0	10.0
<i>Rubric Dimensions:</i>			
Written Communication	90.0	10.0	0.0
Organization	90.0	10.0	0.0
Written Skills	90.0	10.0	0.0
Sense of Audience	100.0	0.0	0.0
Assignment Followed	90.0	0.0	10.0
N=10			
OVERALL (Both Classes)	82.6	0.0	17.4
<i>Rubric Dimensions:</i>			
Written Communication	65.2	30.5	4.4
Organization	69.5	26.1	4.4
Written Skills	60.9	30.5	8.7
Sense of Audience	100.0	0.0	0.0
Assignment Followed	91.3	4.4	4.3
N=23			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Complete Proficiency is defined as a score of at least 7 out of 10 points (70%) with no Lacking Proficiency score; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score.

**Table 10:
Proficiency in Technology Use: BA Economics**

Student Learning Objective: *Undergraduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.*

Learning Outcomes: 2006-2007 and 2007-2008 Biennial Cycle

	Percent Distribution		
	%Complete Proficiency	% Limited Proficiency	%Lacking Proficiency
Econ 4896, Spring 2007	92.3	7.7	0.0
<i>Rubric Dimensions:</i>			
Written Technology Use	92.3	7.7	0.0
Oral Technology Use	92.3	7.7	0.0
N=13			
Econ 4896, Spring 2008	100.0	0.0	0.0
<i>Rubric Dimensions:</i>			
Written Technology Use	100.0	0.0	0.0
Oral Technology Use	100.0	0.0	0.0
N=10			
OVERALL (Both Classes)	95.7	4.3	0.0
<i>Rubric Dimensions:</i>			
Written Technology Use	95.7	4.3	0.0
Oral Technology Use	95.7	4.3	0.0
N=23			

Table Notes: **Bolded** numbers represent the overall score while *Rubric Dimensions* represent scoring of each dimension. Complete Proficiency is defined as a score of at least 3 out of 4 points (75%) with no Lacking Proficiency score; Limited Proficiency is defined as a score of at least Limited Proficiency on each rubric dimension; and Lacking Proficiency is defined as having at least one Lacking Proficiency score.

Appendix: Rubrics

BSBA International/Global Perspective Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Knowledge	Understands multifunctional global issues, Argues pro and con, Effectively critiques issues, Examines inconsistencies, Demonstrates value of information.	Presents a narrow/limited perspective, Briefly cites data/information needs, Recognizes basic content.	Misconstrues issues, Show little or no grasp of international/global issues, Theory stated inaccurately, Cannot recognize basic content.
Analysis	Discusses issues, Formulates conclusions, Justifies conclusions, Questions validity of information, Shows intellectual honesty.	Draws conclusions but conclusions not adequately justified, Uses value judgments, Does not question data or information, Overlooks key points, Shows intellectual honesty.	Draws faulty conclusions or uses value judgments w/o support, Shows intellectual dishonesty, Omits the most basic arguments, Misrepresents issues.
Exposition	Uses reasonable judgment, Succinct explanation, Main arguments are stated, Substantial depth of exposition.	Lack of precision, Too little justification for opinions, Little coherency, Some gaps in exposition, Some depth of exposition.	Shows no coherent explanation, Large gaps in reasoning, Answers by rephrasing the question, One or two sentence explanations, No depth of exposition.

Table Notes: Dimensions are weighted: Knowledge (40%), Analysis (40%) and Exposition (20%).

BSBA Ethical Responsibilities Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Issue Identification	Identified all or most relevant issues involving professional ethics and penalties.	Identified some relevant issues involving professional ethics and penalties.	Failed to identify any relevant issues involving professional ethics and penalties.
Technical Knowledge	All or most ethical rules are accurately understood and students demonstrate a very good understanding of the topic.	Some ethical rules are accurately understood and students demonstrate an acceptable understanding of the topic.	Ethical rules are misunderstood and students demonstrate an unacceptable understanding of the topic.
Analysis Correct	Students demonstrate a good, solid defense of a reasonable solution to the issue(s).	Students demonstrate a passable defense of a reasonable solution to the issues(s).	Students demonstrate a minimal defense of reasonable solution or unreasonable solution to the issue(s).
Communication of Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

Table Notes: All dimensions receive equal weight.

BSBA Information Technological and Analytical Tools Rubric

	2: Proficient	1: Limited proficiency	0: Not proficient
Knowledge of Tools	Student has a complete knowledge of the appropriate technological and/or analytical tools.	Student shows a limited knowledge of the appropriate technological and/or analytical tools.	Student lacks a basic knowledge of the appropriate technological and/or analytical tools.
Analytical Ability	Student demonstrates a clear ability to analyze given data, model a business problem and develop complete solutions.	Student demonstrates a limited ability to analyze given data, model a business problem and develop complete solutions.	Student lacks the basic ability to analyze given data, model a business problem and develop complete solutions.
Exposition	Student demonstrates ability to communicate the results of the analysis in a complete and professional manner.	Student demonstrates a limited ability to communicate the results of the analysis in a complete and professional manner.	Student lacks the ability to communicate the results of the analysis in a complete and professional manner.

Table Notes: Dimensions are weighted: Knowledge of Tools (40%), Analytical Ability (40%) and Exposition (20%).

BSBA Communication and Teamwork Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Organization	Project is organized, informative, and maintains the audience's attention.	Project is mostly organized and informative.	Project is disorganized and provides little information.
Assignment Followed	Project mostly adheres to requirements of the assignment and stays within the page/time limitation.	Project is consistent with the requirements of the assignment and may exceed or shirk the page/time limitation.	Project is not consistent with the assignment and strays over or shirks the page/time limitation.
Presentation	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show some command of presentation: eye contact, voice, and body language.	Presenter(s) show little commend of presentation: eye contact, voice, and body language.
Teamwork	Most group members are prepared and participate.	Some group members are prepared and participate.	Few group members are prepared and participate.
Written	Writer shows command of the written language with very minor errors in syntax, grammar, and style.	Writer shows command of the written language with many errors in syntax, grammar, and style.	Writer shows little command of the written language with frequent and consistent errors in syntax, grammar, and style.
Use of Technology	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.

Table Notes: All dimensions receive equal weight.

BA Economics Oral Communication Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Oral Communication of Economics	Economic principles were communicated accurately and correctly.	Some economic principles were communicated correctly.	Few economic principles were used or were communicated incorrectly.
Organization	Presentation is organized, informative, and maintains the audience's attention.	Presentation is mostly organized and informative.	Presentation is disorganized and provides little information.
Oral Skills	Presenter(s) show command of presentation: eye contact, voice, and body language.	Presenter(s) show some command of presentation: eye contact, voice, and body language.	Presenter(s) show little command of presentation: eye contact, voice, and body language.
Group Preparation	Most group members are prepared and participate.	Some group members are prepared and participate.	Few group members are prepared and participate.
Assignment Followed	Presentation mostly adheres to requirements of the assignment and stays within the time limitation.	Presentation is consistent with the requirements of the assignment and may exceed time limitation.	Presentation is not consistent with the assignment and strays over the time limitation.

Table Notes: All dimensions receive equal weight. Use of Technology was included on this rubric, but was used to assess the Technology Use SLO.

BA Economics Written Communication Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Written Communication of Economics	Economic principles were communicated accurately and correctly.	Some economic principles were communicated correctly.	Few economic principles were used or were communicated incorrectly.
Organization	Paper is organized, informative, and maintains the reader's attention.	Paper is mostly organized and informative.	Paper is unorganized and provides little new information.
Written Skills	Writer shows command of the written language: syntax, grammar, references, and style.	Writer shows command of the written language with few errors in syntax, grammar, references, and style.	Writer shows little command of the written language with errors in syntax, grammar, references, and style.
Sense of Audience	Conveys an accurate sense of target audience with appropriate use of economic language.	Mostly conveys a sense of the target audience.	Inconsistent sense of audience and/or uses language inappropriate to the targeted audience.
Assignment Followed	Paper mostly adheres to requirements of the assignment and stays within the page limitation.	Paper is consistent with the requirements of the assignment and may exceed or shirk the page limitation.	Paper is not consistent with the assignment and strays over or shirks the page limitation.

Table Notes: All dimensions receive equal weight. Use of Technology was included on this rubric, but was used to assess the Technology Use SLO.

BA Economics Technology Use Rubric

	2: Proficient	1: Limited Proficiency	0: Not Proficient
Use of Technology (Oral Communication Rubric)	Technology is used and enhances the presentation.	Technology is used, but does not enhance the presentation.	Technology is not used, used incorrectly, or detracts from the presentation.
Use of Technology (Written Communication Rubric)	Technology is used and enhances the paper.	Technology is used, but does not enhance the paper.	Technology is not used, used incorrectly, or detracts from the paper.

Table Notes: All dimensions receive equal weight. The Oral Communication and the Written Communication rubrics contain these dimensions used to measure the Technology Use SLO.

**APPENDIX D:
5-Year Program and Course Review**

Policy and Procedures for Program and Course Review

Objective: To engage in continuous quality improvement of CBE programs by ensuring program and learning objectives are being met or that they are taking steps to move toward their achievement.

The **Department Faculty** shall:

1. Provide department-specific data and information needed for program and course review (e.g., course learning objectives, course descriptions, syllabi)
2. Review courses and course descriptions for consistency with Course Learning Objectives (CLO)
3. Review CLOs for consistency with Student Learning Objectives (SLO) mapping

The **HIRE Center** shall:

1. Provide publically available data needed for program and course review (e.g., enrollments, section offerings, FTES, FTEF)
2. Provide information on measured program and learning outcomes

The **Outcome Assessment Team** shall:

Review program and course materials from the Departments and HIRE Center that were developed for the outcome assessment portion of reviews and make a recommendation to the Curriculum Committee about whether or not consistency exists between:

Program Review (assessment function)

- A. Standards set by accrediting agencies (AACSB and WASC) and mission, program, and learning objectives
- B. Mission and Program Objectives (PO)
- C. PO and Student Learning Objectives (SLO)
- D. SLO and program structure (e.g., course mapping against objectives)

Course Review (audit function)

- E. SLO and Course Learning Objectives (CLO)
- F. CLO and course structure (e.g., syllabi, description)

The **Curriculum Committee** shall:

1. Identify major gaps between:

Program Review

- A. Standards set by accrediting agencies (AACSB and WASC) and mission, program, and learning objectives
- B. Mission and Program Objectives (PO)
- C. PO and Student Learning Objectives (SLO)
- D. SLO and program structure (e.g., course mapping against objectives, course offerings, enrollments)
- E. Measured outcomes and POs and SLOs

Course Review

- F. SLO and Course Learning Objectives (CLO)
- G. CLO and course structure (e.g., syllabi, description, enrollment)
- 2. Review materials and make suggestions to program or Department for potential improvements (if applicable)
- 3. Review materials make recommendations about period of next review
Review at the next scheduled review
Re-review specific program components/courses (following year at latest)
Re-review all components/courses (following year at latest)
- 4. Oversee revision of interdepartmental programs (MBA and BSBA)

Time Period of Data Analysis

Program Review: 5-year period between review

Course Review: Academic year of review (e.g., Su07-Sp08 for 2007-2008 review)

Work Sheets

The worksheets will serve as a summary report for the review.

Definitions:

CLO: Course Learning Objective

FTEF: Full time equivalent faculty

FTES: Full time equivalent students

OAT: Outcome Assessment Team

PO: Program Objective

SLO: Student Learning Objective

Stakeholders: Comments made on the Exit, Alumni, Employer, and Current student surveys

Program Review

- Departments shall provide information in the Program and Option column.
- HIRE Center shall provide information in the FTES, FTEF, Meet or work toward SLOs, Average class size, and Stakeholder comments columns.
- Outcome Assessment Team (OAT) shall provide an analysis summary in the Program objectives, Student learning objectives, Course mapping, and Program offerings columns and shall provide comments in the OAT comments column.
- CBE Curriculum Committee shall provide a review summarized in the Curriculum committee recommendation column.

Program Review Worksheet

Program and option	FTES		FTEF		Meet or work toward SLOs	Average class size	Stakeholder comments	Program objectives		Student learning objectives		Course mapping		Program offerings		OAT comments	Curriculum committee recommendation
	Current	5 year growth	Current	5 year growth				Consistent with Mission	Consistent with PO's	Consistent with SLO's	Consistent with SLO's	Yes	No	Yes	No		
MBA (total)								Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		
Accounting								Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		

Course Review

- Departments shall provide information in the Courses and Target audience columns and an analysis summary in the Course learning objectives, Course description, and both Syllabi columns.
- HIRE Center shall provide information in the # Sections, Average class size, and Stakeholder comments columns.
- Outcome Assessment Team (OAT) and will use information from the HIRE Center and Department to troubleshoot for inconsistencies and provide comments in the OAT Comments column.
- CBE Curriculum Committee shall provide a review summarized in the Curriculum committee recommendation column.

Course Review Worksheet

Courses		Target audience	# Sections Su07-Sp08 OR Qtr of last offering	Average class size Su07-Sp08 OR Qtr of last offering	Stakeholder comments	Course learning objectives		Course descriptions		Syllabi		Syllabi		OAT comments	Curriculum committee recommendation
#	Title					Consistent with SLO mapping	Consistent with CLO's	Consistent with CLO's	Consistent with Course Description	Yes	No	Yes	No		
1000	Economics of Public Issues	GE	2	58.5		Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		
1888	Economics of Sports in our World	GE	Wi 09	--		Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		
2301	Principles of Microeconomics	BSBA/ BA	10	65		Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		
2302	Principles of Macroeconomics	BSBA/ BA	8	53.3		Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		
3000	Micro-Economic Theory	BA	1	41		Yes Some	No not all	Yes Some	No not all	Yes Some	No not all	Yes Some	No not all		

Suggested Process and Timeline for Reviewing Courses

Suggested Process	Timeline
1. HIRE Center provides data from Outcome Assessment and enrollment on each course in Course Review Worksheet.	October 15
2. Department Chair completes "Target Audience" column on the <i>Course Review Worksheet</i> .	November 1
3. HIRE Center provides a copy of the Student Learning Objectives (SLOs) for each program in which the Department offers courses.	November 15
4. Department Admin assembles individual file on each course (suggest color code files for different subject areas). Each file includes: <ul style="list-style-type: none"> • Catalog description • Course learning objective (CLO) • Copies of syllabi from last 3-5 years 	December 1
3. Department Chair forwards files, SLOs, and <i>Course Review Worksheet</i> to Department Committee. Committee uses each to review each course file and SLO's for consistency and to record recommendation on the <i>Course Review Worksheet</i> . <ul style="list-style-type: none"> • Consistency between CLO and SLOs • Consistency between course description and CLO • Consistency between Syllabi and CLO • Consistency between Syllabi and course description. <p>Note: should inconsistency exist, the Committee should make a recommendation as to how to rectify the inconsistency.</p>	January 30
4. Department Chair forwards Committee recommendations to the Outcome Assessment Team (OAT).	February 15
5. OAT reviews materials from Department and makes recommendations for change (or not) to the Curriculum Committee.	March 15
6. Curriculum Committee makes recommendations for change (or not) to the Department.	Spring Quarter
7. Department forwards changes (or justification for no change) to Curriculum Committee.	Spring Quarter
8. Curriculum Committee forwards recommendation on courses to Dean.	Spring Quarter

Schedule: Program and Course Review

Academic Year	Course Review	Program Review
2007-8	Economics	MBA
2008-9	Marketing and Entrepreneurship	None
2009-10	Management	BSBA core
2010-11	Accounting and Finance	BSBA options
2011-12	None	Smaller programs
2012-13	Economics	MBA
2013-14	Marketing and Entrepreneurship	None
2014-15	Management	BSBA core
2015-16	Accounting and Finance	BSBA options
2016-17	None	Smaller programs

APPENDIX E: CAPR 5 Year Review Statistics

1. CBE Undergraduate Degrees Conferred Years 2003-04 Through 2008-09
2. CBE Graduate Degrees Conferred Years 2003-04 Through 2008-09
3. CBE Full-Time Equivalent Student Credit Units (FTES) Generated
4. CBE Enrollment History Overview
5. CBE Enrollment History Undergraduates Enrolled
6. CBE Enrollment History Graduates Enrolled
7. CBE IPEDS Employees
8. CBE Staffing
9. CBE Capacity Utilization
10. CBE IPEDS Faculty Headcount Profile
11. CBE Majors, FTES, FTEF And SFR Through The Current Year (Fall Quarter)
12. CBE Enrollment Section SCU Data By Department Summer 2008
13. CBE Enrollment Section SCU Data By Department Fall 2008
14. CBE Enrollment Section SCU Data By Department Winter 2009

California State University, East Bay CBE Undergraduate Degrees Conferred College Years 2003-04 through 2008-09

CBE Baccalaureate Academic program	CY 03- 04	CY04- 05	CY 05-06	CY 06- 07	CY 07- 08	CY08- 09YTD
BA	821	746	656	754	743	151
CIS	0	0	0	0	0	0
Economics	17	22	10	20	22	4
Tax	0	0	0	0	0	0
TC Systems	0	0	0	0	0	0

California State University, East Bay CBE Graduate Degrees Conferred College Years 2003-04 through 2008-09

CBE Masters Academic program	CY 03-04	CY0 4-05	CY 05- 06	CY 06- 07	CY 07- 08	CY08- 09YTD
BA	546	451	482	385	329	56
CIS	0	4	5	3	3	3
Economics	17	17	11	8	9	4
Tax	9	5	12	12	21	5
TC Systems	29	30	14	3	5	2

**FTES Enrollment CBE California State University, East Bay
Term Full-Time Equivalent Student Credit Units Generated**

CBE/Level	Fall 2004 FTES (CSUEB%)	Fall 2005 FTES (CSUEB %)	Fall 2006 FTES (%)	Fall 2007 FTES (%)	Fall 2008 FTES (%)
Lower	204.4 (1.9)	195.7 (1.9)	232.8 (2.2)	264.3 (2.4)	316 (2.6)
Upper	1681.8 (15.8)	1529.3 (15)	1419.5 (13.4)	1447.5 (13.2)	1560 (13)
Graduate	423.7 (4.0)	389.9 (3.8)	340.4 (3.2)	305.7 (2.8)	243.1 (2.0)
CBE Total	2309.9 (21.7)	2114.9 (20.7)	1992.7 (18.8)	2017.4 (18.5)	2119.1 (17.6)

CBE Enrollment History Overview

Item	2003	2004	2005	2006	2007	2008
Number of majors	3,633	3,523	3,351	3,269	3,243	
Undergraduate	2,774	2,704	2,580	2,591	2,643	
Graduate	859	819	771	680	600	
FTES generated		2309.9	2114.9	1992.7	2017.4	2119.1
Degrees Granted	1,410	1,241	1,171	1,179	1,124	
Undergraduate	838	768	666	774	765	
Graduate	572	473	505	405	359	

CBE Enrollment History UNDERGRADUATES ENROLLED

	2003	2004	2005	2006	2007	2008
UNDERGRADUATES ENROLLED						
Major	3,633	3,523	3,351	3,269	3,243	
Minor		141	108			
Other Degree						
Female		1,495	1,388	1,360	1,320	1,396
Male		1,209	1,192	1,231	1,323	1408
American Indian		11	9	9	9	9
Asian/PI/F		1,102	1,076	1,111	1,015	948
African American		233	240	260	259	269
Latino		270	277	283	268	326
White		478	478	477	464	527
Other/Unknown		390	298	252	340	364
International		220	202	199	288	363

CBE Enrollment History GRADUATES ENROLLED

GRADUATES ENROLLED						
Female		385	384	348	308	251
Male		481	420	352	313	268
American Indian		4	1	0	1	2
Asian/PI/F		261	274	229	193	158
African American		31	30	27	27	20
Latino		34	30	30	33	22.0
White		160	156	141	113	100.0
Other/Unknown		110	89	89	82	68.0
International		266	224	184	172	148

California State University, East Bay CBE IPEDS EMPLOYEES AS OF NOVEMBER 1st Fall 2004, 2005, 2006, 2007 and 2008

CBE Department	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Accounting & Comp Info Sys	33	38	40	35	33	22	22	19	32	28
Economics	18	17	16	17	20	15	15	13	14	13
Management & Finance	40	48	51	55	46	43	53	45	35	29
Marketing & Entrepreneurship	16	14	18	15	16	14	16	16	17	16
CBE Total	107	117	125	122	115	94	106	93	98	86

CBE Staffing

	2003	2004	2005	2006	2007	2008
Headcounts of TT faculty	115	94	106	93	98	86
Total TT FTEF	49.0	47.9	46.2	52.3	52.2	
Lecturer FTEF	24.0	15.1	24.4	18.7	18.6	
Total FTEF	73.3	63.0	70.6	71.0	70.8	
Total Teaching FTEF						
% Lecturer by FTEF (reported)	32.8%	24.0%	34.5%	26.3%	26.3%	
% Lecturer by FTES (reported)	38.4%	25.5%	43.8%	32.5%	31.9%	

CBE Capacity Utilization

	2003	2004	2005	2006	2007	2008
SFR for TT faculty	27.6	33.3	30.7	26.1	27.6	
SFR for lecturers	38.6	39.6	38.3	35.5	34.9	
Overall SFR	31.8	35.2	34.0	28.9	29.8	

California State University, East Bay CBE IPEDS FACULTY HEADCOUNT PROFILE AS OF NOVEMBER 1st Fall 2004, 2005, 2006, 2007 and 2008¹

College College of Business and Economics		Headcount																		
		Lecturer									Tenured and Tenure Track									
		Fal 1 199	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 199	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200	Fal 1 200
Full Ti me	Black	0	0	0	0	0	0	0	0	0	6	6	6	6	7	7	7	6	6	6
	Asian/Pac ific	0	0	0	0	0	1	0	0	0	16	15	19	20	18	15	18	18	18	26
	Hispanic	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	2	2	2	0
	White	5	6	6	6	6	3	3	3	2	1	41	39	39	37	35	33	25	23	24
	American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Internatio nal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	1
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	5	5	5
	Female	2	2	2	2	2	2	2	1	0	15	15	16	17	18	18	17	18	21	22
	Male	3	4	4	4	4	2	1	1	1	50	47	50	48	44	42	38	38	35	40
	SUB- TOTAL	5	6	6	6	6	4	3	3	2	1	65	62	66	65	62	60	55	56	62

¹ Full-time faculty with temporary non-instructional assignments may have less than 1 FTE. Part-time faculty with tenure are professor emeriti. Faculty Early Retirement Program (FERP) participants teaching in Fall are included in full-time faculty counts. Detail lines may not sum to totals due to rounding. Faculty excludes coaches and graduate teaching assistants. Source: CIRS L05 Data File for Faculty and Staff IPEDS Reporting, with departments. Office of Planning and Institutional Research.

College of Business and Economics		Headcount																		
		Lecturer										Tenured and Tenure Track								
		Fal 1999	Fal 2000	Fal 2001	Fal 2002	Fal 2003	Fal 2004	Fal 2005	Fal 2006	Fal 2007	Fal 2008	Fal 1999	Fal 2000	Fal 2001	Fal 2002	Fal 2003	Fal 2004	Fal 2005	Fal 2006	Fal 2007
Part Time	Black	4	4	3	1	2	1	3	1	1	1	0	0	0	0	0	0	0	0	0
	Asian/Pacific	7	11	17	13	10	3	11	7	6	4	0	1	1	1	1	1	1	1	0
	Hispanic	0	0	1	3	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
	White	22	29	26	28	28	21	25	20	26	17	4	4	4	3	4	2	3	3	4
	American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	International	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other	0	0	1	0	1	2	4	1	3	0	0	0	0	0	0	0	0	0	0
	Female	8	12	15	14	11	9	12	10	12	8	0	0	1	0	0	0	0	0	0
	Male	25	32	33	33	31	18	32	20	24	14	4	5	4	4	5	3	4	4	4
	SUB-TOTAL	33	44	48	47	42	27	44	30	36	22	4	5	5	4	5	3	4	4	4
TOTAL		38	50	54	53	48	31	47	33	38	23	69	67	71	69	67	63	59	60	63

**CBE MAJORS, FTES, FTEF AND SFR THROUGH THE CURRENT YEAR
(Fall Quarter)**

Student Faculty Ratio	2003	2004	2005	2006	2007	2008
Lower Division						
FTES	272.7	204.4	195.7	232.8	264.3	
FTEF	6.3	3.5	3.8	5.6	5.8	
SFR	41.7	54.9	51.2	41.7	46.3	
Upper Division						
FTES	1665.9	1681.8	1529.3	1419.5	1447.5	
FTEF	46.9	39.6	44.4	43.3	45.9	
SFR	35.6	42.0	39.3	33.6	32.5	
Undergraduate						
FTES	1938.6	1886.2	1725.0	1652.3	1711.7	
FTEF	53.1	43.2	48.2	48.9	51.6	
SFR	36.3	43.1	40.4	34.6	34.2	
Graduate						
FTES	439.8	423.7	389.9	340.4	305.7	
FTEF	20.2	19.9	22.4	22.1	19.2	
SFR	22.2	21.0	19.5	16.6	19.9	
Total						
FTES	2378.4	2309.9	2114.9	1992.7	2017.4	
FTEF	73.3	63.0	70.6	71.0	70.8	
SFR	31.8	35.2	34.0	28.9	29.8	

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF). Total FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

1. FTES: Student Credit Units/15;
2. FTEF: Instructional Faculty FTE only. Administrative and other support fractions excluded. Assigned time included.
3. Student Faculty Ration (SFR) = Term FTES / Term FTEF FTES and FTEF generated is assigned by the subject discipline of the course

CBE ENROLLMENT SECTION SCU DATA BY DEPARTMENT

Summer 2008

CBE Group	Sections	Enrollment Actual	Average Class	SCUs Actual
Accounting	22	871	40	3,484
Finance	13	563	43	2,252
Economics	15	732	49	2,928
Management	29	1,611	56	6,444
Marketing	15	563	38	2,252
TOTAL	94	4,340	46	17,360

Fall 2008

CBE Group	Sections	Enrollment Actual	Average Class	SCUs Actual
Accounting	42	1,739	41	6,956
Finance	21	940	45	3,760
Economics	29	1,281	44	5,124
Management	68	3,112	46	12,448
Marketing	32	1,265	40	5,060
TOTAL	192	8,337	43	33,348

Winter 2009

CBE Group	Sections	Enrollment Actual	Average Class	SCUs Actual
Accounting	25	1,522	61	6,088
Finance	19	911	48	3,644
Economics	30	1,430	48	5,720
Management	50	2,696	54	10,784
Marketing	24	1,113	46	4,452
TOTAL	148	7,672	52	30,688

Appendix data taken from:

1. http://www.csu Hayward.edu/ira/eportfolio/inst_data.html
2. CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)
3. Planning and Institutional Research (03FEB09) Document: Cal State East Bay Fact Book
4. CSU ERSD Statistical Extract

APPENDIX F:
Mission, Values, and Vision

College of Business and Economics – Mission, Values & Vision

Mission

The mission of the College of Business and Economics is to prepare students to make ethical choices and succeed in a dynamic business environment shaped by the challenges of a competitive global economy, emerging technologies, and diverse stakeholders.

Values

The CBE values learning in an academic environment that is inclusive and student-centered. We value engagement in the business and economic life of the communities we serve — locally, regionally, and globally. We value research, critical and creative thinking, effective communication, ethical decision-making, and multi-cultural competence. We value the open exchange of ideas and viewpoints.

Vision

We strive to be known for:

- Outstanding academic programs, recognized for their excellence
- Outstanding faculty scholarship
- Curricula that foster active student participation through applied learning, research, and community service
- High academic standards along with services and support that ensure each student the opportunity for success
- A learning-centered experience where teaching is lively and engaging and individual differences are appreciated
- Dedication to open-minded inquiry, especially with regard to major business, economic and global issues
- Programs and opportunities for students to pursue international business programs
- A welcoming college atmosphere that is responsive to the unique needs of our CBE community
- An inclusive CBE community where students, faculty, and staff from vastly different backgrounds collaborate — creating and sustaining a vibrant learning community
- An array of activities that promote students' success and professional development
- Graduates who are innovative and effective problem solvers, skilled in organizing and expressing their ideas
- Engagement in and essential contributions to the economic well-being of our region and communities

(adopted by the faculty 25 September 2007)