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

A. Five-Year Review Planning Goals

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

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

3. **Internal Operations**
   3.1 Address facilities and teaching support
   3.2 Address networking system

4. **People**
   4.1 Retain and maintain equity for senior and junior faculty

5. **External Relations**
   5.1 Reactivate Advisory Board of Bay Area Leaders

B. **Progress Toward Five-Year Review Planning Goals**

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

Goal 1. Scholarship

Progress made: As part of CBE’s effort to maintain its AACSB accreditation, CBE continued to maintain the faculty qualification standards, according to the AACSB expectation. Faculty qualifications are reviewed and determined every year. AACSB review team visited the college
on October 23-24, 2017. A report that comprehensively documents CBE’s achievements since Fall 2012 has been submitted. As with all other programs in CBE, the percentages of MBA classes taught faculty who meet AACSB standards on scholarship must reach the ratios specified by AACSB. These ratios ensure quality of instruction in MBA classes. The vast majority of CBE’s full time, tenure-line faculty members have maintained or obtained the academic qualification status established by the college as of Spring 2018. CBE continued to make a significant progress in terms of faculty scholarship.

Goal 2. Educational Programs

Progress made: CSUEB MBA continued to be rated a best MBA program by Princeton Review in thirteen consecutive years in 2017-2018 and a Tier 1 MBA program by CEO Magazine in 2017. CSUEB MBA ranked top 10 in return on education according to a national education survey. CBE continued to maintain and to grow its restructured and repositioned portfolio of MBA programs with each aligned with identified niches as follows:

- MBA with Concentrations – Hayward, the traditional state side MBA program: offered in evenings for working professionals; positioned as flexible multi-year MBA program; offers seven concentration choices including Analytics for Managers, Finance, General Business, Hunan Resources and Organizational Behavior, Marketing Management, Operations and Supply Chain, Strategy and Innovation. This revised set of concentration choices was the result of curriculum revision through conversion and took effect in Fall 2018.
- One Year Intensive MBA- Oakland: introduced in 2010; positioned as a full time cohort based fast track MBA program
- MBA for Global Innovators- San Ramon: introduced in 2011; positioned as a cohort based executive style MBA

The revised MBA program made significant improvements in both the content and the structure of the program. The program has been streamlined the core requirement with 10 core courses including 2 courses devoted to leadership and soft skills development, functional area core courses and an experiential learning capstone course. The transformed program strengthened Concentrations with additional elective requirement. The MBA with Concentrations program re-aligned concentrations with strong career opportunities in the community. They include Concentrations in Analytics for Managers, Finance, Human Resources and Organizational Behavior, Marketing, Operations and Supply Chain, Strategy and Innovation, and General Business. In addition, the program added a new student learning outcome, Cross-Cultural Communication Skills, to the Program Learning Goals and a new course, Negotiation, to the core curriculum.

Goal 2.3 Build real world experience for students and faculty

Progress made: In 2017-18 the MBA program continued to make efforts to increase its connection with the community. These efforts included increasing experiential learning component in the curriculum, developing projects that connect the community and the class room, and cultivating the educational partnership with current and prospective employers in the region. MBA course instructors have been encouraged to use instructional methods that facilitate experiential learning, where possible. Examples of such efforts are illustrated below:

- MBA capstone courses continue to engage all students in real life projects as well as in simulation exercises.
- MBA Finance student teams participated in the CFA Institute Global Investment Research Challenge
(GIRC) in 2017 and 2018, sponsored by the CFA Institute. The CFA Research Challenge competition helped each of the students in the team to take on roles as professional analysts and the students work with both industry advisor and academic advisor during the competition.

- MBA elective courses in Marketing Option such as Digital Marketing, Marketing Research, Product Management and Branding, and Marketing Analytics engaged students in client-based consulting projects.
- MBA elective courses in Human Resources (HR) connected students with mentors in HR profession.

In addition, Leadership Communication in Organizations (BUS 601), a core course, effectively engage students in active learning in developing leadership communication skills. Through the use of interactive workshop style pedagogy, the course effectively instill confidence, openness, and empathy while effectively delivering behavioral learning outcomes of improved communication skills to each of MBA student in the program.

Goal 3 Internal Operation: Student Support

- The academic year 2017-2018 marks the period of intensive student advising efforts on the part of the advising personnel. Advising plans and self-help guidelines were developed to help students navigate the changes resulting from the Quarter to Semester conversion. With the varying needs of over 250 students, CBE’s Graduate Student Services Office extensively engaged in student advising during the transformation process. Through proactive advising efforts in both group and individual setting, students advising needs were met with effective efficiency.

C. Program Changes and Needs

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

Overview: A few major changes are noted including the slowdown in demand growth, increased competition for both the program and graduates, and the University’s conversion to the semester. The general demand for MBA programs is anticipated to level off if not declining in the coming years. This is a general trend in the US. Significant growth is expected in the demand for specialized business degree programs such as Masters in Finance, Masters in Business Analytics, etc. Adding to these trends is the growth of accredited online MBA program, which contribute to the increase in both inter- and intra- degree program competition among graduate business programs. Other trends to be noted include the fact that our graduates will face increased competition in the job market. This calls for the need for professional career development services for business graduates. Furthermore, the semester conversion calls for innovative scheduling and student service systems to support students’ needs for timely progress and access to courses during their MBA career at CSUEB.

Curriculum: The MBA program engaged in transformation of the curriculum taking the University’s Q2S conversion as an opportunity to re-invent the program. The program made significant improvement in terms of streamlining the core requirement with 10 core courses including 2 courses addressing leadership development, all major functional area core and an experiential learning capstone course. The transformed program is strengthened with additional elective requirement, which benefit all MBA programs including MBA with Concentrations, One Year Intensive MBA, and MBA for Global Innovators. The MBA with Concentrations program re-aligned concentrations with strong career opportunities in the community. They
include concentrations in Analytics for Managers, Finance, Human Resources and Organizational Behavior, Marketing, Operations and Supply Chain, Strategy and Innovation, and General Business. **Students:** The CSUEB MBA student body continues to show as diverse, working professionals who strive for advancement in their career. The average age is 32. About 70% of them come with work experience with average of 6.5 years.

Faculty: (Eric, please insert yours here???)

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

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

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

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

## II. SUMMARY OF ASSESSMENT

### A. Program Learning Outcomes (PLO)

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

### B. Program Learning Outcome(S) Assessed

CBE underwent a complete assurance of learning system redesign in 2012-2013. As a result, multiple rounds of assessments were conducted as new processes and procedures were being implemented.
Moving forward, we plan on conducting two rounds of data collection for each learning objective for every 5-year cycle. The first round of data collection for the 2017-2022 five-year cycle will take place in 2018-2019, with 2-3 learning objectives assessed in Fall 2019. Implemented changes include:

- A new rubric for PLO 5.
- Beginning Spring 2019, Comp-CM will no longer be used to assess PLO 6 and 7 in the MBA Capstone course. The simulation software will be offered to teaching faculty as optional course material. As a result, new rubrics will be developed to assess PLO 6 and 7.

Program Learning Objectives & Assessment History:

PLO 1. Identify global business opportunities, analyze global business challenges, and develop business strategies.
   o Assessed in Fall 2014, Winter 2016 & Spring 2016

PLO 2. Demonstrate leadership and teamwork skills.
   o Assessed in Winter 2015, Spring 2016, Spring 2017

PLO 3. Apply advanced written communication skills.
   o Assessed in Winter 2015, Winter 2016;

PLO 4. Apply advanced oral communication skills.

PLO 5. Demonstrate cross-cultural awareness and sensitivity in their interpersonal and group communication.
   o This is a new learning objective added to the program for implementation under the semester system. A new faculty rubric will be developed for future assessments.

PLO 6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
   o Data is gathered every quarter in the capstone course through a simulation-based exam, Comp-XM, and aggregated over time for assessment purposes.
   o For more information, click here and click on the hyperlink for “Comprehensive Capsim.”

PLO 7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
   o Data is gathered every quarter in the capstone course through a simulation-based exam, Comp-XM, and aggregated over time for assessment purposes.
   o For more information, click here and click on the hyperlink for “Comprehensive Capsim.”

PLO 8. Recognize and analyze ethical issues in decision-making.
   o Assessed in Spring 2015, Winter 2016, Spring 2016, Spring 2017

C. Summary of Assessment Process

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

As mentioned earlier, a rubric will be developed for PLO 5 in 2018-2019. Beginning Spring 2019, Comp-CM will no longer be used to assess PLO 6 and 7 in the MBA Capstone course. The simulation software will be offered to teaching faculty as optional course material. As a result, new rubrics will be developed to assess PLO 6 and 7. To download existing rubrics for the MBA program, click here.

**Sampling Procedure / Sample Characteristics:**
CBE follows the guidelines set by our discipline-specific accreditation body, AACSB, when it comes to sampling. AACSB requires a “statistically significant” sample, as defined by the college. That being said, CBE has made efforts to increase sample sizes where they have been historically low. Overtime, as we continue to develop our assurance of learning system and continue to work towards creating a culture of assessment throughout the college, we hope to involve more and more faculty in our assessment activities. This will allow us to steadily increase sample sizes (where they are low) over time. Where sample sizes are sufficient, an increase in the number of participating faculty will allow for a reduction in the number of assignments assessed by any one individual faculty, making the overall workload more manageable.

**Data Collection:**
Each quarter or semester, the Manager of Assurance of Learning (AOL) contacts the Department Chair and/or Program Director(s) to discuss courses scheduled for assessment. The Department Chair and/or Program Director(s), with input as needed from the Manager of AOL, will arrange for faculty to do assessments. These faculty members are responsible for using the pre-approved assessment measures (rubrics, test questions, etc.) as supplied by the Manager of AOL.

**Data Analysis:**
Faculty provide the results of their assessments to the Manager of AOL within four weeks of the end of term. The Manager of AOL then analyzes the assessment findings for each learning objective and prepares a report of the results.

**D. Summary of Assessment Results**

*No assessment was conducted for the 2017-2018 academic year.*

**Recommendations for Program Improvement/Actions Taken for Improvement:**

PLO 1. Identify global business opportunities, analyze global business challenges, and develop business strategies.
- Piloted Capsim GlobalDNA in 2017/2018
- Review pilot outcomes and determine future use of GlobalDNA

PLO 2. Demonstrate leadership and teamwork skills.
- Introduce a new core course BUS 601, Leadership Communication in Organizations, to introduce and develop leadership and teamwork skills, written communication skills, oral communication skills as the first core course.
- Provide further development opportunity through the new core course, BUS 609, Negotiation and Conflict Resolution.

PLO 3. Apply advanced written communication skills.
- Reinforce writing across curriculum - The new MBA Core course BUS601 Leadership and Communication in Organizations introduces advanced written communication skills, while other new MBA Core Courses, including BUS603 Managing Critical Strategic Issues in a Global Context, BUS604 Financial Accounting, BUS605 Corporate Financial Management, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management, help students to develop advanced written communication skills. BUS 610 Seminar in Strategic Management will master and assess advanced written communication skills.

- Enforcement of writing skills proficiency: The new MBA Core course, such as BUS606 Managerial Economics, will enforce the passage of the University Writing Skills Test as a pre-requisite.

PLO 4. Apply advanced oral communication skills.
- Introduce a new core course BUS 601, Leadership Communication in Organizations, to introduce and develop leadership and teamwork skills, written communication skills, oral communication skills as the first core course.
- Utilize the interactive workshop style pedagogy to develop behavioral skills.
- Provide further development opportunity through the new core course, BUS 609, Negotiation and Conflict Resolution.

PLO 5. Demonstrate cross-cultural awareness and sensitivity in their interpersonal and group communication.
- Develop new rubric to assess new learning objective.

PLO 6. Perform quantitative analyses and apply advanced technological tools to solve complex business problems.
- Enforce proficiency attainment early in the program through workshops.
- Introduce a new core BUS 602, Business Analytics, giving instruction on the core analytical concepts and technological tools. The new program provides multiple opportunities to develop/reinforce analytical and technological skills across core courses.

PLO 7. Analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.
- To be discussed.

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

Next Step(s) for Closing the Loop:

See above, Recommendations for Program Improvement.

Other Reflections: N/A

E. Assessment Plans for Next Year

The MBA program will (1) continue to implement the assurance of learning system in place by following appropriate processes and protocols and (2) prepare for the upcoming quarter-to-semester conversion.
As stated earlier, moving forward we plan on conducting two rounds of data collection for each learning objective for every 5-year cycle. The first round of data collection for the 2017-2022 five-year cycle will take place in 2018-2019, with 2-3 learning objectives assessed in Fall 2019. Implemented changes include:
  o A new rubric for PLO 5.
  o Beginning Spring 2019, Comp-CM will no longer be used to assess PLO 6 and 7 in the MBA Capstone course. The simulation software will be offered to teaching faculty as optional course material. As a result, new rubrics will be developed to assess PLO 6 and 7.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

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

The student data show that CBE’s student population continues to be diverse with a trend toward more black/African American and Hispanic groups showing the proportional increase of 2 percent increase in Black/African American and 10 %, Hispanics over the last 5 years. According to the data provided, the average units taken by MBA students are 9.5 units. This may imply that on the average students take two courses per quarter and that the anticipated graduation time line is two and a half to three years for a majority of students. According to the CAPR APR data about 60 percent of MBA students graduate in two years and approximately 91 percent, in four years per the CAPR APR data.

Reflections on Trends and Program Statistics:
Considering the steady increase in enrollment in the midst of anticipated slowdown in general demand, coupled with student expectation of graduation timeline and increased competition, it is critical that the MBA program should be supported with appropriate level of access to required and elective courses. Meeting the desired graduation timeline of two and a half to three years in a semester system may call for innovative scheduling of course offerings and for extra support for both required and elective courses.
B. Request for Resources  *(suggested length of 1 page)*

1. Request for Tenure-Track Hires
   Please see previously submitted hire request form sent to CAPR for all of CBE.

2. Request for Other Resources
   CBE is in process of requesting resources to upgrade the VBT 221 and 222 computer labs. These labs are key to course offerings not only in the BSBA program but also in other CBE programs that rely on the use of technology to learn the theory and practice of business and economics. The request is driven by the need to make the rooms more lecture friendly so students are all facing the professor and to increase the capacity of the rooms to match our normal class sizes.

   Office space has become an issue with new tenure-track faculty having to share office space. CBE is requesting use of CBE funds to create additional office space.