**Chapter One**

Engagement – Innovation – Impact

MISSION

As a publicly supported, regional teaching institution, the California State University, Stanislaus College of Business Administration’s mission is to deliver a professional business education that offers our students the knowledge and skills to succeed in their careers and in society.

MEASURING OUR IMPACT

*On our Students through our:*

* Curriculum - As per our mission, the College provides students with the knowledge and skills needed to succeed in their careers and society. The impact of the curriculum delivery is measured through our ongoing assurance of learning activities which include assessment of student skill levels using locally developed rubrics, and assessment of student knowledge of the business disciplines using the California State University (CSU) System-wide Business Assessment Test (BAT) as supplemented by locally developed test questions. Long-term impact is measured by annually monitoring LinkedIn data which track our graduates’ career paths.
* Accessibility – The College serves many non-traditional, first-generation college students, who commute to campus from their homes located across our wide service area. To maximize class accessibility for them, we offer classes face-to-face, online, daytime, evenings and weekends, and on the Turlock and Stockton campuses. Stanislaus State’s accessibility has been lauded by external parties including National Public Radio and the U.S. Department of Education (Appendix 1).
* Small class size – The majority of students at Stanislaus State are first-generation college students. Most University classrooms have been constructed to hold 40 or fewer students so that faculty can more easily engage with students on an individual level, allowing students who may be less prepared for college to receive the support necessary for their success. The effectiveness of this strategy is supported by retention and graduation data provided by the Office of Institutional Research (Appendix 2).
* Affordability – Most of our students come from families of modest means. The California State University System subsidizes fifty percent of the cost of delivering an education. Sixty percent of our students pay no State fees as a result of Pell Grants and Cal Grants. Money Magazine rates Stanislaus State as being highly affordable (Appendix 1).
* Hispanic Serving Institution – As a Hispanic Serving Institution, we recognize the need for a non-traditional school schedule, a diverse faculty and a full-service Student Success Center. Data from Institutional Research shows that the graduation gap between traditionally underrepresented groups and non-traditionally underrepresented groups currently stands at 10.3 percent (Appendix 3).
* Student Success Center –Housed entirely within the College, this office provides advising services, career services, resume and interviewing workshops, on-campus interviews, internship and job postings via website and social media, and two major career events, Accounting Night and Meet the Firms Night. The Center’s success is measured through retention rates (Appendix 2) and placement rates in EBI Survey.
* Student Clubs – The College has six student clubs: the Accounting Society, the Finance Association, the Stanislaus/HR Management Club, The Entrepreneurship Club, the OM Club and the CIS Club. The clubs bring in local area professionals to speak with students and share real world experiences and provide students with an opportunity to begin networking with professionals who may be interviewing them in the future. For each club, the College monitors the number of meetings, as well as the list of speakers.
* In-Class Guest Speakers – In conjunction with the College’s Business Advisory Board (BAB), professionals periodically visit classes to make presentations that expose students to real world business experience and situations. The Executive MBA program also provides periodic guest lectures by local business professionals, with expertise in course subjects, to engage students in current industry trends.
* Field Trips – These events expose students to current operations of business. Executive MBA (EMBA) students visit various manufacturing facilities where they receive presentations on the organizations’ processes and best practices, tour facilities, and learn benchmarking opportunities from the organizations’ professionals. EMBA students also attend a team building event as part of the program.
* Honor Societies – The College hosts chapters of Beta Gamma Sigma and Beta Alpha Psi. Membership in these organizations helps to distinguish their members from other business professionals.

*On our University through our:*

* “Professional” Curriculum – The College’s creation and implementation of a professional curriculum attracts pragmatic first-generation students and ethnically-diverse students. This is measured by data from Institutional Research on percentage of first-generation students which is 72 percent in Fall 2016 (Appendix 4) and percentage of underrepresented minority students which is 50.2 percent in Fall 2016 displayed on Table V-2 on page 24.
* Support to Other Programs – Business Administration is the largest major at Stanislaus State. Although the College’s 1,500 undergraduates are attracted to the University by the Business Program, they provide Full-Time Equivalent Students (FTES) to the other colleges that deliver general education courses. This is measured by data from Institutional Research on the number of non-business FTES generated by business students (Appendix 5).
* Seed Money to Other Programs – Through the Executive MBA Program and the Online MBA (OMBA) Program, the College has a very large presence in University Extended Education (UEE). A substantial portion of the surplus generated by these programs provides seed money for the development of new UEE programs in other colleges. The surplus also helps fund the operation of UEE itself. This is measured annually for the OMBA and in the final budget generated at the end of each EMBA cohort.
* Faculty Managerial Expertise – The managerial and administrative expertise of the College’s faculty provides a consultative base for the University as an organization. Evidence includes the quasi-administrative functions performed by the College’s faculty, such as, ongoing consultation with the Faculty Budget Advisory Committee, the College’s representation on the Committee to Implement and Prioritize the Strategic Plan, and Dr. Steven Filling’s recent two-year term as Chair of the CSU System’s State-wide Academic Senate.
* First Public Accredited Online MBA Program in the State – The College has been in the vanguard of its faculty’s online teaching and instructional design skills. This has served as an impetus for other colleges to develop quality online course work. The measure is the high national ranking of our OMBA Program (Appendix 1), the increased number of online course offerings on our campus, and the increased number of faculty attaining appropriate certification from the Online Learning Consortium (formerly, Sloan-C).

*On Our Community Through Our:*

* Ready Pool of Qualified Entry-Level Graduates – The College develops and implements curriculum across standard business disciplines, thereby meeting the local community’s workforce requirements. This is measured by the number of the Colleges’ graduates by discipline, the average GPA of graduates, the number of alumni residing in the area and the number of employers who participate in Meet the Firms Night and Accounting Night.
* Ready Pool of Graduates with Middle Management Potential – The College develops and implements three modes of delivery of its graduate program: the MBA, the EMBA and the OMBA. It also offers MBA concentrations in both Accounting and Finance. These programs provide employees graduate training to apply to their current careers and advance into new careers. We measure our impact by the number of MBA graduates, by students who receive new job titles or promotions in their current organizations, and the number who work for new organizations or start their own business.
* Public Relations Opportunities – The College affords organizations in the local community the opportunity to become better known to students, university employees and the general public through participation in employment events, the Business Advisory Board, and through naming rights.

ENGAGEMENT AND INNOVATION

With our Students:

* The Student Success Center was not fully developed in 2013. Subsequent conversations with students on how better to serve them led to the reform of the Center. This included physical expansion of the facility, doubling its size. A second Student Services Professional was hired, and the position of peer advisors was institutionalized. The use of social media to stay in touch with students was greatly increased, as were our interactions with local area employers. These changes have led to increased student engagement with the Center. An example of this increase is advising appointment, which grew to 738 in Fall 2017, an 34 percent increase from the previous year.
* The College has been sending faculty members through the Online Learning Consortium’s (OLC) certificate program for the past five years to support the Online MBA Program and enhance undergraduate course offerings. More than half of our tenured/tenure-track faculty have this certification. Technology has been increasingly used to provide student and team/class engagement activities. Effective use of Blackboard Collaborate, discussion boards, and a plethora of appropriate web tools provide the platform for successful interactions. Faculty use technology skills learned in this program to augment their face-to-face classes, providing enhanced engagement, and to deliver flipped and hybrid classes. Our Online MBA students report communication and interaction in the program’s courses simulates that in a live classroom. Students also appreciate the consistency of using the Blackboard learning management system.
* Since 2013, all of our undergraduate students are required to take BUS 2090: Ethics and Social Responsibility for Businesses and Businesspeople. This is a service learning course leading to student engagement with the community using the skills and talents learned in our curriculum. One example of a service learning activity is the Volunteer Income Tax Assistance (VITA) program through which students prepare tax returns for senior citizens and low-income individuals.
* There are very few international students on the campus of Stanislaus State. However we live in a global economy; it is important for our students to have interactions with foreign cultures. Therefore, the College has begun cultivating a relationship with a Chinese University, Hubei University of Economics (HBUE). For the past three summers, students from HBUE have visited our campus for a two-week American Culture and Financial Economics program. The two universities are now working on an agreement through which HBUE can facilitate their graduates’ applications to the Stanislaus State MBA program.

With our Community:

* The largest city in the Stanislaus State extensive service area, Stockton, is forty-five miles to the north of Turlock. Conversations with the residents of Stockton made clear that they were dissatisfied with the occasional business course (often televised) offered at the University’s branch campus in their city. In response, we now offer the complete junior and senior year curriculum of the Bachelor of Science in Business Administration with a Concentration in Accounting degree program at the Stockton Center. These courses are offered live and face-to-face. The College hired two new doctoral-qualified tenure-track faculty members, one in Accounting and one in Management, who are assigned full-time to teach and advise at Stockton. The rest of the coursework is delivered by faculty with equivalent qualifications to those who teach in Turlock. For the AY 2018-2019, the College has hired a full-time tenure-track faculty member in human resource management and will be offering the Management Concentration, Human Resources Track as well as the General Business Concentration at the Stockton Center. As a result of these innovations, the College is now more engaged with the Stockton community.
* After consulting with our Business Advisory Board and other members of the local community, the College created two concentrations in the MBA Program, Finance and Accounting. Additionally, we are in the process of developing a concentration in Business Analytics. The goal of creating these concentrations is to engage segments of the community not previously served.
* The College’s Women’s Leadership Forum has been offered annually for the past six years and is now institutionalized. The College perceived that there is a need for female students to be exposed to successful businesswomen from our local area who can serve as role models. At this event, female students have the opportunity to hear from and interact with experienced women leaders.
* Our MBA program is accessible to students throughout our community by engaging three different delivery options. The Executive MBA enables professional students to complete the MBA by taking classes entirely on Saturdays in four different cities in our service area. Our Stateside MBA is delivered through traditional evening classes at the Turlock campus, and our Online MBA provides global access to students who are able to complete the asynchronous program at the time and place that best meets their individual needs.

**Chapter Two**  
Situational Analysis

Overview and Historical Factors

California State University, Stanislaus (Stanislaus State) was established in 1957 as the fifteenth campus of the California State University (CSU) System. Under the California Master Plan for Higher Education, CSU’s mandate is to serve the top one-third of California’s high school graduates, focusing primarily on undergraduate education and the preparation of teachers. The CSU prides itself in being a leader in high-quality, accessible and affordable education ([calstate.edu](http://www.calstate.edu)). In 1960, Stanislaus State created the Division of Business, which became the School of Business in 1982 and the College of Business Administration (CBA) in 2001. The CBA attained AACSB accreditation in 2003.

Historically, Stanislaus State has served an area of over ten-thousand square miles that encompasses three counties of the San Joaquin Valley and three counties of the central foothills. With a current population of over one-and-a-half million people, the region is one of the most ethnically diverse in California with established communities of Hispanic, Basque, Portuguese, Assyrian, Hmong, Punjabi, and Khmer ethnicities. Although the on-campus Village Residential Life Complex can house 700 occupants, most of our students are commuters, and many are first generation college students. For a significant percentage of our students, English is not the first language.

The University offers 43 undergraduate degrees, 15 master’s degree programs, and one doctoral program. During AY 2016-2017, Stanislaus State enrolled 9,484 students and generated 8,014.72 FTES. During that same year, the CBA enrolled 1,586 students and generated 1,324.71 FTES. There are four Colleges: the College of Arts, Humanities and Social Sciences with 25 percent of students; the College of Science with 31 percent of students; the College of Education, Kinesiology and Social Work with 20 percent of students; and the College of Business Administration with 17 percent of students. The remaining seven percent of students are undeclared.

The Chief Executive Officer of the University is President Ellen Junn who arrived on campus July 1, 2016. Dr. Kimberly Greer was appointed Provost and Vice President of Academic Affairs on January 24, 2017. Dr. Tomas Gomez-Arias became Dean of the CBA on July 1, 2017.

Educational Environment

The mission of the CSU System is to “encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.”[[1]](#footnote-1) The University admits freshmen who are in the upper third of their high school graduating class and junior level transfer students who possess an associate degree from a California Community College. Approximately half of the CBA’s undergraduate students were admitted as transfers. In the CSU System, half of the cost of educating in-state students is subsidized by the State. The remainder of the cost is covered by tuition, which in California is referred to as fees. The amount of the State subsidy has been reduced dramatically over the past decade, but this has not impacted enrollment at Stanislaus State. Financial aid is generous; 62 percent of Stanislaus State’s students pay no State fees after taking into account Pell Grants and/or Cal Grants.

Market Environment

Stanislaus State is one of two public universities within the six-county service area. In 2005, the University of California opened its 10th campus, Merced, which is located 36 miles south of Stanislaus State. The University of California (UC) System operates doctoral granting research oriented universities. UC Merced, with a student body of approximately 7,000 students, offers an undergraduate Management major through the School of Social Sciences, Humanities and Arts. UC Merced’s program is not AACSB accredited. To date, there is no indication that the presence of UC Merced has negatively impacted enrollment in the CBA. We believe that the UC serves a significantly different niche in the higher education market place, so as to not pose a threat.

The University of the Pacific (UOP) is another major university in our service area. Its Eberhardt School of Business is an excellent school that is AACSB accredited. UOP is a private institution with a selective admissions policy with annual undergraduate tuition and fees of $44,588. Annual undergraduate tuition and fees at Stanislaus State are $6,732. It is reasonable to conclude that UOP is serving a different market segment than Stanislaus State.

Various for-profit institutions and online programs also compete with the CBA. Their competitive advantage is the flexibility they offer students with respect to location and class times. In response to this challenge, the CBA mounted a Saturday-only Executive MBA Program in 2007. The program is offered in four locations rotating among four cities in our service area: Tracy, Stockton, Modesto and Turlock. The program is a success, both academically and financially. In partial response to the challenge posed by online programs, the College launched a self-support Online MBA Program (OMBA) in fall 2012. This OMBA program is small but growing. It more than covers its costs, and it meets the needs of students who cannot travel to campus.

Strengths, Weaknesses, Opportunities, and Threats (SWOT)

The following is a summary of the CBA’s latest SWOT analysis (Appendix 6) completed by Dr. Keith Nainby, Chair of the Department of Communication Studies.

*Strengths*

The CBA has an excellent reputation within its six-county service area based upon its 55 years of continuous service to the San Joaquin Valley, its AACSB accreditation and its affiliation with the California State University System. The System is widely renowned for access, quality and affordability. These attributes mesh well with the needs of the student population of our service area. Money Magazine’s College Planner list of the 40 colleges that add the most value ranks California State University, Stanislaus as the number one public school. National Public Radio’s ranking of 7,000 schools on the upward mobility of graduates places Stanislaus State at number five, behind Harvard, MIT, Stanford and UC Irvine. The Department of Education’s ranking of public and private universities that excel at enrolling and graduating low-income students recognizes Stanislaus State as number one (Appendix 1).

The CBA has a degree of financial flexibility and autonomy flowing from its alternative revenue sources. These include the surplus generated from the self-support Executive MBA (EMBA) and Online MBA (OMBA) programs and a per-unit tuition surcharge on the State-supported MBA program. The EMBA program, a Saturday-only program meeting the needs of many mid-level executives for graduate study that does not interrupt their career progress, generates resources shared equally between the University and the College, as does the OMBA. The CBA currently has UEE program reserves in excess of $150,000. Seven years ago the CSU System implemented a $254 per semester unit surcharge on tuition in the State-supported MBA Program, 70 percent of which goes to a CBA reserve account. This reserve currently has a balance in excess of $330,000. These alternative funding sources have afforded the College the financial flexibility to fund activities that promote excellence.

The CBA has therefore been able to augment university resources with its own to provide: assigned time for research-active faculty, which reduces their annual teaching load to 18 semester units per year; faculty travel for research-related activities and to attend AACSB workshops; a $1,000 augmentation to the faculty member’s development account for each peer-reviewed publication; and Online Learning Consortium registration fees for faculty, so they may obtain certification in online instruction. It is important to note that these alternative sources are not one-time funding; these are ongoing revenue streams.

Another strength of the CBA is the high quality of its facilities. Demergasso-Bava Hall, the home of the College, was built in 1998; it is a relatively new building. Most of the building’s classrooms seat 40 students or fewer, assuring relatively small class sizes. The classrooms and computer labs are up-to-date. Excellent instructional equipment support, Blackboard Learning Management System support and online course design support is available at the university level, and the CBA has augmented these resources. E. & J. Gallo Winery has funded a computer lab for the Computer Information Systems program. The College has strong technological support.

The College’s Student Success Center, which provides students with advising, career services and two major job recruiting events each year is another strength. The physical space allocated to the Center has recently been doubled, and the size of its staff has been expanded to include a second Student Services Professional and three peer advisors.

The faculty, noted for its teaching expertise, research productivity and diversity, is a key strength of the College. Including the Dean, the College has 30 tenured or tenure-track faculty members who hail from nine different countries. Their average term of employment at Stanislaus State to date is 12 years. Over ninety percent of the tenured or tenure-track faculty are scholarly academics. Over the past five years, they collectively published 75 unique journal articles, which represent 102 peer-reviewed journal instances. Further, they generated 205 other intellectual contributions.

The College provides faculty and students with a positive collegial environment with open communications across departments. While five office hours a week are required, faculty members far exceed that minimum and are easily accessible to students. The faculty are actively involved in sponsoring student clubs, including the Accounting Society, the CIS Club, the Finance Association, the Stanislaus/HR Management Club, the OM Club, the Entrepreneurship Club, and the honor societies of Beta Alpha Psi and Beta Gamma Sigma. In addition, the CBA’s faculty is highly involved in University-wide activities and governance. The Dean and faculty enjoy the counsel of an involved Business Advisory Board and encourage life-long relationships with our alumni. Across the College, the faculty are active in University affairs, often assuming leadership roles.

*Weaknesses*

While the University’s economic situation has improved greatly over the past five years, there is ongoing, campus-wide competition for constrained resources. The lack of classroom space across campus sometimes makes it difficult to offer multiple sections of a course in high demand in those time slots most popular with students. The availability of appropriate classrooms also impacts the number of elective courses offered.

Over the past five years, the number of tenured/tenure–track faculty has grown from 25 to 30; however, full-time faculty are still stretched. Courses in the College’s two self-support programs, the Executive MBA and the Online MBA, are taught primarily by the College’s tenured/ tenure-track faculty as extra work for extra pay. Furthermore, many members of the faculty are nearing retirement age. New faculty will need to be hired to replace those who retire. It may be a challenge to offer salaries that are competitive in the market as shown by the recent hire of an Assistant Professor of Accounting. The 2015-2016 AACSB Salary Survey indicates that the median salary for a newly hired Assistant Professor of Accounting at a public accredited university is $145,000; however, $122,376 is the maximum amount that the CSU System will allow us to pay. Ironically, paying the system maximum to a new hire will result in compression and inversion issues with our current faculty.

The ramifications of the University-wide budget cuts during the Great Recession linger. The cuts resulted in limited availability of University-level support services and challenges in maintaining upgraded teaching and lab facilities. For example, the Career Services Center was significantly downsized seven years ago as a cost-saving measure and is being restored with a new Director of Career Services hired in Fall 2017. Within the CBA, this situation has been ameliorated through services provided by the College’s Student Success Center. When cutbacks were made in the University Tutoring Center, the College responded by recruiting local area professionals to volunteer to tutor in some disciplines and through peer tutoring.

The College is not an island; it is part of the University as a whole. The CSU System has long endeavored to assure better math and English skills in the freshmen classes. There is a continuing need for better data on recent graduates and alumni, and there is a need for reliable demand data for planning and scheduling purposes. Enrollment Services and Institutional Research are working on changes in the system to better provide these data.

Due to retirement and illness, the College has had four deans during this five-year review period. While the interim appointment and faculty participation have helped stabilize leadership, we hope that this weakness has been corrected with the recent dean hire.

*Opportunities*

Opportunities exist to better advertise the CBA’s programs through leveraging the College’s AACSB accreditation. Fundraising opportunities exist to generate additional resources, such as naming of the College. Given the soft labor market in the local economy, there is a tendency for the unemployed and the underemployed to return to school to upgrade their skills and their credentials. Persistent labor shortages exist in certain technical business fields.

The non-traditional profile of our students and the shortage of classrooms spur us to re-think how we deliver our programs. Traditionally, courses were scheduled from 8 a.m. until 10 p.m., Monday through Friday. Over the past ten years, the College has successfully offered a self-support, Saturday-only EMBA. The opportunity exists to offer courses in other programs during the weekend. As of Fall 2012, the CBA began offering a totally online MBA Program. In preparation, two-thirds of the faculty completed the Online Learning Consortium’s certification program. The online courses that the College has offered have been very well received by students. As student demand for online and hybrid courses grows, so does the opportunity to offer more such courses.

Stockton is the city with the largest population in our six-county service area, and it is also the largest city in California without its own public university. Two years ago, the College began offering the entire junior and senior year curriculum of the Bachelor of Science of Business Administration with a Concentration in Accounting live and face-to-face at the University’s Stockton Center. This change has been well received. To continue to grow the business program at Stockton Center, we have a five-year plan to offer all business administration concentrations at the Stockton Center, starting with the Management Concentration, Human Resources Track and the General Business Concentration in AY 2018-2019.

There are only 68 international students on the campus of Stanislaus State, 23 of whom are enrolled in the CBA. Since we live in a global economy, it is important for our students to have interactions with foreign cultures. The College has begun cultivating relationships with two Chinese Universities, Hubei University of Economics (HBUE) and Shanghai University of Finance and Economics (SUFE). The opportunity exists to recruit undergraduate and graduate students from these two universities.

Students in the MBA program are not required to select a concentration, but those who wish to are given two options, Finance and Accounting. The opportunity exists to offer additional concentrations. We are in the process of developing a concentration in Business Analytics, as well as a Taxation Track in the Accounting concentration. The goal of creating these new concentrations would be to serve segments of the community that we did not serve before.

*Threats*

The volatility of California’s economy and tax receipts is a threat to the College that makes long term planning difficult. During the Great Recession, State funding to the CSU System was cut by one third. Subsequently, the situation was somewhat corrected with the passing of Prop 30, which backfilled much of the lost funding.

As of November 2016, the unemployment rate in California was 5.3 percent. The unemployment rates for San Joaquin, Stanislaus and Merced Counties were 7.6, 7.9 and 8.6 percent respectively. The Central Valley’s economic recovery is slower than the rest of the State, and efficiencies in the foundation agricultural based industries limit employment growth. These higher unemployment rates depress the incomes of potential students and their families making higher education more challenging.

Even though faculty receive research assigned time, they are stretched thin. The tenured/tenure-track faculty provide most of the instruction for the UEE administered EMBA and OMBA programs. This is extra work for extra pay. Faculty are only permitted to teach a total of 125 percent of their standard load, or an additional 7.5 weighted teaching units per year. Several of our faculty members have reached this limit, which precludes the creation of additional UEE administered programs.

Organizational Structure

As shown in Appendix 7, the CBA’s organizational structure consists of the College Dean, the Executive Board and the MBA Program Director. The Executive Board is comprised of the Dean and the Chairs of the three departments. In 1992, the CBA established its current department structure comprised of the Department of Accounting and Finance, the Department of Management, Operations and Marketing and the Department of Computer Information Systems.

Degree Programs Included in the Review

The College offers a single baccalaureate degree, the Bachelor of Science in Business Administration (BSBA). Students in this program choose from seven concentrations: accounting, finance, management, marketing, operations management, computer information systems and general business.

The CBA offers a Master of Business Administration (MBA) degree, which is delivered three different ways. The original Stateside MBA has been offered since 1972. The self-support Executive MBA (EMBA) is a fifteen-month, Saturday-only program, first offered in 2007. The self-support Online MBA (OMBA) was first offered in fall 2012.

The table below reveals the number of degrees awarded by each of these programs over the past five years.

*Table II-1  
Degrees Awarded by programs*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Degree Program | AY 2012-2013 | AY 2013-2014 | AY 2014-2015 | AY 2015-2016 | AY 2016-2017 |
| BSBA | 308 | 352 | 312 | 395 | 478 |
| BSCIS[[2]](#footnote-2) | 14 | 16 | 10 | 3 | -- |
| MBA | 37 | 29 | 27 | 23 | 28 |
| EMBA | 28 | 20 | 29 | 21 | 19 |
| OMBA[[3]](#footnote-3) | --- | 5 | 12 | 5 | 8 |
| TOTAL | 387 | 421 | 390 | 447 | 533 |

**Chapter Three**Progress Update on Concerns from Previous Review

**Introduction**

In a letter (Appendix 8 – Maintenance of Accreditation Letter Dated April 24, 2013) from AACSB Chair of the Board of Directors, Joseph DiAngelo, Stanislaus State Dean Linda Nowak was notified that the College of Business Administration (CBA) at California State University, Stanislaus had maintained accreditation for five additional years. The letter noted seven of the CBA’s strengths and effective practices, but it did not identify any opportunities for continuous improvement relevant to the accreditation standards. Indeed, the Team Visit Report states, “There are no recommendations based upon the performance of the CBA.”

The Team Visit Report did provide four items of consultative advice that were **not** relevant to the maintenance of accreditation but may be useful in the context of continuous improvement. These are:

1. “The team recommends that the CBA now look towards development of a policy that addresses the “quality of publications.”
2. “The team would encourage the CBA to continue its efforts and developmental activities toward an active and involved alumni organization.”
3. “It is time to review and update the curricula to address today’s demands from incoming students and for graduates, to utilize the faculty expertise, and to develop some distinctive competence for the school.”
4. “The CBA should be encouraged to continue and expand the Student Success Center and its Services.”

**A Policy That Addresses the Quality of Publications**

During its 2013 Maintenance of Accreditation visit, the College was operating under the old Academic and Professional Qualification Policy. Tenure-track faculty were expected to be Academically Qualified, and evaluation of their intellectual contributions was made on a rolling 5-year basis. Contributions had to include four intellectual activities (including peer-reviewed journal articles, books, book chapters, published software, conference proceedings, published case studies, published reviews, etc. – as established in a list contained within the policy), a minimum two of which had to be publicly available, peer-reviewed journal articles in publications recognized by a third party such as Cabell’s International. A fifth requirement followed from the college’s commitment as a teaching institution; all scholarly academic faculty were expected to engage in a pedagogically-oriented pursuit from a list including publications emphasizing teaching and/or student learning, published instructional software or teaching aids, textbook ancillaries published by the textbook publisher, organizing or facilitating a teaching workshop, acquiring specialized teaching certifications, and the like.

In Fall 2014, the faculty approved a successor policy, the Faculty Qualification and Engagement Policy (Appendix 9). All of the criteria listed above remain in force, and tenured/tenure-track faculty must meet them to be classified as a Scholarly Academic or a Scholarly Practitioner. The new policy differs from its predecessor in that it also encourages faculty members to consider the quality of a journal when determining where to place their articles. In recognition of the varying quality and reputation of venues for publication, faculty in each of the disciplinary areas were tasked with the development of lists of higher quality journals (Appendix 10). Criteria for inclusion in any list included congruence with the College’s mission, citations of the article, composition of the editorial review board, as well as circulation, maturity, sponsorship, citation count, acceptance rate and impact factor of the journal, among others. Publication in a higher quality journal by a faculty member results in him/her receiving additional time released from teaching to work on scholarly activities and increased professional development funding. The CBA also developed a policy to address articles in journals not listed in Cabell’s International (Appendix 11).

**An Active and Involved Alumni Organization**

Over the past five years, the University has made progress in expanding its alumni organization. While the CBA has also expanded its connection with alumni, development of an active College-level organization has not yet occurred. The turnover of Deans (four during the five-year review period) may have contributed to the College’s slower progress in this regard.

The CBA has actively engaged in outreach to its alumni through invitations to campus career fairs and events, providing students the opportunity to network and collaborate with other professionals. In addition, we periodically receive employment opportunities from local businesses seeking alumni, both undergraduate and graduate, and communicate with them via our website and via email. The MBA Programs office connects with alumni of our graduate programs via LinkedIn, Facebook, and networking events.

**Review and Update the Curricula**

The College’s Business Advisory Board (BAB) meets regularly with the dean and members of the faculty. BAB was an active participant in the development of the College’s SWOT analysis in 2014. One year later, BAB endorsed the establishment of disciplinary area sub-groups to review the curriculum. In Spring 2016, a sub-group comprised of local area accounting professionals met with the accounting faculty. As a result of this meeting, ACC 4180: Accounting Ethics, was created to respond to a recent change in California CPA licensure requirements. That course was offered for the first time in Fall 2016.

Also in Fall 2016, the Operation Management (OM) faculty completed their curriculum benchmarking exercise against the curriculum of their peer, aspirant and competitive institutions. The OM faculty will meet with their discipline sub-group of local area OM professionals in Spring 2018.

The Computer Information Systems faculty is in the process of upgrading its curriculum to the most recent IS Curriculum Guidelines. During Fall 2016, CIS 2020: Introduction to Visual Basic was transformed into CIS 2020: Introduction to Python Programming which will take effect in Fall 2017. During Spring 2017, CIS 3020: Advanced Visual Basic was transformed into CIS 3020: Advanced Python Programming and will take effect in Spring 2018. Python is one of the most popular programming languages for data mining.

Faculty members who attended various business discipline conferences returned to campus with the message that our curriculum should include the study of business analytics. A cohort of faculty members attended the AACSB’s Data Analytics seminar on this topic in Tampa and an American Accounting Association’s Big Data workshop in San Francisco. Inspired by what they learned, the College is in the process of developing a three-course Business Analytics concentration for the MBA program.

The Online MBA program offers a finance concentration or general MBA. The program has experienced increased enrollment over the past year (AY 2015-2016), providing an opportunity to expand course offerings. Historically, the program offered core courses once every two years and in some terms did not offer electives. To support growth, we now offer core courses every year and electives every term. Additional elective choices now include marketing, operations and management courses.

**Continue and Expand the Student Success Center**

The services provided by the Student Success Center (SSC) continue to expand well beyond academic advising to include career advising, student resources, career preparatory workshops, major career fairs, job and internship opportunities and communication support.  The Center has filled the void created by dramatic downsizing of the University’s Career Services Center. In 2014 the SSC underwent a major renovation that expanded its space from two unconnected offices to a four office suite, more than doubling its square footage. In 2016, its staff was expanded to include a second Student Services Professional, three peer advisors, and a Marketing Assistant. With the presence of the peer advisors, the SSC is now able to provide evening advising hours three nights a week.

The Center has worked with local employers to offer on-campus resume critique workshops for our students. Meet-and-greet events organized by the Center, including Accounting Night and Meet the Firms Night, were enhanced and enlarged. Over the five year review period, the Meet the Firms Night’s sponsorships grew 180 percent to $12,000, participating businesses grew 225 percent to 65 businesses, and student attendance grew 28 percent to 226 students. The Center advises all CBA students who are on probation and assists faculty in providing the final approval on graduation clearance forms for CBA students.

**Chapter Four**Strategic Management & Innovation

**Overview**

The strategic management process at California State University, Stanislaus College of Business Administration (CBA) results in the development of five-year strategic plans driven by its values, mission, and vision statements which include goals, objectives, and annual action items. The strategic management process includes an annual evaluation of the extent to which each action item was completed. A strategic plan is not a static blueprint for the future; it is reviewed and modified on a regular basis in response to changes in the internal and external environments.

**Development of Strategic Plans**

The CBA developed its first five-year strategic plan over a six-month period in 2000; it was approved on April 27, 2001. The plan emanated from the CBA’s Mission and was designed to be the means to implement the Mission. The first plan included the Mission, Dean’s Vision, Goals, and Objectives for the period of 2000-2005. One of the primary goals of the first strategic plan was achieved when the College was accredited by the Association to Advance Collegiate Schools of Business (AACSB) on April 25, 2003.

A values statement as well as revisions to the mission statement and dean’s vision were approved by the faculty in 2004. Shortly thereafter, a SWOT analysis was conducted, and goals and objectives for the second strategic plan covering the period 2005-2010 were developed after consulting all relevant stakeholders. On April 8, 2005, the faculty of the College voted to approve the second five-year strategic plan. A similar process was followed to develop the third five-year strategic plan covering the years 2010-2015.

The CBA began its process of developing the fourth five-year strategic plan in the academic year 2014-2015. The College hired an outside consultant who conducted focus groups with students, the Business Advisory Board (BAB), and faculty in order to develop a current SWOT analysis. During Fall 2015, the Faculty Accreditation and Coordination Team (FACT) reviewed and recommended revisions to the College’s policies. Their recommendations were approved by the faculty the following January. In Spring 2016, FACT developed a draft of the fourth strategic plan covering the years 2015-2020 (Appendix 12); it was approved by the faculty on August 26, 2016. The strategic plan evolution was informed by the SWOT analysis (Appendix 6) and FACT members’ attendance at AACSB Continuous Improvement Review workshops and Impact Forums.

The University approved its new 2017-2025 Strategic Plan (Appendix 13) in November 2017. The five overarching goals (be a student-ready university, provide transformational learning experiences driven by faculty success, boldly pursue innovation and creativity, hone administrative efficacy through thoughtful stewardship of resources, and forge and strengthen bonds with our communities rooted in a shared future) will inform the implementation for the current CBA plan and the next cycle of strategic planning 2020-2025.  
 **The Annual Process**

Each year, the Dean and the Chairs submit draft objectives to the faculty at the fall semester faculty kick-off meeting. These objectives are congruent with the goals and objectives of the five-year plan. The faculty discusses, modifies, and accepts or rejects these objectives and is given the opportunity to suggest additional objectives for the year. Once the objectives are finalized and approved, the faculty develops the related action items for that year.

The action items must be stated in a manner that makes clear the expected outcomes. At the fall faculty retreat, the prior year’s action items are examined. It must be clear from the outcome whether or not the action had the intended effect. If not, a new, more efficacious action is implemented. At the end of the second year, the outcome from that action is scrutinized. In this manner, the College closes the loop in the continuous improvement process.

**The Four Essential Components of Our Five-Year Strategic Plan**

The CBA Five-Year Strategic Plan consists of four essential components: Statement of Faculty Values, Statement of Our Mission, Statement of Our Vision, and Statement of Our Five-Year Goals and Objectives. Each of these is elaborated below:

Statement of Faculty Values

* We value excellence and continuous improvement.
* We value our students' success both in the classroom and in future endeavors.
* We value honesty, integrity, ethical behavior, and social responsibility.
* We value intellectual contributions, particularly applied scholarship and pedagogical research.
* We value an environment wherein student learning and work are conducted in a collegial manner committed to mutual respect.
* We value the diversity of insights, perspectives, and contributions from an academic community composed of members from various backgrounds.
* We value leadership that is responsive to our stakeholders including students, faculty, and staff.
* We value high quality teaching by learned, inspired, and professional scholars, who also serve as mentors to their students.

Statement of Our Mission

As a publicly supported, regional teaching institution, the California State University, Stanislaus College of Business Administration’s mission is to deliver a professional business education that offers our students the knowledge and skills to succeed in their careers and in society.

Meaning of Our Mission

* Publicly-supported institution. We strive to offer our students a highly valuable professional business education that is accessible, affordable, and empowers people of all ages and backgrounds to transform their lives and realize their potential. We provide our faculty and staff with resources and a supportive environment focused on accomplishing our mission including the pursuit of relevant professional development.
* Regional institution. We offer well-respected programs that add value primarily to California’s Central San Joaquin Valley. Accordingly, we seek to maintain an environment dedicated to educating a diverse, multi-cultural student population. To our regional community we represent a recognized talent pool of faculty and student resources.
* Teaching institution. We are dedicated to providing an educational environment focused on student learning and delivered by qualified faculty. We enrich our teaching and lifelong learning through applied and pedagogical research. We continuously improve our student learning through ongoing assessment efforts.
* Professional business education. We offer one undergraduate degree as the main academic program and a smaller, yet well respected, MBA degree. We pursue overall high quality, relevance, currency, and convenience in the creation and continual improvement of our professional business programs.
* Knowledge and skills to succeed in their business careers and in society. We provide our students with the professional knowledge and managerial skills to formulate, evaluate, select, and implement appropriate courses of action in the workplace. We also encourage in our students a sense of ethics/social responsibility.

Statement of Our Vision

Our vision is to become the educational nucleus that impacts the California Central San Joaquin Valley economy through the development of graduates who have the professional knowledge and innovative managerial skills to perform well in a business environment, and faculty and students who are recognized for academic excellence, use of technology, scholarship, and continuous improvement.

Statement of Our Five-Year Goals and Objectives

The goals and objectives of our strategic planning process emanate from the Statement of Faculty Values, the Mission Statement and the Meaning of the Mission, and the Vision Statement of the College of Business Administration.

*Goal A: Teaching and Student Learning*

To foster an educational environment focused on student learning and to offer high quality professional business programs accessible to our diverse student population.

Objectiv*e*s:

1. Assure the currency, consistency, and relevancy of disciplinary coverage through course coordination, faculty communication, and discussions with our stakeholders.
2. Continuously improve and enrich our pedagogy through experimentation and innovation.
3. Continuously improve the process to assess student learning using direct and indirect measures.
4. Support and enhance the Student Success Center’s ability to deliver advising and career services.
5. Increase student engagement in relevant temporary employment and community service opportunities which will provide students with career-related experience.
6. Increase student engagement in existing and new honorary societies, business clubs, and student organizations.

*Goal B: Faculty Development and Intellectual Contributions*

To continuously improve our professional business programs, we are committed to providing the necessary resources and incentives (e.g., travel and computers) to support faculty engagement in instructional development, professional development, scholarly pursuits, and research.

Objectives:

1. Provide faculty who are active in research and scholarly activity with six units assigned time specifically for research during the year.
2. Maintain funding of at least $1,000 per faculty member per year for professional development and/or participation at academic or professional conferences.
3. Maintain funding of at least $500 per faculty-author per peer reviewed journal article.
4. Provide faculty with competitively-awarded monetary publication grants every year.
5. Provide faculty with a minimum of one event/workshop opportunity per year aimed at improving instruction.

*Goal C: University, Professional, and Community Service*

To engage in activities that impact the University, business professions, and community.

Objectives:

1. Encourage faculty engagement in University, professional, and community service.
2. Encourage professionals to engage with our student organizations and faculty by speaking in classes and student meetings.
3. Host meetings once a year with faculty and our CBA stakeholders.
4. Enhance engagement of faculty with members of the local business community.
5. Encourage students, student organizations, and faculty to engage in impactful community service and social responsibility efforts.

The mission as well as the three other essential components of our Five-Year Strategic Plan guide and direct the various CBA policies, plans, processes, and procedures that are used to implement the strategic plan. These items and their last review dates are noted in Appendix 14 (Overall Grid of College Policies, Plans, Processes, and Procedures). The process used to create these documents is flowcharted in Appendix 15 (CBA Policies, Plans, Processes, and Procedures Approval Flowchart). As a general rule, these documents are updated and continuously improved at least once every five years. Faculty policies are discussed in more detail in Section V – Participants: Students, Faculty and Professional Staff.

The attainment and continual improvement of these objectives is detailed in the Strategic Management Process & Five-Year Strategic Plan 2015-2020 (Appendix 12) in the Annual College Goals/Objectives, Action Items, and Outcomes section by year.

**Outcomes**

*Teaching and Student Learning*

Over the five-year review period and in response to Goal A, the College has taken actions to “foster an educational environment focused on student learning and to offer high quality professional business programs accessible to our diverse student population.” The following paragraphs describe the CBA’s progress on meeting each of the goal’s six objectives.

To assure the currency, consistency, and relevancy of our courses, we regularly review our curriculum and consult periodically with local area professionals. The College’s Business Advisory Board (BAB) meets at least twice a year with the dean and members of the faculty. BAB was an active participant in the development of the College’s SWOT analysis in 2014. One year later, BAB endorsed the establishment of disciplinary area sub-groups to review the curriculum. In Spring 2016, a sub-group comprised of local area accounting professionals met with the accounting faculty. As a result of this meeting, our coverage of SAP enterprise software in the accounting program was expanded, the curriculum of the program was streamlined and ACC 4180: Accounting Ethics was created to respond to a recent change in California CPA licensure requirements.

In Fall 2016, the Operation Management (OM) faculty completed their curriculum benchmarking exercise against the curriculum of their peer, aspirant and competitive institutions. The OM faculty will meet with their discipline sub-group of local area OM professionals in Spring 2018.

The Computer Information Systems faculty is in the process of upgrading its curriculum to the most recent IS Curriculum Guidelines. During Fall 2016, CIS 2020: Introduction to Visual Basic was transformed into CIS 2020: Introduction to Python Programming. During Fall 2017, CIS 3020: Advanced Visual Basic was transformed into CIS 3020: Advanced Python Programming.

Faculty members who attended various business discipline conferences returned to campus with the message that our curriculum should include the study of data analytics. A cohort of faculty members attended the AACSB workshop on this topic in Tampa, FL, and an American Accounting Association workshop in San Francisco, CA. Inspired by what they learned, the College started developing a three-course Business Analytics concentration for the MBA program.

As our mission clearly states that we are a teaching institution, faculty strive to add innovative elements to their teaching. The University’s Faculty Development Center offers weekly workshops on teaching-related topics which CBA faculty frequently attend. Two-thirds of the College’s tenured/tenure track faculty members have completed the Online Learning Consortium’s (OLC) certification program. While designed to support online teaching methodology, a positive spillover effect is that much of the OLC program content applies to face-to-face teaching as well. Many faculty members are creating asynchronous modular learning exercises to augment their activities in face-to-face courses. A greater number of hybrid and flipped courses are being offered. “Shark Tank” competition in Small Business Management courses is another example of recent pedagogical innovation.

As discussed at length in Chapter 6 of this report, the College assesses student learning using both direct and indirect measures to assure continuous improvement. Six faculty members and staff attended the Assurance of Learning seminars and/or the Assessment and Impact Conferences over the past five years. Most of our current assessment activities include direct measures of student learning. One form of direct measure is the Business Assessment Test. This is the CSU’s standardized subject matter exam, analogous to the Educational Testing Service (ETS) major fields test in business. Most of the remaining direct assessments performed by the College are completed through the use of faculty-developed rubrics.

The services provided by the Student Success Center (SSC) continue to expand well beyond student advising. To support our students, the Center has filled the void created by dramatic downsizing of the University’s Career Services Center. In 2014, the SSC was expanded from two unconnected offices to a four office suite, more than doubling its square footage. In 2016, its staff was expanded to include a second Student Services Professional, and three peer advisors were hired. The Center has worked with local employers to offer on-campus resume critique workshops for our students. The meet-and-greet events organized by the Center, including Accounting Night and Meet the Firms Night, have been enhanced and enlarged. The Center monitors and advises all CBA students who are on probation and assists faculty in providing the final approval on graduation clearance forms for CBA students.

In addition to expanding its internship program, the College guides students to become more involved in community service activities. BUS 2090: Business Ethics and Social Responsibility for Businesses and Businesspeople contains a service learning component. All undergraduates pursuing the BSBA are required to take this course. Another community service opportunity available to our students is the Volunteer Income Tax Assistance Program (VITA). Under this program, students receive training and then volunteer to prepare tax returns for low-income individuals and senior citizens. VITA is very popular with the students of the CBA, especially those who are studying accounting.

The CBA faculty continue to actively support the student clubs and honor societies, including the Accounting Society, the OM Club, the CIS Club, the Finance Association, the Stanislaus/HR Management Club, the Student Marketing Association, the Entrepreneurship Student Association, Beta Alpha Psi, and Beta Gamma Sigma. The Stanislaus/HR Management Club has won many regional and national student competition activities, the Finance Association brought local CFOs to speak on campus, and the Accounting Society brings local area accounting professionals to campus to interact with its members at its monthly meetings.

*Faculty Development and Intellectual Contributions*

Consistent with Strategic Plan Goal B: Faculty Development and Intellectual Contributions, the College has successfully created an environment conducive to faculty research. Much of this research is pedagogically focused with the intent to improve teaching, learning, curriculum content, and instructional delivery. The five objectives of Goal B have been implemented and are funded from the ongoing surplus generated by the Executive MBA program and the Online MBA program and the Stateside MBA per credit-unit surcharge.

The College allocates $1,500 per year to each faculty member for research-related travel. Annually, faculty members are awarded $1,000 for each of their first two journal articles published in a Cabell’s listed journal. Additional articles are awarded $500 apiece. If the article is published in a journal on the “higher quality” list, the award is doubled. These funds are deposited in the faculty member’s professional development account, which can be used for travel and other research related expenditures. Publications are also rewarded with reassigned time for research. This award is regulated by the Research/Scholarly Activity Grant Policy in Appendix 16.

*University, Professional, and Community Service*

During the review period, the faculty of the College did “engage in activities that impact the University, business professions, and community” in accordance with Goal C. The following paragraphs describe the CBA’s progress on meeting each of the goal’s five objectives.

CBA faculty members are very involved with university service. In two of the past five years, a CBA faculty member served as Speaker of the Statewide Academic Senate of the California State University System, and another serves as Faculty in Residence for Residential Housing. In recent years, CBA faculty members chaired several important university-wide committees including the Faculty Affairs Committee, the University Writing Committee, the University Retention, Promotion, and Tenure Committee, the Leaves and Awards Committee, the Institutional Review Board, the Technology and Learning Subcommittee of the University Educational Policy Committee and the SB 1212 Grievance Committee. CBA faculty members sat on the search committees for the Provost and the Vice President of Business and Finance. Faculty members of the College are editors for disciplinary journals. An accounting faculty member works closely with the local chapter of the Institute of Management Accountants. A management faculty member conducts human resource management seminars for local professionals.

Local area business professionals often speak to the CBA students. Several student organizations, including the Accounting Society and the Finance Association, routinely invite professionals to speak at their meetings. In all six undergraduate disciplines and the graduate programs, faculty members often invite practitioners to speak in their classes.

As outlined in the Teaching and Student Learning section of this chapter, the College faculty members meet periodically with local area professionals who employ our graduates. These professionals meet with faculty members of their discipline to discuss curriculum and the employment performance of our alumni.

Interaction between faculty and members of the local business community occurs most often at the meetings of the Business Advisory Board. The Board is comprised of 35 local area business leaders. Faculty members from all three departments have visited the headquarters of two of the area’s largest employers, E. & J. Gallo Winery and Amazon, to meet with the executives of those firms. Dr. Gokce Soydemir, the College’s Foster Farms Endowed Professor of Business Economics, is tasked with forecasting future economic trends in the Central Valley and publishing a report of his findings twice a year[[4]](#footnote-4).

Faculty are individually active in community service while student involvement is more structured. All of the CBA’s undergraduate students are required to take BUS 2090: Business Ethics and Social Responsibility for Businesses and Businesspeople, a course that contains a service learning component. Many students and multiple faculty members participate in the VITA Program to prepare tax returns for low income individuals and senior citizens. The Stanislaus/HR Management Club is actively engaged in community service.

**Intellectual Contributions, Impact, and Alignment with Mission**

The mission of the College of Business Administration states that we are a teaching institution. This statement is amplified in the Meaning of our Mission; “We enrich our teaching and lifelong learning through applied and pedagogical research.” Furthermore, the new mission of the University states that “we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provided opportunities for the intellectual, cultural, and artistic enrichment of the region.”

The final line in AACSB Table 2-1 (Five-Year Summary of Intellectual Contributions) in Appendix 17 summarizes the composition of the College’s Intellectual Contributions portfolio over the past five years. Faculty generated 98 instances of teaching and learning scholarship (31.92% of the total), 131 instances of applied or integration/application scholarship (42.67% of the total), and 78 instances of basic or discovery scholarship (25.41% of the total). This distribution is consistent with our Mission.

The College’s criteria for Intellectual Contributions and for determining faculty qualifications are discussed in Chapter 7 – Academic and Professional Engagement. Within the CBA, to maintain status as a scholarly academic, a faculty member must publish two peer-reviewed journal articles in standard or higher quality journals, generate two other instances of intellectual contributions, and have one pedagogically-related activity in any five year period.

Twenty-seven of the College’s 29 full-time faculty are scholarly academics. Over the past five years, they published 102 peer-reviewed, publicly-available journal articles for an average of 3.5 articles per tenured/tenure-track faculty member. Thirty-five of the articles met the College’s “higher quality” designation. As shown in Table 2-1, a substantial cross-section of CBA faculty in each discipline are active in research/scholarly activity. Six of our tenure-track faculty members received their doctoral degrees within the past five years and are scholarly academics by definition. Collectively, they have published sixteen refereed journal articles over the five-year review period.

The essays imbedded in Table 2-1 discussing mission alignment, quality of the intellectual contributions (IC) portfolio and the impact of IC are augmented with three exhibits: a Table of Academic Impact and Narratives by Faculty Member by Concentration (Appendix 18), a Table of Engagement, Innovation, and Impact of Scholarship (Appendix 19), and a Google Scholar Citations Table (Appendix 20) for the entire full-time faculty. Also included are Table 2-2 (Appendix 21) and Table of Journal Impact (Appendix 22), a five-year summaries of peer reviewed journals, the number of publications in each and the impact factor as listed in Cabell’s International, if available.

**Financial Strategies and the Allocation of Resources**

The University’s economic situation has steadily improved over the past five years; however, we have not fully recovered from the Great Recession. For example, the University finances part-time instruction each year with one-time funds rather than with a base budget line. The College can ameliorate this situation somewhat by using its alternative funding sources, which include funds generated from the Executive MBA and Online MBA programs and the professional fees charged to our Stateside MBA students. The existing Budget Policy for the CBA is Appendix 23.

The financial resources available to the College of Business Administration in AY 2016-2017 amount to $7.3 million (Appendix 24), and represent an 8.9 percent compound annual rate of growth since AY 2013-2014. It includes general fund allocations, funds generated by self-support programs (Online and Executive MBA), reserves, and philanthropic efforts.  As a percentage of total instructional expenses at Stanislaus State University (Appendix 25), CBA expenditures have remained consistently above 11 percent over the last few years, roughly reflecting the proportion of the student body enrolled in the College of Business Administration. Recent budgetary increases have ameliorated the drastic reductions from the 2009-2012 period, but state budgets remain constrained and there is a need for new revenue sources to sustain existing and new programs.

Recent philanthropic support for the CBA has been limited due to the interim nature of the CBA leadership. In AY 2016-2017, the CBA raised over $60,000 as part of the university-wide ONE Purpose campaign, and the Student Success Center regularly raises around $15,000 per year through sponsorships of their career events. Currently there are efforts under way to reconnect with the business community and other community supporters and re-engage them in the success of the CBA. A long term goal is to obtain a significant naming gift for the CBA.

**New Degree Programs**

No new degree programs have been added by the College since the 2013 maintenance visit. A three-course Accounting Concentration option was added to the Stateside MBA program to help CPA candidates meet the 150 hour requirement for licensure. The College is adding a three-course MBA concentration option in Business Analytics with the first course being offered in AY 2018-2019. The college is adding all business administration concentrations to the Stockton Center, starting with the Management Concentration, Human Resources Track and General Business Concentration in AY 2018-2019.

**Chapter Five**Participants – Students, Faculty and Professional Staff

The CBA faculty highly value and respect their students. We strive to give them the best education possible that will enable them to have fulfilling and productive lives. Our students are described below in terms of changes in enrollment trends, diversity, admissions criteria, and support services.

Changes in Enrollment Trends

As shown in Table V-1 (Five-Year Annual Headcount of Students by Program), enrollment in the undergraduate BSBA degree program has grown by 18 percent over the past five years; in AY 2012-2013, 1,291 students were enrolled in the program, and in AY 2016-2017, 1,523 students were enrolled.

Similarly, the enrollment in our three MBA programs collectively grew by 11 percent from 123 students in AY 2012-2013 to 136 students in AY 2016-2017. Looking at the programs individually, the Stateside MBA program’s enrollment declined by 16 percent from 75 students in AY 2012-2013 to 63 students in AY 2016-2017. The Executive MBA program’s enrollment increased by 8 percent from 38 students in AY 2012-2013 to 41 students in AY 2016-2017. Enrollment in the Online MBA, our newest program, dramatically increased by 210 percent from 10 students in AY 2012-2013 to 32 students in AY 2016-2017. We anticipate that this program will continue to show large enrollment increases in future years, and we have adjusted our scheduling to facilitate this.

Table V-1  
*Five Year Annual Headcount of Students by Program*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Degree Program** | **AY 2012-**  **2013** | **AY 2013-**  **2014** | **AY 2014-**  **2015** | **AY 2015-**  **2016** | **AY 2016-**  **2017** |
| BSBA | 1,291 | 1,387 | 1,444 | 1,504 | 1,523 |
| MBA | 75 | 64 | 65 | 59 | 63 |
| EMBA | 38 | 38 | 35 | 35 | 41 |
| OMBA | 10 | 19 | 24 | 17 | 32 |

Diversity

The CBA’s student population is quite diverse, as shown in Table V-2 (Student Demographic Characteristics by Ethnicity and Gender). As of Fall 2016, Hispanics are the largest demographic group, comprising 47 percent of the student body. Whites are the second largest group, comprising 22 percent of the student body. Since Fall 2012, the Hispanic headcount grew by 52 percent from 516 in Fall 2012 to 784 in Fall 2016. Over that same period the white headcount decreased by 16 percent from 459 in Fall 2012 to 387 in Fall 2016. The Asian/Pacific Islander headcount increased by 6 percent from 189 in Fall 2012 to 201 in Fall 2016. The American Indian headcount fell by six students and the African-American headcount fell by seven students. The low percentage of American Indian and African-American students reflects the demographics of the local community. In Fall 2016, the student population was fairly evenly split by gender with 51.9 percent females and 49.1 percent males. Since Fall 2012 to Fall 2016, female enrollment increased by 21.7 percent and male enrollment increased by 7.7 percent.

Table V-2  
*Student Demographic Characteristics by Ethnicity and Gender - College*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** | **FALL 2012** | | **FALL 2013** | | **FALL 2014** | | **FALL 2015** | | | **FALL 2016** | |
| AMERICAN INDIAN | 10 | 0.7% | 6 | 0.4% | 7 | 0.5% | | 3 | 0.2% | 4 | 0.2% |
| ASIAN/PACIFIC ISLANDER | 189 | 13.3% | 236 | 15.8% | 234 | 15.7% | | 218 | 13.7% | 201 | 12.4% |
| AFRICAN-AMERICAN | 34 | 2.4% | 23 | 1.5% | 24 | 1.6% | | 22 | 1.4% | 27 | 1.7% |
| HISPANIC | 516 | 36.4% | 587 | 39.2% | 646 | 43.2% | | 740 | 46.4% | 784 | 48.3% |
| NONRESIDENT ALIEN | 45 | 3.2% | 48 | 3.2% | 56 | 3.7% | | 78 | 4.9% | 71 | 4.4% |
| OTHER | 164 | 11.6% | 149 | 10.0% | 140 | 9.4% | | 140 | 8.8% | 149 | 9.2% |
| WHITE | 459 | 32.4% | 445 | 29.8% | 389 | 26.0% | | 393 | 24.7% | 387 | 23.8% |
| TOTAL | 1417 | 100% | 1494 | 100% | 1496 | 100% | | 1594 | 100% | 1623 | 100% |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENDER** | **FALL 2012** | | **FALL 2013** | | **FALL 2014** | | **FALL 2015** | | **FALL 2016** | |
| FEMALE | 692 | 48.9% | 748 | 50.1% | 738 | 49.3% | 795 | 49.9% | 842 | 51.9% |
| MALE | 725 | 51.2% | 746 | 49.9% | 758 | 50.7% | 799 | 50.1% | 781 | 48.1% |
| TOTAL | 1417 | 100% | 1494 | 100% | 1496 | 100% | 1594 | 100% | 1623 | 100% |

*Table V-3  
Student Demographic Characteristics by Ethnicity and Gender – University*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** | **FALL 2012** | | | **FALL 2013** | | **FALL 2014** | | **FALL 2015** | | **FALL 2016** | |
| AMERICAN INDIAN | 43 | 0.5% | | 33 | 0.4% | 45 | 0.5% | 34 | 0.4% | 33 | 0.3% |
| ASIAN/PACIFIC ISLANDER | 1,012 | 11.4% | | 1,038 | 11.6% | 1,034 | 11.4% | 1,001 | 10.8% | 1,021 | 10.5% |
| AFRICAN-AMERICAN | 230 | 2.6% | | 196 | 2.2% | 201 | 2.2% | 219 | 2.4% | 218 | 2.2% |
| HISPANIC | 3,517 | 39.6% | | 3,824 | 42.9% | 4,103 | 45.4% | 4,438 | 47.8% | 4,840 | 49.6% |
| NONRESIDENT ALIEN | 137 | 1.5% | | 190 | 2.1% | 239 | 2.6% | 288 | 3.1% | 320 | 3.3% |
| OTHER | 1,101 | 12.4% | | 986 | 11.1% | 905 | 10.0% | 894 | 9.6% | 933 | 9.6% |
| WHITE | 2,839 | 31.2% | | 2,650 | 29.7% | 2,518 | 27.9% | 2,408 | 25.9% | 2,397 | 24.6% |
| TOTAL | 8,882 | | 100% | 8,917 | 100% | 9,045 | 100% | 9,282 | 100% | 9,762 | 100% |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENDER** | **FALL 2012** | | **FALL 2013** | | **FALL 2014** | | **FALL 2015** | | **FALL 2016** | |
| FEMALE | 5,787 | 65.2% | 5,806 | 65.1% | 5,905 | 65.3% | 6,038 | 65.1% | 6,422 | 65.8% |
| MALE | 3,095 | 34.8% | 3,111 | 34.9% | 3,140 | 34.7% | 3,244 | 34.9% | 3,340 | 34.2% |
| TOTAL | 8,882 | 100% | 8,917 | 100% | 9,045 | 100% | 9,282 | 100% | 9,762 | 100% |

The University’s student population, like the CBA’s student population, is quite diverse as stated in Table V-3 (Student Demographic Characteristics by the Ethnicity and Gender – University). Similar to the CBA in Fall 2016, Hispanics are the largest demographic group for the University, comprising 49.6 percent of the student population and Whites as the second largest demographic at 24.6 percent. The University and the CBA show comparable enrollment trends within the other ethnic demographics.

The major differences in the demographics between the University and the CBA is the growth of Hispanic enrollment and gender percentages. Between Fall 2012 and Fall 2016, the University saw a 27.3 percent increase in the enrollment of Hispanics, while the CBA saw a 47 percent increase in enrollment for the major. Based on gender, the University has more enrolled females than males, 65.8 percent and 34.2 percent respectively. The CBA is fairly evenly split between males and females enrolled in the business major.

Admissions Criteria

Admission requirements for the undergraduate program remained unchanged over the period reported. The University admits freshmen who graduated in the upper third of their high school class and students from a California community college who have met the CSU transfer requirements. The University is provided an enrollment target each year from the CSU’s Office of the Chancellor, and the College is provided a target from the University’s Office of the Provost. At the university level, enrollment management is accomplished by expanding and reducing the window for students to submit applications and through follow-up enrollment policies. Neither the University nor the College has declared nor desires to declare enrollment impaction which makes enrollment contingent on prospective students meeting additional criteria.

The admission requirements for the Online MBA program and the Stateside MBA program are identical. Applicants to either program must have an undergraduate GPA of 2.5 in the last 60 units attempted. They must achieve 1,000 points on the formula: 200 times the overall GPA plus the GMAT score or 1,050 points on the formula: 200 times the upper division GPA plus the GMAT score. Candidates must demonstrate a two-year record of relevant, full-time employment in a professional or supervisory role. Applicants lacking the experience requirement may seek a waiver if they achieve 1,150 points on the formula: 200 times the overall GPA plus the GMAT score. Applicants to the Stateside MBA program whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and attain a score of 550 with individual part scores of at least 54. Applicants for the Online MBA program whose native language is not English must take the TOEFL and attain a score of 575 with part scores of at least 54.

The Executive MBA program (EMBA) is targeted to managers and professionals who seek to expand their leadership skills and advance their careers. Candidates are required to have at least five years of middle or upper level professional management experience. Admissions to the program are also based upon the evaluation of academic and professional portfolios. The factors taken into consideration are extent and nature of professional experience, academic qualifications including GPA and GMAT scores, leadership potential, other personal qualities that demonstrate academic and professional promise, and a personal interview. A minimum cumulative GPA of 2.5 is expected.

Support Services

As noted earlier, the expanded Student Success Center in the CBA has reduced the impact of the university-wide reduction of funding for student support services made during the Great Recession on our students. The Center provides career preparatory workshops and academic/career advising to supplement the advising provided by faculty members. The SSC also manages the CBA’s internship program and maintains a webpage that posts job opportunities for students and alumni. The Meet the Firms and Accounting Night events, coordinated by the SSC, are each held once a year and give students the opportunity to meet local area professionals and to learn about career opportunities. While the SSC has provided resources to business students since 2005, its services have greatly expanded since the last review due to increased physical space and staffing. In 2014, a four-office suite was constructed for the Center, more than doubling its available physical space. In 2016, its staff was greatly expanded, which allows it to now provide advising and other services during the evening to serve the CBA’s sizable population of working students.

The CBA graduate programs provide orientations, advising and counseling services to all business graduate students.  Online MBA students receive a webinar orientation, which includes schedule advising, and coaching on successful performance in an online program. Executive MBA students receive seminars and advising on their projects. All graduate students are invited to campus networking events, and receive communications about internship and employment opportunities. Graduate programs provide MBA information sessions at events on campus and off campus. Increased outreach efforts have enabled increased enrollment.

**FACULTY**

The CBA faculty is comprised of highly dedicated individuals who value education and professionalism. The faculty is described below in terms of their policies, criteria for intellectual contributions (IC) and faculty sufficiency. Faculty qualification status is discussed in Chapter 7 - Academic and Professional Engagement.

Overview of CBA Policy Development Process

As shown in Appendix 15 (CBA Policies, Plans, Processes, and Procedures Approval Flowchart), the College has a well-established procedure for the development and review of faculty policies. Items typically originate from either the CBA Executive Board or a Faculty Member via the Faculty Speaker. The Faculty Accreditation and Coordination Team (FACT) works in conjunction with the CBA Executive Board and/or the Faculty Member/Faculty Speaker to produce a finalized draft. Once FACT and the CBA Executive Board have agreed on a final draft, the CBA Faculty, with a majority vote, give final approval to the draft. The flowchart shown in Appendix 15 describes the process that is used to create and update the various internal CBA policies, plans, processes, and procedures. The dean approves all policies; some policies may require provost approval.

Faculty Management Policies

*Faculty Intellectual Contributions*

The College’s mission states, “We are dedicated to providing an educational environment focused on student learning and delivered by qualified faculty. We enrich our teaching and lifelong learning through applied and pedagogical research.”

The College of Business Administration’s goal pertinent to intellectual contributions is:

* To continuously improve our professional business programs, we are committed to providing the necessary resources and incentives to support faculty engagement in instructional development, professional development, scholarly pursuits, and research.

In keeping with the College’s mission and goals/objectives, the College’s portfolio of intellectual contributions (Appendix 26 – Intellectual Contributions Policy) is prioritized as follows:

1. Applied or Integration/application scholarship are of primary importance to the College’s total intellectual contributions. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business and management. According to AACSB International, “applied or integration/application scholarship is scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge.”[[5]](#footnote-5)
2. Teaching and learning research contributions are second in importance to the College’s total intellectual contributions. These activities impact the teaching and/or pedagogy of business and management. According to AACSB International, “teaching and learning scholarship is scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior.”1
3. Basic or discovery scholarship, often referred to as discipline-based scholarship, is third in importance to the College’s total intellectual contributions. Basic scholarship refers to scholarship that is normally intended to impact the theory, knowledge, and/or practice of business and management. According to AACSB International, “Basic or discovery scholarship is scholarship that generates and communicates new knowledge and understanding and/or development of new methods.”1

The Intellectual Contributions Policy indicates that, generally, intellectual contributions should meet two criteria: (a) be in public written form and (b) be reviewed by academic peers or practitioners prior to publication. Appropriate outlets for intellectual contributions are identified in the policy (Appendix 26).

*Assigned Time Policy*

The CBA has developed a policy and the process for implementing the policy identifying the types of activities for which faculty can receive assigned time away from teaching (Appendix 27). Research-related activities, course development, assessment of student learning, professional development, administrative responsibilities, and service activities are all examples of activities for which assigned time can be granted.

*Diversity Policy*

Faculty recruitment takes place under specific guidelines developed by the University’s Human Resources Department, which has built-in features to ensure that the applicant pool is as diverse as feasible. These features and the CBA’s commitment to them are clarified in its Diversity Policy (Appendix 28).

*Faculty Deployment Policy*

Each department chair prepares an annual schedule of classes, taking into consideration students’ needs, Baccalaureate and MBA course offerings, and faculty input. Academic preparation, qualifications, currency in the subject area, preference in subject matter, and ongoing scholarly activities related to the area of instruction all play a role in determining which courses are taught by any individual faculty member. Before the beginning of each semester, the Dean recommends part-time faculty hiring based on consultation with the department chairs. Each department chair or his/her designees are responsible for reviewing and evaluating all candidates for part-time appointments. Professional and academic qualifications to teach a specific course and university guidelines are considered before hiring recommendations are made. (Appendix 29)

*Other Faculty Management Policies*

The CBA has developed policies addressing Faculty Development (Appendix 30), New Faculty Orientation (Appendix 31), and Professional Responsibilities and Ethics (Appendix 32). These policies ensure that faculty have the resources to maintain currency in their fields and are knowledgeable about current teaching pedagogies. New faculty members are provided support by the University, the College, and the Department through orientations and workshops, and ongoing mentoring. The Professional Responsibilities and Ethics Policy describes the responsibilities of faculty members and emphasizes our commitment to ethical behavior.

*Evaluation of Faculty*

The process for evaluation of faculty is determined by University Policy and the CSU Collective Bargaining Agreement. Tenure-track faculty members are reviewed annually through the Retention, Promotion, and Tenure process and tenured faculty are subject to post-tenure review every five years. Tenured/tenure-track faculty members are responsible for delivering a portfolio of activities including teaching, research, and service upon which their evaluation is based. Temporary faculty are evaluated annually in accordance with University Policy and the CBA’s Temporary Faculty Evaluation Policy (Appendix 33). Because temporary faculty members are generally not responsible for research or service, their evaluations are based on evidence of teaching proficiency.

Criteria for Identifying Faculty as Participating or Supporting

As per the College’s Policy on Classifying Faculty as Participating or Supporting (Appendix 34), a participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities, and a supporting faculty member does not. Within the CBA, it would not be possible for tenured/tenure-track faculty members to not be participating, since they are responsible for delivering a portfolio of activities including teaching, research, and service. Appendix 35 (Faculty Profiles – Participating) and Appendix 36 (Faculty Profiles – Supporting) summarize the activities of each CBA faculty member.

With respect to non-tenure track faculty, the entire scope of their activities is examined. Activities that are taken into consideration by the department chairs prior to classification as participating or supporting include, but are not limited to, attendance and participation in faculty meetings, participation in research, serving as faculty advisor to student clubs, serving as academic advisor to students, serving on curricular and governance committees, serving on the Business Advisory Board (BAB), and serving as a course coordinator.

For the CBA as a whole, 77.1 percent of the student credit hours during AY 2016-2017 were delivered by faculty members who are participating as shown in Table 15-1: Summary of Faculty Sufficiency and Qualifications Using Student Credit Hours (Appendix 37). The table reveals that all six distinct concentrations exceeded the 60 percent participating requirement for AY 2016-2017.

Several actions the College has taken will increase the overall participating percentage above the required 75 percent even further. Former Interim Dean Lindsay is returning to faculty in Fall 2017. Former provost, Dr. James Strong, is joining the marketing faculty as a full-time tenured faculty in Fall 2017. A new Assistant Professor of Accounting has been hired for Fall 2017, replacing Professor Ilter who left in December 2016. Part-time “Temporary“ faculty member Gina Donahue, who typically teaches 30 units a year, will be given a “Full-Time” contract, which will allow her to be assigned more formal service duties in addition to her teaching assignment. President Junn granted the College an additional tenured/tenure-track faculty line for an assistant professor in Management, Human Resource Track for the Stockton Center. These changes are projected to maintain the participating ratio significantly above the 75 percent threshold in the foreseeable future.

Professional Staff

The College is supported by ten full-time, non-faculty employees. The MBA Director is a member of management; the other nine are unionized staff employees. The Dean is supported by three staff: an administrative assistant, a budget analyst, and an accreditation analyst. The MBA Director and three department chairs are each supported by administrative coordinators or assistants. Two staff members are employed in the Student Success Center and a half-time information technology consultant manages the servers for the CIS Program’s Gallo Lab.

Staff members are encouraged to participate in training, seminars, conferences, and courses to continually improve their job-related skills and responsibilities. The University provides on-campus training on budgeting, travel procedures, website maintenance, information technology, scheduling, and other related administrative skills. Staff are encouraged to attend any training sessions offered by the University. Staff are also encouraged to upgrade their skills using the University’s subscription to Lynda.com, an online program that offers an extensive list of courses for professional development. Staff are supported in their professional development through the provision of work time to take job-related courses.

Over the past five years, the CBA staff have attended various conferences, seminars, and training sessions for professional development. Four staff members attended the Academic Resource Conference (ARC), a conference developed within the CSU system for analysts, coordinators, and assistants. Two staff members attended different AACSB conferences and seminars for accreditation purposes. Three staff members attended Activity Insight’s User Group conferences and Administrator Boot Camp for Digital Measures. The CBA academic advisors attended a GradLeaders conference for training to use this program being installed for advising and academic planning for students within the College. One staff member was sent to a Beta Gamma Sigma event to learn the up-to-date policies and procedures for the honor society. Four staff members were granted professional development funds to attend a GMAT review course as encouragement to enroll in a graduate degree program. One staff member attended a GRE conference and two members attended Hobson’s University 2016 to receive guidance and information on the communications and applications software related to the graduate program.

Major Changes Since Last Review

The College’s tenured/tenure-track faculty increased from 25 to 30 over the five-year review period. An accounting, management, and marketing professor retired, and an operations management and computer information systems professor passed away. An assistant and associate professor of accounting, an associate professor and two assistant professors of management, an assistant professor of marketing, an assistant professor of computer information systems, and three assistant professors of operations management were hired. A professor of accounting and a professor of management entered the Faculty Early Retirement Program (FERP) and will be employed half-time for a five-year period.

Of the above mentioned new hires, the associate professor of accounting and one of the assistant professors of management were hired to teach primarily at Stanislaus State’s Stockton Center. For thirty years, the College televised selected courses to either San Joaquin Delta Community College or the Stanislaus State Stockton Center. As of Fall 2014, the University began offering the complete junior and senior year curriculum for the Bachelor of Science in Business Administration degree with a Concentration in Accounting at the Stockton Center. This includes the 26 units of business administration core, the nine units of upper division general education, the three unit writing proficiency course and the 28 units of concentration courses. One of the College’s courses is delivered online. The rest are offered live and face-to-face. In Spring 2017, President Junn approved a new tenure-track faculty position for an assistant professor of management, human resources at Stockton.

**CHAPTER SIX**

Learning and Teaching

The faculty in the College of Business Administration (CBA) have developed systematic, robust and sustainable program assessment processes and procedures using direct and indirect measures (Appendix 38 – Undergraduate Assessment Policy). Since 2013, the CBA has improved: 1) how it gathers information, 2) the rubrics used to evaluate the data it gathers, 3) the targeted outcomes set by the faculty and 4) faculty participation in collecting, interpreting and using the data.

In Fall 2011, the CBA started work to improve the evaluation process of its undergraduate learning outcomes by creating a new required course titled Business Professionalism (BUS 4901) that students take in their final semester before graduation. First offered in 2016, this course is designed to improve participation rates and the quality of data collected, in addition to enhancing professional skills. It improves the consistency of both what and when data is collected. The course supports the CBA’s mission and vision-driven learning goals, because they are best suited for a summative evaluation process. The course leads adjunct faculty to take a more active role in the assurance of learning process as they are often instructors of record.

In Spring 2017, the CBA faculty approved modifications to its undergraduate learning objective rubrics to standardize both the levels and names of the evaluation categories. This modification will simplify the process and reduce confusion for faculty who assist with multiple assessment opportunities across different learning goals.

Also in Spring 2017, the faculty approved a target level increase of five percent for each of its undergraduate and graduate learning goals. That number will continue to increase in five percent increments if the target is reached during the previous two-year measurement cycle up to an aspirational level of 90 percent. This change is consistent with the CBA’s mission and vision and aligns more effectively with its summative processes.

Assurance of learning is integral to the College’s processes and discussions. Ongoing and active participation by seasoned colleagues sets a good example and encourages engagement and involvement from new faculty. Since 2013, faculty participation in assessing learning outcome effectiveness increased from 40 percent to above 80 percent (Appendix 39). This can be attributed to having a more systematic, robust, and sustainable process than before and the hiring of new tenure/tenure-track faculty who are eager to participate in assessment.

The following discussion is divided into two subsections which describe in greater detail the CBA’s focus on learning and teaching including development and management of its curriculum.

**Undergraduate Program**

**Undergraduate Learning and Teaching Structure**

Learning and teaching as it relates to the CBA’s Bachelor of Science in Business Administration degree is coordinated by the Undergraduate Assessment Committee Chair, Dr. Jarrett Kotrozo, who has been a member of the Undergraduate Assessment Committee since joining the faculty in Fall 2008. Dr. Kotrozo took over for Dr. Lynn Johnson in Spring 2016 after Dr. Johnson successfully facilitated the CBA’s last AACSB visit in 2013. Dr. Pengtao Li, Dr. Xinmei (Lucy) Xie and Ms. Kara Herrick constitute the other members of the Undergraduate Assessment Committee.

As part of its charge, the committee coordinates and facilitates each year’s assessment activities, requests faculty participation in evaluating the activities and helps summarize the results to be shared with the CBA’s Executive Board and posted on the CBA’s Blackboard site for faculty to consider. At least once each semester, the committee meets to discuss the results and make recommendations to the Executive Board which are then brought to the faculty as part of either regularly-scheduled faculty meetings or a special assessment retreat which takes place at least once per academic year.

**Undergraduate Learning and Teaching Process**

To help evaluate the relationship between teaching and learning, the CBA approved a Five-Year Undergraduate Assessment Plan (2014/15 through 2018/19) to ensure regular direct measurement of the College’s learning objectives as they relate to its learning goals. This plan replaced the 2012/13 through 2016/17 plan after faculty approved, in Fall 2014, a new learning goal and learning objective related to teamwork that is consistent with the College’s mission.

The Five-Year Undergraduate Assessment Plan (Appendix 40) ensures that each learning goal is assessed at least twice in a five-year period, and that the program’s overall effectiveness is indirectly assessed through surveys of graduating seniors and alumni.

**Undergraduate Learning Goals and Objectives**

The College adopted its initial learning goals and objectives in 2001; they are regularly evaluated to ensure alignment is maintained with its mission, “to deliver a professional business education that offers our students the knowledge and skills to succeed in their careers and in society.” The most recent revisions occurred in 2014/15 and were reaffirmed by the faculty in Spring 2017 as scheduled. The current learning goals and objectives are:

Undergraduate Learning Goal 1: Our students will have a basic understanding of the business disciplines.

Learning Objective 1: Students will demonstrate a basic understanding of the body of knowledge common to the following business-related disciplines: accounting, business law, economics, finance, information systems, management, marketing, operations management, quantitative analysis and statistics.

Undergraduate Learning Goal 2: Our students will communicate clearly and effectively.

Learning Objective 2a: Students will prepare a professional-quality business document.

Learning Objective 2b: Students will deliver a professional oral presentation on a business issue.

Undergraduate Learning Goal 3: Our students will be effective problem solvers.

Learning Objective 3: Students will formulate and implement a strategy to answer an open-ended business-related question or design and evaluate a strategy to achieve a desired business-related goal.

Undergraduate Learning Goal 4: Our students will be effective team members.

Learning Objective 4: Students will foster a constructive team climate and contribute productively to their team’s effort.

Undergraduate Learning Goal 5: Our students will demonstrate ethical decision-making.

Learning Objective 5: Students will identify the major ethical issues and stakeholders in a business-related ethical problem and formulate a reasonable solution to appropriately resolve the problem.

**Undergraduate Learning Goals and Curriculum Management and Development Alignment**

The core business courses are intended to provide students with the knowledge and skills to meet the learning goals designed to increase the likelihood of success in society and their careers. The alignment between the CBA’s curriculum and learning goals/objectives can be found in the undergraduate curriculum map (Appendix 41).

Direct assessment instruments to evaluate whether the curriculum aligns with both teaching and learning include multiple-choice subject matter exams and rubrics designed to evaluate programmatic effectiveness relative to learning goals and objectives.

The CBA continues to use results from subject matter questions in the California State University system’s Business Assessment Test (BAT) which has been used and documented since 2006. Faculty have augmented the BAT by developing and then reviewing the usefulness of specific subject matter questions in areas which have been identified as important to the students the college serves. Rubrics, which have been updated as noted in more detail below, are used to assess communication, problem solving, teamwork and ethical decision-making. The rubrics are available in Appendix 42.

**Using Direct Assessment to Close the Loop and Enhance Student Learning through Teaching**

Attention to direct assessment has resulted in a number of specific actions and responses designed to improve learning and teaching through curriculum management and development. The following highlight the efforts toward continuous improvement in this area:

* As previously mentioned, the CBA faculty initiated and approved a new course titled Business Professionalism (BUS 4901) which, in part, improves the consistency and quality of assurance of learning-related activities. A graduation requirement for all students with a catalog year of 2013 or later to take in their final semester, this one-unit credit/no credit course meets once a week for five weeks. It now ensures all students are working off the same prompts when assessing learning goals and objectives, and increases the sample size which will ultimately include the entire graduating student population.

Prior to BUS 4901, assurance of learning activities were undertaken in various different classes as listed on the curriculum map using different prompts by different faculty. Although useful, there were challenges in ascertaining whether results obtained were representative of the student body or were done at the appropriate time given the College’s mission. BUS 4901 was first taught in Spring and in Fall 2016 by the Undergraduate Assessment Committee Chair. This course is now taught by adjunct faculty who are able to provide expertise related to the course title. Transitioning assurance of learning in this way is expected to improve the data received, and more importantly help identify more specific and targeted opportunities to enhance student learning through teaching.

Despite the clear benefits expected from this course, an anticipated and understood hindrance is a low sample size in the short term. For example, the sample size was 17 students in Spring 2016 and rose only to 26 in Fall 2016. On recommendations from the Undergraduate Assessment Committee, the College was hesitant to enact many changes based on the resulting data received from relatively few data points in the current cycle.

However, in Spring 2017 the sample increased above 40, and Fall 2017, enrollment in this course continues to increase. Within the next five years, the College expects all sections to be filled with a sample size in excess of 150 students per semester. Further, improvements in the consistency of the process will provide an opportunity for data to be aggregated and compared which will enhance the analysis, interpretation and opportunities to close the loop in the next cycle and beyond.

Two additional challenges have resulted from starting BUS 4901: communicating assessment processes to adjunct faculty and motivating students to engage in assessment activities. To address the first challenge, the Undergraduate Assessment Committee and the Course Coordinator created a packet with specific instructions on what data to collect and how to collect it. This packet will be provided to all BUS 4901 instructors. To encourage student motivation on assurance of learning activities, high achievers will be publicly recognized.

* The Undergraduate Assessment Committee identified inconsistencies across its rubrics. Specifically, some rubrics used a five-point scale where others used a four-point scale, and the nomenclature of the levels varied. To improve consistency and facilitate assessment, communication and longitudinal comparisons about the results going forward, the faculty agreed that the College would use rubrics with a four-point scale and consistent nomenclature where 1 is “needs improvement,” 2 is “developing,” 3 is “accomplished” and 4 is “exemplary.”
* The College also made an improvement to its target levels which were determined to be both inconsistent and artificially low given our mission-driven learning objectives. Specifically, the faculty agreed that target levels for all learning objectives should be set at 75 percent. Further, should the desired number of students achieve at least an “Accomplished” level, this number will increase by five (5) percent each assessment cycle up to an aspirational cap of 90 percent.

Direct assessment related to specific learning goals and objectives has resulted in a number of specific actions and responses. The following highlight the effort toward continuous improvement in this regard.

* LG1 LO1 - *Students will demonstrate a basic understanding of the body of knowledge common to business-related disciplines.* Along with the BAT exam, several disciplines are assessed each year using the supplemental questions developed by the faculty. In AY 2015-2016, accounting and finance were assessed. Ten supplemental accounting questions administered to BUS 4901 students revealed less than half of the students answered the questions correctly. Sixty-five percent of students missed the one supplemental finance question. The accounting and finance faculty independently reviewed the lists of important topics and the questions asked to address any question that may be confusing or covered topics that are not congruent with the current curriculum. The faculty agreed to revisions of both topics and questions. Clarifications and refinements are expected to improve performance during the next assessment cycle.

During the year of record, seven supplemental computer information systems (CIS) questions were administered to BUS 4901 students. Slightly more than a quarter of the students answered the questions correctly. As with accounting and finance, the CIS faculty reviewed the list of important topics and the questions asked and developed revisions which will be incorporated during the next assessment cycle.

* LG2 LO2a - *Students will prepare a professional-quality business document.* Despite a small sample size of 16, results were favorable for all but the “Conventional” criteria. Faculty agreed to take only minor action at this time, which includes collecting more nuanced student data such as, “concentration” and choice of writing proficiency (WP) course. As the sample size increases with more students taking BUS 4901, it will become possible to determine if there are systemic issues present. In addition, early results were used to post exemplars for each of the levels of the 4-point rubric scale to the Blackboard site when at least two of the three reviewers independently agreed on the assessment. This will continue until multiple exemplars are available for all levels across all criteria.
* LG2 LO2b - *Students will deliver a professional oral presentation on a business issue.* With the small sample size of 16, no systematic issues were observed during the assessment, and no action was recommended at this time. A single assessor attended the presentations. The use of a single assessor created a challenge not seen with the other LOs. The College agreed to have the presentations recorded so that other assessors have the opportunity to participate in the process. This change is expected to improve reliability of the data collected and identification of possible opportunities for improvement. This will take place when LO2b is assessed again in AY 2017-2018.
* LG3 LO3 - *Students will formulate and implement a strategy to answer an open-ended business-related question, or design and evaluate a strategy to achieve a desired business-related goal.* Using a case-based approach in BUS 4901 presented some challenges for this LO. In addition to the small sample size of 26, results suggested opportunities for improvement to three of the four rubric criteria, with “Define Problem” the only one where the students averaged at least “Accomplished.” There was also variability between raters assessing this learning objective. The faculty concluded that case selection may explain the results as much as the students’ opportunity for improvement and agreed to 1) move away from the case-based approach and integrate the learning objective into the prompt used for the other learning objectives to further improve consistency and 2) gather exemplars for assessors to use as guidance in the future.
* LG4 LO4 - *Students will foster a constructive team climate and contribute productively to their team’s effort.* This is the College’s newest LO and is the only LO where student self-assessment may be acceptable to determine students’ mastery of this goal. It was first assessed in Spring 2015 and was assessed again in two sections of Business Policy in Fall 2016 to ensure that the College would measure twice to close the loop once. In the second assessment, the process was changed from asking students to think about their team as a whole to assessing each of their respective team members when completing the rubric. The new method provides a more nuanced dataset on which to identify opportunities for continuous improvement.

The results over the two assessment cycles show very little variation though team averages fell slightly when individuals within the team were assessed as opposed to the team itself, as one might expect with the more nuanced dataset. Still, more than 80 percent of the students were at least “Accomplished” which is above the College’s target level, and no action was recommended at this time. During the next assessment in 2018/2019, a second faculty member teaching this course agreed to administer the assessment.

* LG5 LO5 - *Students will identify the major ethical issues and stakeholders in a business-related ethical problem and formulate a reasonable solution to appropriately resolve the problem.* Since the sample size available in BUS 4901 was so small (16), another faculty member agreed to augment assessment of this LO by using a section of Business Ethics and Social Responsibility (BUS 2090) with a sample of 25. This process challenged interpretation because the results from BUS 4901 suggested opportunities for improvement across many of the criteria though BUS 2090 shows students well above “Accomplished” in all criteria. Given the subject matter of BUS 2090, it may be expected that students would perform well on their assessment activity while in the class, but perhaps this knowledge is not well retained as they get closer to graduation. It could also be that two different prompts are driving these results. As with other LOs, given the small sample sizes, the faculty agreed to take no action at this time and instead to focus on the results of the next assessment in BUS 4901 in 2017/2018 which will have a single prompt and a larger sample size.

The Faculty anticipates the ability to make more fine-grained suggestions for improvement given these systematic improvements to the process over the past five years despite some initial challenges, primarily relating to sample size. The Undergraduate Assessment Activities table (Appendix 43) presents a summary of the CBA’s undergraduate assessment activities by learning objective.

**Indirect Assessment to Enhance Student Learning through Teaching**

Graduating seniors were surveyed as part of BUS 4901 in Fall 2016; however, the small sample size makes comparisons to the previous measurement (2012) difficult. In response to this, the College will continue to collect surveys in more sections of Business Professionalism to gather a sufficient sample size to make more meaningful comparisons. The sample size issue will abate as more students are required to enroll in this new class.

The CBA surveyed its alumni using the EBI alumni survey in 2008, 2011 and 2014 and is in the process of surveying again in 2017. The most recent results compared to 2011 show relatively few statistically-significant changes. A notable exception is that alumni perceive much more value from their Business Policy/Strategy course, likely due to the addition of new faculty members teaching in this area. (Appendix 44 – Summary of Results for Undergraduate Alumni Survey)

The EBI survey did show some areas for improvement. Alumni were less satisfied with their ability to make business decisions in a global environment compared to 2011. In comparison to 2008, there were a number of significant decreases related to whether the degree furthered alum’s careers and whether they gained the knowledge, skills, and practical competencies needed to succeed. Alumni also expressed lower satisfaction with their ability to deal with cognitive complexity. (Appendix 44)

Business Professionalism (BUS 4901), previously discussed at length as a venue for assessment, will also provide a means to respond to the issues raised by the EBI. This course serves as an opportunity for students to better prepare for their transition into industry. The course is taught by highly-skilled business professionals who provide students with practical advice about successfully transitioning into the workplace. The College believes the negative student perceptions compared to 2008 may have been driven in part by the financial crisis which hit California and the CSU system particularly hard. Scarcity of resources and high levels of uncertainty led to a tumultuous environment which alumni responding in 2014 would have experienced. The College will examine these results again when the current survey results are reported. While the faculty believes these results may be an anomaly, they will be used in combination with new information to address opportunities for improvement.

**Undergraduate Learning and Teaching Continuous Improvement**

Business Professionalism (BUS 4901)

The addition of this new course to the CBA curriculum has been an exciting development for the College, and it has presented a number of opportunities for improvement moving forward. The small sample sizes for assessment in the initial years that the course is offered have been discussed previously. While the small samples have created difficulties in interpreting results, benefits have also ensued. The small sizes have allowed the CBA to focus on areas for improvement in the assessment process itself which include: 1) a more systematic process to introduce the needs and purpose of the course to the instructors who teach it, 2) a process for collecting, disseminating and storing a large amount of data, 3) the opportunity to collect more nuanced information to help in the evaluation process and 4) continued thought and effort regarding student motivation. To address each of these areas, the Undergraduate Assessment Committee has discussed and approved plans. These plans have also received endorsement from the Executive Board and the CBA faculty where appropriate.

Assurance of Learning Process Improvements

The College has done an excellent job improving its participation rate, as previously noted. With so many faculty now taking part in the process, different opportunities to improve present themselves. For example, in anticipation of the increased amount of data which will be received, an effort will be made to match faculty interest with assessment opportunities including evaluation, analysis and reporting. Reporting itself will present a new set of challenges as the data is much less important than the opportunities it presents. Efforts will be made to improve data analysis and data presentation. With these improvements we expect to be able to improve business education delivery to impart the knowledge and skills the College’s students need to succeed.

BUS 103: Business Quantitative Analysis Prerequisite

BUS 103 Elementary Business Quantitative Analysis was develop as remediation for students who did not demonstrate adequate math skills in the Business Quantitative Skills Assessment Test (BQSAT) and therefore struggled to meet the requirements in disciplinary areas utilizing math skills intensively.  It was offered for the first time in 2013.  In the last two assessment cycles following the introduction of BUS 103, the faculty has not identified additional needs for quantitative skills remediation, although assessment activities focused on Quantitative Analysis and Operations Management, areas where results will be most apparent, will be conducted in AY2017-2018 and AY2018-2019, respectively.

Finance 3225: Financial Statements Analysis

Another curricular change introduced since the last review is FIN 3225: Financial Statement Analysis.  This one-unit lab was developed in response to students' problems in analyzing and interpreting financial reports, as part of LO1 assessment.  The course is part of the business core, and became a requirement in 2014.  Assessment activities closely related to Finance where conducted in AY 2015-2016 and did not identify those same problems.

**Graduate Program**

**Graduate Learning and Teaching Structure and Schedule**

The CBA offers the Master of Business Administration (MBA) degree program in three different formats to accommodate the diverse characteristics and needs of MBA students. The original state-supported MBA program has been offered since 1972 and is taught in face-to-face evening classes. Students can complete the program at their own pace (usually two years, no more than seven years). The Executive MBA (EMBA) was first offered in 2007, and the Online MBA (OMBA) was initiated in Fall 2012. The EMBA and OMBA programs are self-supported through University Extended Education; student fees and tuition are intended to cover the entire program cost. The OMBA program follows the same curriculum as the Stateside MBA program, but uses asynchronous, online course delivery rather than scheduled face-to-face classes. The OMBA program is geared towards the working, technologically competent professional with a bachelor’s degree and at least two years of relevant full-time employment. This student seeks higher level business knowledge but cannot attend traditional classes because of work and family commitments. The EMBA is an accelerated program that can be completed in 15 months. Classes meet on Saturdays and all students in a cohort complete the program at the same pace. Each 15-month cycle is offered in a different location in the region rotating among Tracy, Modesto, Stockton, and Turlock.

The assurance of learning (AOL) process for the MBA has been centralized and is coordinated by Katrina Kidd, Director, Graduate Business programs. The Director coordinates with the MBA Assurance of Learning Committee (MALC) to assess each graduate learning objective at least twice in any five year period. The MALC, composed of the full-time faculty teaching in the program, meets at least annually to discuss learning goals and objectives, and assessment methods, results, and data, as well as potential areas for improvement. Importantly, the MBA faculty, department chairs, and the Dean have provided the necessary energy, expertise, and enthusiasm to nurture our culture of assessment.

**Graduate Learning Goals and Objectives**

The College mission states: “Our mission is to deliver a professional business education that offers our students the knowledge and skills to succeed in their business careers and in society.” Within this context, the MBA program strives to help prepare MBA students for management and leadership roles in organizations and career advancement in their chosen fields. The MBA program delivers an advanced, professional education for managers of business, non-profit, and government organizations, and provides students the opportunity to acquire knowledge and skills essential to mid-level management and career advancement.

*Stateside and Online MBA*

The faculty of the College identified the following learning goals as most important for the Stateside and Online MBA after considering the CBA mission, MBA curriculum, student exit survey results, and discussions with stakeholders:

MBA Learning Goal 1: Students will have advanced knowledge of the business disciplines and apply the knowledge in new and unfamiliar circumstances.

Learning Objective 1: Students will demonstrate advanced understanding of each functional area (management, marketing, operations management, management, accounting, finance, and information systems management) by selecting one question from each core course.

MBA Learning Goal 2: Students will demonstrate advanced oral and written communication skills.   
Learning Objective 2a: Students will effectively present business analyses and recommendations through oral forms of communication.Learning Objective 2b: Students will effectively present business analyses and recommendations through written forms of communication.

MBA Learning Goal 3: Students will think critically by adapting and innovating to solve business problems.   
Learning Objective 3: Students will analyze complex business situations and develop and implement effective solutions to the business problems.

MBA Learning Goal 4: Students will work collaboratively with others in group projects and have the capacity to lead in an organizational setting.  
Learning Objective 4: Students will effectively participate and contribute in a team-based environment.

MBA Learning Goal 5: Students will have awareness of global perspectives.  
Learning Objective 5: Students will effectively analyze management issues from a global perspective.

MBA Learning Goal 6: Students will be ethically conscious decision makers.  
Learning Objective 6: Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.

*Executive MBA*

The Executive MBA (EMBA) targets professionals in middle to upper-level management positions, and the learning goals encompass an expectation that students’ will have the ability to apply their professional experience to their course assignments. The faculty of the College identified the following learning goals as most important for the Executive MBA after considering the CBA mission, EMBA curriculum, student exit survey results, and discussions with stakeholders:

EMBA Learning Goal 1: Students will have the ability to lead in dynamic organizational situations. Learning Objective 1: Students will analyze and demonstrate leadership principles and their applications.

EMBA Learning Goal 2: Students will have the ability to identify and analyze complex managerial problems and opportunities in dynamic environments using an interdisciplinary approach.

Learning Objective 2: Students will analyze complex managerial problems using an interdisciplinary approach.

EMBA Learning Goal 3: Students will have awareness of and a personal philosophy toward ethical business practices.

Learning Objectives 3: Students will recognize and analyze ethical problems and choose and defend solutions in business settings.

EMBA Learning Goal 4: Students will have the ability to identify and articulate the risks and opportunities for all stakeholders doing business in a global market.

Learning Objective 4: Students will analyze management issues from a global perspective.

EMBA Learning Goal 5: Students will work collaboratively in teams.

Learning Objective 5: Students will effectively participate and contribute in a team-based environment.

**Graduate Learning Goals and Curriculum Management and Development Alignment**

*Stateside and Online MBA*

The Stateside and Online MBA Curriculum Map (Appendix 45) details where each learning objective is addressed in the core course curriculum of the Stateside and Online MBA. This table shows that the work students are doing in specific classes support the achievement of the learning goals. Written and oral communication opportunities occur throughout the curriculum because students are assigned written projects and make oral presentations in each course, using appropriate web tools in online courses. Students are engaged in critical thinking through case analyses or simulations, some of which relate to global companies and issues. Teamwork opportunities also occur throughout the curriculum. We believe the achievement of these learning goals increases the likelihood of future success for our students. Learning objectives are assessed through the comprehensive exam using faculty-developed rubrics.

*Executive MBA*

The EMBA Curriculum Map (Appendix 46) shows the learning objectives and where each objective is addressed in our EMBA core and electives course curriculum. It shows that the work students are doing in one or more classes support the achievement of the learning goals, and this in turn helps to ensure a greater probability of student success. Students are assigned written projects and oral presentations throughout the curriculum. Case analyses and simulations engage students’ critical thinking throughout the curriculum, and many of these cases relate to global companies and issues. Teamwork opportunities also occur throughout the curriculum. Assessment of the five learning goals and objectives is embedded in the coursework.

**Using Direct Assessment to Close the Loop and Enhance Student Learning through Teaching**

The MBA program is delivered in three different formats: traditional state-supported evening classes at the Turlock campus, an online option that allows students to complete the asynchronous program at the time and place that best meets their individual needs, and an Executive MBA that allows professional students to complete the MBA by taking classes entirely on Saturdays in four different cities in our service area. Because the faculty, pedagogy, and curriculum differ among the three options, the CBA assesses attainment of the learning objectives separately for each mode of delivery.

*Stateside MBA*

The traditional, state-supported evening MBA program is a 30 credit hour, self-paced program with seven core classes and three electives. The program, previously 33 credit hours, was reduced to 30 as a result of a change to the credit hour units assigned to MGT 5900 Integrated Business Strategy effective Fall 2016. Direct assessment has resulted in a number of specific actions and responses designed to improve learning and teaching through curriculum management and development. The following highlight the efforts toward continuous improvement in this area:

* The MBA comprehensive exam is used to collect assessment data. The exam contents were designed to provide assessment of MBA business core knowledge (LO1), written communication (LO2), and critical thinking (LO3) utilizing a case study approach. An opportunity to improve the comprehensive exam was identified because not all the case studies being used provided content for each of the seven core areas, creating variability in this ability to assess core business knowledge comprehensively. Effective Fall 2016, a new comprehensive exam format was developed that used one question from each core course in the MBA program in order to better assess student comprehension of each area. Results indicate that students meet or exceed assessment expectations for Fall 2016 assessment. Assessment will continue with each semester’s comprehensive exam to determine if additional improvements are needed based on future results.
* The College improved its target levels for student achievement in order to be more aspirational. Through Spring 2017, the goal for each learning objective was that 80% of the students would perform satisfactorily. The target for each objective will be increased to 85% in 2017-2018, and increased by an additional 5% once the new target has been attained.
* Assessment results were reviewed during the Spring 2017 faculty meetings. Target performance has been consistently met or exceeded for LO1 through LO5. As a result, no changes to curriculum or instruction were needed in these areas. Faculty discussed the historical low scores for ethics, LO6. The ethics rubric was revised in Fall 2013 to better define and clarify objectives and expectations of the goal. To see if the low results held, LO6 was also evaluated by collecting data and analyzing ethics in MGT 5310: Business Organization, Theory & Behavior. Assessing LO6 in MGT 5310 yielded an even lower result. Faculty discussed additional measures to address students’ low performance in ethics and developed a plan to add ethics-focused instruction and two ethics-related assignments in the MGT 5900 capstone course in Fall 2017.

Appendix 47 (Stateside MBA Assessment When, Where, Results, and Recommendations) summarizes the assessment results for the MBA program, and rubrics are available in Appendix 48.

*Online MBA (OMBA)*

A self-support Online MBA (OMBA) has been offered since Fall 2012. OMBA mirrors the traditional, state-support MBA program except for its delivery mode which is fully online. OMBA is a 30 credit hour, self-paced program with seven core classes and three electives. The program, previously 33 credit hours, was reduced as a result of a change to the credit hour units to MGT 5900: Integrated Business Strategy effective Fall 2016.

Faculty who teach in OMBA are certified to teach online. The Online Learning Consortium (OLC) Teaching Certification is the preferred method to certify for online instruction, but in lieu of such certification, a faculty member may present evidence of other substantive training or experience qualifying them for online instruction to be considered at the discretion of the Director, MBA Graduate Programs. The primary learning management systems for online course delivery of OMBA is Blackboard, which is fully supported on the Stanislaus State campus.

The first round of assessment was conducted in Spring 2014 in MGT 5900 using case studies and the comprehensive exam. Results indicated additional data was needed to develop trends and determine opportunities. The second round of assessment was conducted in the most recent academic year. The following highlights the results and efforts toward continuous improvement in this area:

* The OMBA comprehensive exam, which mirrors the MBA comprehensive exam, is used to collect assessment data. The exam provides assessment of OMBA business core knowledge (LO1), written communication (LO2), and critical thinking (LO3). In Fall 2016, a new comprehensive exam format was developed that used one question from each core course in the OMBA program in order to better assess student comprehension of each area. Results indicate that students meet or exceed assessment expectations for Fall 2016 assessment. Assessment will continue with each semester’s comprehensive exam to determine if additional improvements are needed based on future results.
* Based on the second round of assessments, OMBA students met or exceeded expectations for all learning goals. Faculty decided to take no action or make recommendations, and additional assessments will be conducted to determine trends and opportunities for improvement.
* The College improved its target levels for student achievement in order to be more aspirational. Through Spring 2017, the goal for each learning objective was that 80 percent of the students would perform satisfactorily. The target for each objective will be increased to 85 percent in AY 2017-2018, and increased by an additional 5 percent once the new target has been attained.
* The OMBA courses have been offered once every two years. Due to enrollment growth in the program, the courses will be offered annually, providing more opportunities for assessment activities and improvements.

Appendix 49 (Online MBA Assessment When, Where, Results, and Recommendations) summarizes the assessment results for the online MBA program, and rubrics are available in Appendix 48.

*Executive MBA (EMBA)*

The EMBA program is a 36-credit hour, 15-month intensive program for business professionals with significant work experience. This self-support program is a specialized degree program providing study in leadership and management skills for professionals in middle to upper-level management positions in private corporations, non-profit organizations, the public sector, and small businesses. Each August, a new cohort starts the program. The current Stockton cohort has 23 students, and historical cohort enrollment has ranged from 16-31 students. Classes meet all day Saturday and are structured in 9-week modules of two 3-unit classes per module. The program is a hybrid format, with two of the 9-week classes being offered online, providing students with a flexible format for their busy professional schedules. Ten full-time, tenured/tenure-track, scholarly academic faculty and two temporary, instructional practitioner faculty are actively engaged in this program.

Appendix 50 (EMBA Assessment When, Where, Results, and Recommendations) shows when and where the learning goals and objectives are assessed, and rubrics are available in Appendix 51.

The benchmark or performance standard used is 80 percent; if 20 percent or more of students did not meet expectations, then that is a clear signal to focus on that particular learning goal. There have been strong consistent results in the EMBA program, so the performance standard will be increased to 85 percent (in alignment with the other two MBA programs’ new performance targets) for the next five-year assessment.

* EMBA LO1 – *Students will analyze and demonstrate leadership principles and their applications.* It has been assessed twice in BUS 5450 - Best Practices in Leadership. Results for both assessments are strong, and faculty determined no action is required. The assessment data is collected using a case study and students’ written essay reports and performance is evaluated using a rubric. (Appendix 51 - EMBA Assessment Rubrics)
* EMBA LO2 – *Students will analyze complex managerial problems using an interdisciplinary approach.* It has been assessed twice, both times in BUS 5960 - Individual Project, where students demonstrate their culminating experience in the EMBA program. Students demonstrate strong competency in their ability to analyze complete business problems, demonstrated through their projects at the end of the program, and no actions are recommended. Student projects are completed over six months as a published project, under the guidance of a faculty advisor. Students present their project at the end of the program. Project topics vary from business plans, to case analyses, to specific management topics, depending on the students’ career goals and level of managerial responsibility. The data collected for the assessment is via project presentations, whereby faculty advisor, the Project Coordinator, and the Director, MBA Graduate Programs, observe student project presentations, and evaluate student performance via a rubric.
* EMBA LO3 – *Students will recognize and analyze ethical problems and choose and defend solutions in business writing.* It has been assessed twice, both times in BUS 5650 – Current Topics in Legal/Ethical Issues in Business. During the previous five year assessment period, LO3 performance did not meet expectations. As an improvement effort, EMBA faculty determined it would be beneficial to require the Ethics course, rather than treat it as an elective as in the past. The current assessment period has yielded excellent results, with 85 percent of Cohort 9 (Fall 2013) and 100 percent of Cohort 11 (Fall 2015) meeting performance standards. Students are asked to evaluate a case, determine the situation and provide analysis. The students’ responses are then evaluated using a rubric.
* EMBA LO4 – *Students will analyze management issues from a global perspective.* It has been assessed twice and meets performance standards. The data is collected using a comprehensive case study and students’ written essays. A rubric is used in evaluating student performance.
* EMBA LO5 – *Students will effectively participate and contribute in a team-based environment.* It has been assessed three times in BUS 5500 – Executive Strategic Leadership Management. This class is one of the very last classes to be taught during the fifteen-month program. The assessments completed for Cohort 9 and Cohort 10 (Fall 2014 and Fall 2015) involved observing a student’s performance during team interaction as the professor walks arounds and observes student performance while in a team setting. The professor uses a rubric to score the individual students on each aspect of team performance. The assessment completed for Cohort 11 (Fall 2016) was improved and changed as a result of Dr. Kotrozo’s attendance at AACSB’s 2016 Annual Conference. Consistent with AACSB’s recognition of the value of student-driven assessment as a direct measure with respect to teamwork learning objectives, students were asked to assess each of four colleagues in a five person team and assess the LO using the six dimensions of the collaborative and teamwork rubric (Appendix 51). Based on a scale of 0 (lack proficiency) to 2 (proficient), averages for the six dimensions ranged from 1.64 to 1.78 with only two members earning an average below “limited proficiency” (a score of 1) and even then only on a fraction of the six dimensions.

The CBA continues to investigate additional opportunities for assessment of LG5. In Fall 2014, the MBA Director began initiating and coordinating facility tours of manufacturing companies, to provide students with best practices of local organizations. In Fall 2016, a Team Building Event was implemented as part of the EMBA program, in which students participate in a focused event and bond as a cohort at the beginning of the program. In one Team Building Event, the teams went to the Franciscan Winery in Napa for a wine blending team competition. These exercises open the opportunity to assess collaborative work.

**Chapter Seven**

Academic and Professional Engagement

**Faculty Qualifications and Engagement**

The College’s mission states, “We are dedicated to providing an educational environment focused on student learning and delivered by qualified faculty. We enrich our teaching and lifelong learning through applied and pedagogical research.” The CBA mission also states, “We pursue overall high quality, relevance, currency, and convenience in the creation and continual improvement of our professional business programs.”

The College’s goals and objectives pertinent to faculty qualifications and currency are:

* To continuously improve our professional business programs, we are committed to providing the necessary resources and incentives (e.g., travel and computers) to support faculty efforts in instructional development, professional development, scholarly pursuits and research.
* To foster an educational environment focused on student learning and to offer high quality professional business programs accessible to our diverse student population.
* To provide an environment conducive to scholarly activities.
* To provide an environment conducive to instructional development.
* To provide an environment conducive to professional development and to encourage involvement in professional organizations and activities.
* To provide opportunities for the faculty to be actively involved in professional organizations and services.

Faculty qualification and engagement status is a function of both initial qualifications and sustained engagement. Faculty qualifications are determined by the combination of (a) original academic preparation or highest degree earned in one’s area of instruction and (b) subsequent activities that maintain or establish preparation for current and relevant teaching responsibilities (currency). At the time of appointment, faculty may be classified as one of the following qualification categories:

* **Scholarly Academic (SA)** – completion of a doctoral degree in his or her teaching area; for sustained currency, faculty must be scholarly active through scholarship and related activities.
* **Practice Academic (PA)** – completion of a doctoral degree in his or her teaching area; for sustained currency, faculty must engage in professional engagement, interaction and relevant activities.
* **Scholarly Practitioner (SP)** – completion of at least a master’s degree in his or her area of instruction and significant level and duration of current and relevant professional experience in the area of instruction. To sustain this qualification, faculty must subsequently engage in activities that maintain currency in his or her area of teaching as well as augment his or her experience with scholarly active activities in the area of teaching.
* **Instructional Practitioner (IP)** – completion of at least a master’s degree in his or her area of instruction and significant level and duration of current and relevant professional experience in the area of instruction. To sustain this qualification, faculty must engage in activities that maintain currency in his or her area of teaching responsibilities.

Full list of engagement activities for sustained classification is found in the Faculty Qualification and Engagement Policy (Appendix 9).

The CBA’s criteria for the appropriate engagement to sustain scholarly qualifications are based on a five-year rolling plan. Over any five-year time period, an SA or an SP faculty member is one who has a portfolio of at least five intellectual contribution activities containing at least two publicly available peer-reviewed journal articles, with one of the activities being devoted to teaching and learning. The intent of classifying tenure-track faculty members as an SA or an SP is to assure they are up-to-date and have research competence in their primary field of teaching.

Since the CBA’s mission is highly focused on teaching and providing our students with the knowledge and skills to succeed in business and in society, the CBA faculty members value intellectual contribution (IC) and instructional activities that directly impact the quality and innovativeness of education. As such, one of the required five IC activities for SA or SP status must be an activity that supports quality teaching and learning over the previous five-year period. The activity could include:

* Any item in Intellectual Contribution Activities for scholarly active faculty (SA or SP) that is devoted to improving teaching and/or student learning
* Published instructional software and teaching aids
* Curriculum materials published by a book publisher, such as an Instructor’s Guide
* Development of a new course or program
* Organizing or facilitating a teaching workshop
* Organization or delivery of an executive education program, course or seminar
* Publicly available materials that contribute to quality teaching and learning
* Develop and organize new technology for instruction
* Documentation of internship or professional experience with an organization, e.g., publicly available consulting report
* Participation in a conference, program, workshop, or seminar that is teaching related
* Faculty residency or internship in a profit or not-for-profit organization
* Teaching-related grant application

Sustained activities for PA and IP faculty are also based on a five-year rolling plan. Over any five-year time period, a PA or an IP faculty member is one who has a minimum of two professional development and/or IC activities. Qualifying activities could include:

* Any item in Intellectual Contribution Activities for scholarly active faculty (SA or SP)
* Significant employment or business experience related to the instructional area
* Creating and/or delivering an executive education program
* Membership on a Board of Directors external to the University
* Additional graduate education in an instruction-related discipline
* Obtaining a professional certificate or license relevant to his/her teaching area
* Development of a new instructional course, materials, program or software
* Published research results, consulting reports or theoretical innovations
* Presentation to community or trade group
* Creation of and participation in professional development activities that are teaching related

Appendix 37 (AACSB Table 15-1: Summary of Faculty Sufficiency and Qualification Summary Using Student Credit Hours) reveals that 27 of the College’s 29 tenured/tenure-track faculty are scholarly academics. This table also reveals that breakdown of the classification of the College’s temporary instructors. Out of the 34 temporary instructors, 1 is SA, 1 is PA; 27 are IP and 5 are “other.” These classifications are supported by the faculty profiles in Appendix 35 (Faculty Profiles – Participating) and Appendix 36 (Faculty Profiles – Supporting).

AACSB Table 15-1 in Appendix 37 shows that the SA portion of the faculty for the College as a whole for AY 2016-2017 is 70.3 percent, and the SA+PA+SP total is 71.1 percent, and the SA+PA+SP+IP total is 92.0 percent. These percentages meet the required guidelines. As seen in the table, all six concentration disciplines exceed the 40% SA guideline. All of the concentrations except CIS exceed the 60% SA+PA+SP guideline, and all the concentrations except CIS and MGT meet the 90% SA+PA+SP+IP guideline.

The support areas of Business Ethics, Business Writing, Elementary Business Quantitative Analysis, Business Professionalism, and Business Law are taught mainly by temporary faculty with IP qualifications. Out of the 11 temporary instructors for the support areas, 1 is SA; 3 are PA; 1 is SP; 3 are IP and 3 are “other.” The faculty sufficiency guideline for the supporting areas in business is 47.3 percent. The qualification percentages are 15.3 percent for the SA guideline, 49.6 percent for the SA+PA+SP guideline, and 78.7 percent for the SA+PA+SP+IP guideline. (Appendix 52)

Appendix 53 (AACSB Table 15-2: Deployment of Participating and Supporting Faculty Using Student Credit hours) shows the deployment of the faculty by qualifications for the undergraduate program, the three options of the MBA program, and the Stockton campus.

**Student Academic and Professional Engagement**

The College’s Bachelor of Science in Business Administration program offers the choice of six discipline-related concentrations: Accounting, Finance, Management, Operations Management, Marketing and Computer Information Systems. Students in each of these concentrations are academically and professionally engaged.

The prevalence of student academic engagement activities is illustrated in Student Academic Engagement Activities Table (Appendix 54). Six of the courses required of Accounting concentration students assign a project, three assign a paper and one assigns a presentation. Two of the courses required of the Finance concentration assign both a paper and a presentation. Three courses in the Management concentration, eight courses in the Marketing concentration and four courses in the Operations Management concentration require a project, a paper and a presentation. Six courses in the Computer Information Systems concentration require a project, three require a paper and three require a presentation.

The prevalence of student professional engagement activities is illustrated in Student Professional Engagement Activities Table (Appendix 55). The College offers college-credit internships, attracting students in the Accounting and Operations Management concentrations. Over the past five years, 27 students register for the college-credit internship class, and 27 accounting students participated in the VITA program. The Computer Information Systems concentration requires a consulting project course, CIS 4900. Consulting projects are also an important component of the Marketing concentration. Additional professional engagement occurs because each concentration has a student club, which brings in local area professionals to speak. The clubs also take students on field trips to plants and professional offices.

The College also facilitates non-college-credit internships and employment opportunities through our Student Success Center. During AY 2016-2017, the College posted 191 employment opportunities and 80 non-college-credit internships. The companies served through our academic and professional engagement are listed in Companies – Non-college-credit internships in AY 2016-2017 (Appendix 56) and Companies – Employment Opportunities in AY 2016-2017 (Appendix 57).

**Executive Education**

The College does not offer any executive education or certificate programs which do not lead to a degree. The College does offer a Saturdays-only, fifteen month Executive MBA Program and an Online MBA Program, both of which are self-support degree programs delivered through University Extended Education. These programs are subject to the College’s normal assurance of learning processes.

**Chapter Eight**  
Other Material

Leadership transitions

Over the last three years, the leadership of the College of Business Administration has been in a state of semi-permanent transition. After Dean Linda Nowak’s retirement in 2014, the position of dean was occupied by individuals. Dr. David Lindsay served as the interim dean until Dr. Nael Aly was hired in July 2015. Dr. Aly served as dean for just a few months before retiring due to health reasons. Dr. David Lindsay returned as interim dean until Dr. Tomas Gomez-Arias was hired in July 2017. Three factors were essential in the continued success of the CBA during this time of change and uncertainty for the college:

1. The generosity and effectiveness of Dr. Lindsay who repeatedly stepped up to perform the duties of interim dean flawlessly and thus provide continuity.
2. The institutionalization of processes and procedures, assurance of learning, and strategic planning supported by AACSB accreditation.
3. The professionalism and collegiality of faculty and staff.

Now that the provisionality of leadership is resolved, the CBA can more fully engage in projects with a longer term commitment involving both internal and external stakeholders. The new leadership of President Junn and Provost Greer at the university level, the new University Strategic Plan (October 2017 – Appendix 13), and the CBA Strategic Plan (August 2016 – Appendix 12) will facilitate long-term engagement with external stakeholders and the necessary assumption of risks to accomplish innovative initiatives.

Stockton Center Plan  
After decades of offering a limited selection of mostly televised courses, the College of Business Administration started offering the full sequence of upper division classes necessary to complete the BS in Business Administration with a concentration in Accounting at the Stockton Center in the Fall 2014. The University currently plans significant growth in courses, majors, degree programs and student enrollment at the Stockton Center, an area highly populated and traditionally underserved. The College of Business Administration’s plans for the Stockton Center include offering all the undergraduate concentrations within the next five years, starting with the Management Concentration, Human Resources Track and General Business Concentration(AY 2018-2019), followed by Finance(AY 2019-2020), Marketing (AY 2020-2021), Operations Management (AY 2021-2022), and Computer Information Systems (AY 2022-2023). The introduction of each of these concentrations will be coupled with the recruitment of an additional tenure-track faculty member in that discipline for a total of five positions. As the number of students matriculated in Stockton grows, additional advising resources will be dedicated to the Stockton Center.

International Initiatives

The College of Business Administration is developing its international strategy. The most advanced relationship is with Hubei University in China. Several groups of Chinese students from Hubei have visited Stanislaus State over the past few summers, and some Stanislaus State faculty members (Dr. David Zhu and Dr. Andrew Wagner) have visited Hubei University to teach short-term courses. The next step will be the exploration of articulation agreements and joint programs.

The University has existing 1+3 and 2+2 agreements with Shanghai University of Finance and Economics. Some students will start taking classes at Stanislaus State under those agreements in Fall 2017. We expect those agreements to be in full force in the AY 2018-2019 academic year, with over a dozen students taking classes in the College of Business Administration.

Curricular Initiatives

The CBA has started consultations with the faculty in the departments of Computer Science, Mathematics, Economics, and Geography to study the viability of an interdisciplinary program in Data Science.

Due to California State University system-wide requirements that all programs offering the same degree must have over 50 percent commonality, the Executive MBA is changing its curriculum to more closely match the rest of our MBA programs. This change will take effect in AY 2018-2019. The CBA is taking advantage of this change to make a comprehensive review of learning outcomes for all MBA programs. A task force to that effect is being launched in December 2017.

1. (<https://www2.calstate.edu/csu-system/about-the-csu/Pages/mission.aspx>) [↑](#footnote-ref-1)
2. The Bachelor of Science in Computer Information Systems (BSCIS) Program was discontinued in 2010 due to budget constraints and low enrollment. [↑](#footnote-ref-2)
3. OMBA began in AY12-13. [↑](#footnote-ref-3)
4. Reports are available at <https://www.csustan.edu/sjvbfr> [↑](#footnote-ref-4)
5. Eligibility Procedures and Accreditation Standards for Business Accreditation (AACSB International)  
   http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds\_2013\_update-3oct\_final.ashx [↑](#footnote-ref-5)