College of Business Administration
California State University, Stanislaus

AACSB International
Fifth Year Maintenance Report

**Respectfully Submitted by the Faculty of the College of Business Administration
to our AACSB International Peer Review Team:
Dr. David G. Martin (Chair)
Dr. Barbara H. Nemecek (Business Member)
Dr. Roy Savoian (Business Member)**

December 2012

College of Business Administration (CBA)
AACSB International Fifth Year Maintenance Report

Table of Contents

List of Appendices

Crosswalk of Tables and Figures

Section I: Situational Analysis

Overview and Historical Factors

California State University, Stanislaus was established in 1957 as the fifteenth campus of the California State University (CSU). 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 on being a leader in high-quality, accessible, and affordable education (www.calstate.edu). In 1960, CSU Stanislaus created the Division of Business, which subsequently became the School of Business Administration in 1982 and the College of Business Administration (CBA) in 2001. The CBA attained AACSB accreditation in 2003.

CSU Stanislaus historically has served an area of over 10,000 square miles that encompasses three counties in the San Joaquin Valley and three counties in the central foothills. With a current population of over one million, the region is one of the most ethnically diverse in California, with established communities of Hispanic, Basque, Portuguese, Assyrian, Hmong, Punjabi, and Khmer ethnicities. While the Village Residencies can house 662 occupants, most of our students are commuters, and many are first generation college students. Additionally, for a significant percentage of our students, English is not their first language.

The University offers 41 bachelor's, 23 master's, and one doctoral degree programs. During AY 2011-2012, CSU Stanislaus enrolled 8,805 students and generated 7,353 full-time equivalent students (FTES). During that same year, the CBA enrolled 1,433 students and generated 778 FTES. There were six colleges in 2011-2012: the College of Humanities and Social Sciences, with 23.2% of students; the College of Natural Sciences, with 12.5% of students; the College of Human and Health Sciences, with 20.9% of students; the College of Education, with 17.2% of students; the College of the Arts, with 2.7% of students; and the College of Business Administration, with 16.3% of students. The remaining 7.2% of students were undeclared. Due to fiscal considerations, in fall 2012 the six colleges were reconfigured into four, with the College of Business Administration maintaining its same identity.

The Chief Executive Officer of the University is President Joseph F. Sheley (Interim), who arrived on campus in June 2012. Dr. James T. Strong has served as Provost and Vice President for Academic Affairs since 2010, the same year Dr. Linda Nowak became Dean of the CBA.

Educational Environment

The mission of the CSU is to "encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study" (www.calstate.edu/PA/info/mission.shtml). The University admits freshmen who are in the upper third of their high school graduating class and transfer students from a California Community College. Approximately two-thirds of the CBA's undergraduate students are admitted as transfers. In the CSU, approximately half of the cost of educating in-state students is funded by the State of California. The other half is covered by tuition, referred to as fees. While the amount of state funding has been reduced over the past three years, it does not appear to have negatively impacted most CSU Stanislaus students who are eligible for Pell Grants and/or Cal Grants that cover the increased portion of fees.

Market Environment

Until recently, CSU Stanislaus was the only public university within the six-county service area: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne. In September 2005, the University of California, Merced opened its campus, located 36 miles south from CSU Stanislaus. UC Merced, with a student body of approximately 4,500 students, offers an undergraduate management major through its School of Social Sciences, Humanities, and Arts. UC Merced's program is not AACSB accredited, and to date, there is no indication that the presence of UC Merced has negatively impacted enrollment in the CBA. We believe that because the UC operates research-oriented universities, the UC serves a different niche in the higher education market place than the CSU.

The other major university in our service area is the University of the Pacific (UOP)—a private institution with a selective admissions policy. The Eberhardt School of Business is AACSB accredited and annual tuition and fees are approximately $35,770. Annual tuition and fees at CSU Stanislaus are $7,124, and therefore it is reasonable to conclude that UOP serves a different niche in the higher education market than CSU Stanislaus does.

Various for-profit institutions and online programs are also competitors of the CBA. Their competitive advantage is the flexibility they offer students with respect to location and class times. In order to provide greater flexibility for its working professionals, the CBA mounted a Saturday-only Executive MBA program in 2007. The program sites rotate between four cities in our service area: Tracy, Stockton, Modesto, and Turlock. The program is a success, both academically and financially. The College also began offering a self-support Online MBA Program in fall 2012 that provides greater access to students who are unable to attend face-to-face classes due to geographic locations, work conflicts, etc.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

The following is a summary of the CBA's latest Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis completed by Dr. Tahi Gnepa, Dr. Kaylene Williams, the Faculty Accreditation Coordination Team (FACT Team), and approved by the CBA Faculty. The complete document can be found in Appendix 1 (SWOT Analysis).

Strengths

The CBA has an excellent reputation within its six-county service area based upon its 50 years of continuous service to the San Joaquin Valley, its AACSB accreditation, and its affiliation with the CSU. The CSU is widely renowned for access, quality, and affordability. These attributes mesh well with the needs of the student population in our service area. The *Princeton Review* ranked CSU Stanislaus as one of the best 373 colleges in the nation, the University is among the top 100 colleges for bachelor's degrees awarded to Hispanic students, and it is recognized by the American Association of State Colleges and Universities as one of 12 public universities nationwide that demonstrates exceptional performance in improving retention and graduation rates.

The CBA has been able to weather the current CSU budgetary storm without impairing the quality of its programs. The College has had its base budget reduced by approximately $200,000 in each of the past three years due to state budget cuts. This cut equals approximately 15% of the College's state funding. However, the CBA's total resources have not been impacted because of alternative funding sources. These include the surplus generated from the self-support Executive MBA program and a per-unit tuition surcharge on the stateside MBA program. The Executive MBA program, a Saturday-only program, generates surplus resources (profits) shared equally between the University and the College. The CBA currently has an Executive MBA reserve in excess of $400,000. Additionally, two years ago the CSU implemented a unit tuition surcharge on the stateside MBA program ($278 per unit), 70% going to the CBA and 30% going to the University and Student Financial Aid. The CBA receives approximately $300,000 per year in MBA fees. For example, the College's portion for AY 2011-2012 was $291,553. These additional funding sources have allowed the College to fund activities that promote excellence in

our overall activities and contribute to the quality of our students' education and learning environment. Given positive and stable CBA enrollment trends as seen in Table I-1 (page 6), the on-going nature of these additional funds is expected to be very reliable. This is particularly the case because these funds should be augmented by additional surplus (profits) generated by growing enrollments in the newly-launched, self-support Online MBA program. In addition, the Provost has assured us that this funding arrangement will continue as a priority and that we can rely upon these self-support funds. As such, the CBA is confident that our MBA and Executive MBA fees are going to be an on-going reliable and sustainable source of funding. Additionally, each individual in the CBA has been resourceful in his/her cost-cutting contributions while maintaining and building a high-quality education for students.

As shown above, the CBA has been able to successfully augment general fund resources with additional funding sources. More specifically, CBA additional funds have provided assigned time for faculty research activity, which reduced the annual teaching load to 18 weighted teaching units per year; faculty travel for research-related activities; faculty attendance at AACSB workshops; $1,000 in faculty development funds for each peer-reviewed publication; and Sloan-C registration fees for faculty to obtain online-instruction certification. The research and faculty development funds are dedicated to each CBA faculty member so that his/her teaching can be informed with current developments in the discipline and active involvement in research. The continual improvement of instructional techniques, abilities, and skills contribute to and inspire our students to have an education that gives them life-long value and to lead productive lives. Alternative resources also benefit students directly through the Student Success Center for student advising, and with support from E. & J. Gallo Winery for student computer laboratory needs.

The faculty, noted for their teaching expertise, research productivity, and diversity, are a key strength of the College. Including the Dean, the College has 25 tenured or tenure-track faculty members, hailing from ten countries. To date, the average term of employment at CSU Stanislaus is 14 years. All 25 faculty members are academically qualified, and over the past five years, have collectively published 137 peer-reviewed, publicly-available journal articles and generated 191 other intellectual contributions.

The CBA also has high-quality facilities. Demergasso-Bava Hall, the home of the College, was built in 1998. The classrooms and computer labs are modern. Excellent support for instructional equipment, Blackboard, and online course design is available at the University level. In addition, the CBA has augmented these University resources.

The College provides its faculty and students with a positive collegial environment and open communications across departments. While five office hours a week are required, faculty members often exceed that minimum and are easily accessible to students. Faculty are actively involved in sponsoring student clubs to include: the Accounting Society, the American Production and Inventory Control Club, the Computer Information Systems Association, the Finance Association, the MBA Association, the Society for Human Resource Management, and the Student Marketing Association, as well as the honor societies of Beta Alpha Psi and Beta Gamma Sigma. In addition, the CBA's faculty are highly involved in university-wide activities and governance, often assuming leadership roles. The Dean and faculty enjoy the counsel of an involved Business Advisory Board and encourage life-long relationships with our alumni.

Weaknesses

The most challenging internal weakness of the College has been the consistent reduction of the CSU budget over the past three years, creating a need for innovation going forward. Though enrollment has been maintained at a steady level over the past five years, the College's tenured/tenure-track faculty has been reduced from 29 to 25, with many nearing retirement age. As with other universities, when searches for new tenure-track professors occur, the College may find it difficult (in certain disciplines) to meet the market salary levels. For example, in January 2012, the College hired a new Assistant Professor of Accounting who accepted the position at a below market rate of $100,000 per year, primarily because of the location and personal reasons. The 2010-2011 AACSB Salary Survey indicated that the mean salary for that position in a public accredited university was $133,900; and the accepted,

compressed salary at CSU Stanislaus fell in the lower ten-percent of this range. At the same time, revenue from the two new self-support programs, the Executive MBA and the Online MBA, can alleviate our salary gap situation as needed. Most courses in these two programs are taught by the College's tenured/tenure-track faculty, and can be considered as additional work to the faculty member's contractual teaching obligation. The opportunities for extra earnings can supplement the faculty member's annual base salary or can be taught as a part of the normal workload.

Some university-support services have been affected by the budget reductions, such as the Career Services going to an online delivery option. However, for face-to-face career support, the CBA is able to provide services through the College's Student Success Center. The College has responded to increased student tutoring needs by recruiting local area professionals to volunteer in some disciplines and through peer tutoring.

Opportunities

The CBA is not well known outside the of the region.. 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 the naming of the College. As a result of a substantial gift three years ago, the College was able to hire the Foster Farms Endowed Professor of Business Economics. Recently, the College has received gifts to fund two additional endowed chairs: the Gemperle Chair of Finance and the Demergasso Chair of International Business. The College is awaiting administrative approval to begin these searches. It is likely that opportunities exist to acquire additional endowed chairs. Such endowments raise the profile of the College and enhance its capacity for faculty scholarship and research.

Given the soft labor market in the current economy, there is a national trend for the unemployed and the underemployed to return to school to upgrade their skills and their credentials. The *Wall Street Journal* recently reported that salaries are on the rise for business school graduates and that persistent labor shortages exist in certain technical business fields.

Today's economic climate spurs us to rethink how we deliver our programs. Traditionally, courses were scheduled from 8 a.m. until 10 p.m., Monday through Friday. Over the past three years, the College has successfully offered a self-support, Saturday-only EMBA. The opportunity exists to offer courses in other programs during the weekend. To date, the CBA has offered a few online courses and those courses have been well received by students. As student demand for online and hybrid courses grows, the CBA plans more of these offerings. For example, as of fall 2012, the CBA is offering a 100% online MBA program. In preparation, ten of the faculty completed the Sloan Consortium's Online Certification Program.

Currently, the College offers courses at the Stockton Center; a satellite campus in Stockton which is the largest city in the six-county service area. Indeed, it is the largest city in California without its own public university. Stockton represents a significant growth opportunity. Another opportunity lies with the community colleges. There are four feeder community colleges within the CBA's service area. Modesto Junior College has approached the CBA and offered space, so that students who have completed the Associate of Arts Degree could enroll in the CBA and take the first few upper division courses there. Currently, the College is not pursuing increased enrollment; but in the mid-term, such partnerships present an opportunity for future growth.

Threats

The economy is the greatest external threat to the College. The 2008 recession, and its subsequent jobless recovery, has had an impact on California's economy and budget. Central Valley economic recovery is slower than in the rest of the State and deficiencies in the foundation agricultural-based industries limit employment growth. State support for the CSU has been cut by $1 billion, or 35%, over the past three years (http://blogs.calstate.edu/budgetcentral/?p=1726) and funding from the CSU to the

University has been reduced by $18 million before any tuition increases were implemented. As a response to these cuts, student tuition has increased from $4,872 per year in 2009 to $7,124 per year in 2012. The stateside budget allocated to the CBA has been cut by approximately $200,000 in each of the past three years. As previously discussed, this situation has been ameliorated within the College through utilization of alternative funding sources. That is, revenue from the MBA and the Executive MBA programs more than cover the yearly shortfall.

To date, the College has been able to successfully respond to the challenges posed by the recent budget reductions. Nevertheless, the budget crisis poses an ongoing threat to all public higher education in the State of California. The CBA offers its courses and programs in competition with other local and national institutions. University of California, Merced, a public institution, is 36 miles from Turlock; Humphreys College and the University of the Pacific, both private institutions, are located within the same city as the CSU Stanislaus Stockton Center. Additionally, the University of Phoenix and other proprietary schools offer courses online and in Modesto. However, all of these universities offer courses at significantly higher tuition.

Organizational Structure

As shown in Appendix 2 (College Organizational Chart), the CBA's organizational structure consists of the College Dean, the Executive Board, and the Directors of the three MBA programs. 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. Prior to 2011, the College offered a second undergraduate degree, the Bachelor of Science in Computer Information Systems (BSCIS). This degree was discontinued due to relatively low enrollment and budgetary constraints. The CBA turned this into a "win" for the students, the program, and fiscal responsibility by replacing the BSCIS with the computer information systems concentration within the BSBA. That is, we used this opportunity to reexamine our CIS curriculum, update and restructure it, to improve the student learning experience. For example, adding the additional macroeconomics and ethics courses made it easier for CIS students to complete their program on time, and allow for additional scheduling flexibility. The Bachelor of Science in Applied Leadership (BSAL) degree program was moved to the Department of Communication Studies within the College of Humanities and Social Sciences in 2011.

The CBA offers a Master's of Business Administration (MBA) degree, which is delivered in three different formats. The original stateside MBA has been offered since 1972. The self-support Executive MBA (EMBA) is a 15-month, Saturday-only program, first offered in 2007. The self-support Online MBA (OMBA) was first offered this past fall 2012. Prior to 2011, the College offered a self-support Master of Science in Business Administration: International Finance (MSBA) degree. This program was delivered for six years before it was suspended, due to low enrollment. Please refer to Attachment A for verification of the degree program exclusions.

Table I-1 (Degrees Awarded by Program over the Past Five Years) below reveals the number of degrees awarded by each of these programs over the past five years.

Table I-1
Degrees Awarded by Program over the Past Five Years

Degree Program	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012
BSBA	294	323	319	267	348
BSCIS[1]	35	22	25	19	17
BSAL[2]	5	4	4	2	1
MBA	30	31	44	42	33
EMBA	-	24	36	23	21
MSBA[3]	6	5	4	15	11

1. The BSCIS program was discontinued in 2011.
2. The BSAL program was moved to the CHSS in 2011.
3. The MSBA program was suspended in 2011.

Section II: Progress on Areas Identified by the 2003 Initial Accreditation Review

Introduction

In a letter (Appendix 3 - Initial Accreditation Letter Dated April 24, 2003) from AACSB Chair of the Board, Jerry Trapnell, dated April 24, 2003, CSU Stanislaus Dean Elmallah was notified that the College of Business Administration (CBA) at California State University, Stanislaus was granted initial accreditation. That letter requested two reports, one due by January 15, 2006 and one due by January 15, 2008. These reports were to address four issues:

1. Further development of a strategic plan with measurable goals to be achieved within specified time requirements (M.5);
2. Enhanced student services in a one-stop shop concept, including internships, full time post-graduation employment, and coordinated, centralized services (S.2);
3. Allocation of appropriate resources and personnel to work with the faculty to develop web applications for technology-enhanced instruction (IN.1, IN.2);
4. Assessing *learning* outcomes - as opposed to student *satisfaction* - through further efforts with the business schools in the CSU System on the development of objective measures of outcomes (IN.2, C.2).

On May 15, 2006, John Kraft of the AACSB sent Dean Elmallah a letter (Appendix 4 - Interim Report Letter Dated May 15, 2006) informing him that the CBA's January 15, 2006 report was reviewed and accepted. Maintenance of Accreditation Committee (MAC) Chair Kraft requested that the College's January 15, 2008 interim report: (a) update the CBA's progress with its one-stop student success center and (b) continue reporting on how the Business Assessment Test is used to change curriculum and learning objectives.

In her May 6, 2008 letter (Appendix 5 - Report Letter Dated May 6, 2008) to CBA Dean Nael Aly, MAC Chair Caryn Beck-Dudley informed us that the College's January 15, 2008 report was reviewed and accepted. The letter read, "The Committee agreed that all issues have been adequately addressed. Congratulations on the continuous improvement environment you have created."

Strategic Management Plan and Process

During June of 2003, a CBA faculty member attended the AACSB Strategic Management Seminar in Madison, Wisconsin. Upon his return, the College established a Strategic Planning Task Force (SPTF) which was charged with facilitating the development of the CBA's second five-year strategic plan.

On April 8, 2005, the faculty of the College voted to approve the second five-year strategic plan for the period 2005-2010.

During AY 2009-2010, the Faculty Accreditation Coordination Team (FACT) systematically reviewed and revised, with faculty and stakeholder input, the Statement of Faculty Values, Mission, Vision, Goals, and Objectives. These items were subsequently reviewed and approved by the CBA faculty as a whole in spring 2010.

In December 2010, after consultation and feedback from all parties, the five-year goals and objectives were further refined and submitted to the CBA faculty for approval. As a result, the Strategic Management Process & Five-Year Strategic Plan 2010-2015 (Appendix 6) was approved in its entirety during AY 2010-2011.

Each fall, the Dean and the Chairs submit to the faculty draft objectives for the year that are congruent with the goals and objectives in the five-year plan. Faculty are given the opportunity to suggest additional objectives for that year, and they discuss, modify, and accept or reject these objectives. Once the objectives are approved, faculty develop the related action items for that year.

In addition, the prior year's action items are examined at the fall faculty retreat. It must be clear from the outcome whether or not the action met the objective. If the action did not have the intended effect, a new, more efficacious action is implemented. In this manner, the College closes the loop in the continuous improvement process.

The third part of this Maintenance Report, Section III: Strategic Management discusses this topic at greater length.

Student Success Center

The Student Success Center (SSC) has been open since 2005 and is well on its way to becoming a one-stop shop for all student services: academic advising, career advising, internship opportunities, professional development through workshops and job fairs, new student orientations, academic probation/disqualification advising, graduation approval clearances, and communications through our website and Facebook page.

The Center is open five days a week, eight hours a day. Students may obtain academic and career advising on a walk-in basis. It is staffed by a permanent full-time coordinator assisted by two half-time student peer advisors.

As mentioned, the Center provides an array of student services. It has developed new student orientation materials and authored an impressive New Student Guidebook (Appendix 7 and http://www.csustan.edu/cbassc/documents/CBA_NewStudentGuide_2012.pdf). In addition, meet and greet events are organized by the Center, including Accounting Night and Meet the Firms Night (MTFN). Aided by a grant from the Wine Group, the Center standardized the internship process and improved the internship website, as well as its communication materials for internship providers. In addition, the Center works with local employers to offer on-campus resume critique workshops for students. These SSC activities are described below in more detail. The Center has taken on the responsibility to advise those CBA students who are on probation and to provide the final signature on graduation approval forms of CBA students. This decentralization makes the system more efficient and serves students better by eliminating bottlenecks.

In terms of specific activities, the SSC participates in New Student Orientations wherein freshmen business majors create their individual class schedules, review the New Student Guidebook, are advised regarding degree requirements, and have their questions answered. Another event SSC participates in is Preview Day wherein high school seniors and potential transfer students from local community colleges meet the faculty and staff at CSU Stanislaus, tour the campus, and speak to current students about CSU Stanislaus and what it has to offer.

Two Meet the Firms Night job fairs per academic year are coordinated by the SSC. These events present networking opportunities for business students and allow employers to showcase their companies and to discuss job opportunities. Over the past six years, attendance by the business community as well as student attendance has increased steadily. Employers are given a Student Resume Book, divided by concentrations, that lists the resumes of all students in attendance. There is a sponsorship component to the event that offers employers the opportunity to help sponsor the event. We received over $2,500 in sponsorships last spring. Our Spring 2012 MTFN event had thirty companies and 200 business students in attendance. The Fall 2012 MTFN event had 16 companies and 160 business students in attendance, with $2,500 in sponsorships provided by the companies.

Also, the Student Success Center coordinates the Accounting Night, which is held every fall semester. The purpose of this event is to provide an opportunity for recruiting employers to connect with and identify potential employees, and to help students learn about careers in Accounting and Finance by talking with experts in the field. Our Fall 2011 Accounting Night had twenty companies and 125 students in

attendance. There is a sponsorship component to this event that offers employers the opportunity to help sponsor the event. We received over $4,000 in sponsorships last year. The Fall 2012 Accounting Night had 14 companies and 90 students in attendance, with $5,000 in sponsorships provided by the companies.

Additionally, the Center has developed an Internship Agreement form for all internship opportunities that is completed by the business students. All listings are posted on the SSC website at www.csustan.edu/cbassc. Last year, the SSC supported 30 business students who were selected for internships from various businesses in the area.

Starting in 2010, the Center has developed professional workshops to best prepare our students for our job fair events. The topics have included interviewing skills and resume critique. Recruiters from Target Corporation presented at these workshops.

Technology Enhanced Instruction

As time has passed, the meaning of the term technology-enhanced instruction has changed. In the CBA's January 15, 2006 AACSB Interim Report, the College addressed this issue by discussing its Information Technology Plan and focusing on its three-year cycle for faculty computer replacement, the Computer Information Systems Laboratory, the incorporation of Blackboard into many courses, the presence of smart classrooms, and the availability of web workshops. Today, any discussion of technology-enhanced instruction must address the topic of online learning.

Five years ago, few of the College's courses were delivered completely online. In spring 2007, a finance course and an accounting course were offered online on an experimental basis as part of a university-wide initiative. In spring 2010, the College faculty approved a plan to offer a 100% online MBA program in fall 2012. Faculty concerns included the need for the appropriate pedagogy and technology required to deliver a quality online course. In response, ten of the CBA's 25 tenured/tenure-track faculty voluntarily completed the Sloan Consortium's yearlong certification program in online teaching.

Online course offerings are still growing within the CBA; online courses are currently offered in accounting, finance, computer information systems, management, and marketing. The level of support for these offerings is significant. Blackboard, Elluminate, and Moodle are available. A full-time university Blackboard administrator and a full-time university online instructional designer are ready to assist faculty as needed. The Faculty Development Center offers workshops typically every week to support online pedagogy. The College pays for the Sloan-C registration fees and offers stipends to faculty who develop online courses.

Additionally, the Strategic Technology Plan - Leveraging Technology to Enhance Learning (Appendix 8) was approved by the entire faculty on May 28, 2010. In particular, it elaborates the instructional technology planning process, infrastructure, and four continuous improvement goals and objectives: (a) maintain and expand the technology planning committee, (b) hire a technology consultant, (c) formalize technology mentoring, and (d) improve student access to technology.

Assessing Learning Outcomes

Since attaining accreditation in 2003, the College has successfully transitioned from the use of indirect measures of student learning, such as EBI surveys, to direct measures. The January 15, 2008 AACSB Interim Report stressed the College's utilization of the CSU system-wide Business Assessment Test (BAT) as the major instrument used for the direct measure of student learning, supplemented by the use of rubrics. The CBA still uses the BAT, but the College has greatly expanded the use of rubrics. In the process of closing the loop, curriculum changes have been made. Section V of the Maintenance Report, Assurance of Learning, discusses this topic in greater detail.

Section III: Strategic Management

> *Mission Statement*
> The CSU Stanislaus College of Business Administration is a publicly supported, regional teaching institution. Our mission is to deliver a professional business education that offers our students the knowledge and skills to succeed in their careers and in society.

Overview

The strategic management process at CSU Stanislaus College of Business Administration (CBA) includes the development of a strategic plan consisting of the values statement, mission statement, vision statement, goals, objectives, and action items. The strategic management process includes the evaluation of performance and mission-driven progress. The strategic plan is a vision for the future, and is reviewed and modified on a regular basis in response to changes in the internal and external environments. This section presents the CBA's third strategic plan. The CBA's first strategic plan covered years 2000-2005; the second covered years 2005-2010, and the present plan covers years 2010-2015 (Appendix 6 - The Strategic Management Process and Five-Year Strategic Plan 2010-2015).

Historical Background

The College of Business Administration developed its first five-year strategic plan over a six-month period in 2000. It was approved by the faculty on April 27, 2001. The plan emanated from the CBA's Mission Statement and was designed to be the vehicle through which the mission would be implemented. The first plan included the Mission Statement, the Dean's Vision, and the Goals and Objectives. It covered the period 2000-2005.

In fall 2004, the Strategic Plan Task Force (SPTF) further refined the goals and objectives after consulting with stakeholders and receiving feedback from the faculty. The goals and objectives were presented to the Business Advisory Board. Subsequently, the Board voted to support the goals and objectives.

On April 8, 2005, the faculty of the College voted to approve the five-year strategic plan for the period 2005-2010.

During AY 2009-2010, the Faculty Accreditation Coordination Team (FACT) systematically reviewed and revised with faculty and stakeholder input, the Statement of Faculty Values, Mission, Vision, Goals and Objectives. These items were subsequently reviewed and approved by the CBA faculty as a whole in spring 2010. In addition, all CBA Policies were updated and approved by the CBA faculty during fall 2008 through spring 2010.

In summer and fall 2010, a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted with several student focus groups. In order to obtain input from all stakeholder groups, focus groups were ongoing with faculty, alumni, and the business community. The final report was shared with the faculty in spring 2011. Based on student focus groups and faculty feedback, the Faculty Accreditation Coordination Team prepared a draft of the goals and objectives for the third five-year strategic plan. The draft was distributed to stakeholders, faculty, and the Executive Board for comment.

In December 2010, after consultation and feedback from all parties, the five-year goals and objectives were further refined and submitted to the CBA faculty for approval. The entire 2010-2015 Strategic Management Process and Plan was approved during AY 2010-2011 academic year.

The Annual Process

Each year, at the fall semester kick-off faculty meeting, the Dean and the Chairs submit to the faculty draft objectives for that year. These objectives are congruent with the goals and objectives of the five-year plan. Faculty are given the opportunity to suggest additional objectives for that year, and discuss, modify, and accept or reject these objectives. Once the objectives are approved, faculty develop the related action items for that year.

The action items must be stated in a manner which makes clear the expected outcomes. At the fall faculty retreat, the prior year's action items are evaluated. It must be clear from the outcome whether or not the action had the intended effect. If the action did not have the intended effect, 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.

CBA Strategic Plan Approval Process and Flowchart

Figure III-1 (CBA Strategic Plan Approval Flowchart) below describes the process used to create and update the CBA Strategic Plan. As seen in that flowchart, the Plan typically originates from either the CBA Executive Board or a Faculty request via the Faculty Speaker. The FACT Team works in conjunction with the CBA Executive Board and/or the Faculty Member/Faculty Speaker to produce a finalized draft. Stakeholder input is then gathered from students/alumni, the business community/ Business Advisory Board (BAB)/employers, CBA faculty and staff (informally), and administration, as appropriate. Feedback is integrated into the final draft that is approved by both the FACT Team and the CBA Executive Board. The collective CBA Faculty must approve the final draft with a majority, usually at a CBA Faculty meeting.

The Four Essential Components of Our Five-Year Strategic Plan

The CBA Five-Year Strategic Plan for AY 2010-2015 consists of four essential components: Statement of Faculty Values, Statement and Meaning 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 and Meaning of Our Mission

The CSU Stanislaus College of Business Administration is a publicly supported, regional, teaching institution. Our mission is to deliver a professional business education that offers our students the knowledge and skills to succeed in their careers and in society.

```
┌─────────────────────────────┐         ┌─────────────────────────────┐
│ College of Business         │◄───────►│ Faculty Request via         │◄──┐
│ Administration              │         │ Faculty Speaker             │   │
│ Executive Board             │         │                             │   │
└─────────────────────────────┘         └─────────────────────────────┘   │
              │                                       │                    │
              └───────────────┬───────────────────────┘                    │
                              ▼                                            │
                 ┌─────────────────────────────┐                          │
                 │ FACT Produces First Rough   │                          │
                 │ Draft                       │                          │
                 └─────────────────────────────┘                          │
                              │                                            │
                              ▼                                            │
         ┌──────────────────────────────────────────────┐                 │
         │ First Rough Draft Finalized for Stakeholder   │                 │
         │ Input                                         │                 │
         │ (Typically Approved by the Faculty as a Whole)│                 │
         └──────────────────────────────────────────────┘                 │
                              │                                            │
                              ▼                                            │
```

Gather Input from Stakeholders			
Students & Alumni	Business Advisory Board (BAB) & Employers & Bus. Community	CBA Faculty & Staff (Informal)	Administration

```
                              │
                              ▼
                 ┌─────────────────────────────┐
                 │ Incorporate Input into Final│
                 └─────────────────────────────┘
                              │
                              ▼
                 ┌─────────────────────────────┐
                 │ FACT Team &                 │
                 │ CBA Executive Board Approval│
                 └─────────────────────────────┘
                              │
                              ▼
                 ┌─────────────────────────────┐
                 │ CBA Faculty as a Whole      │────┐
                 │ Final Approval              │    │ (returns to top)
                 └─────────────────────────────┘
```
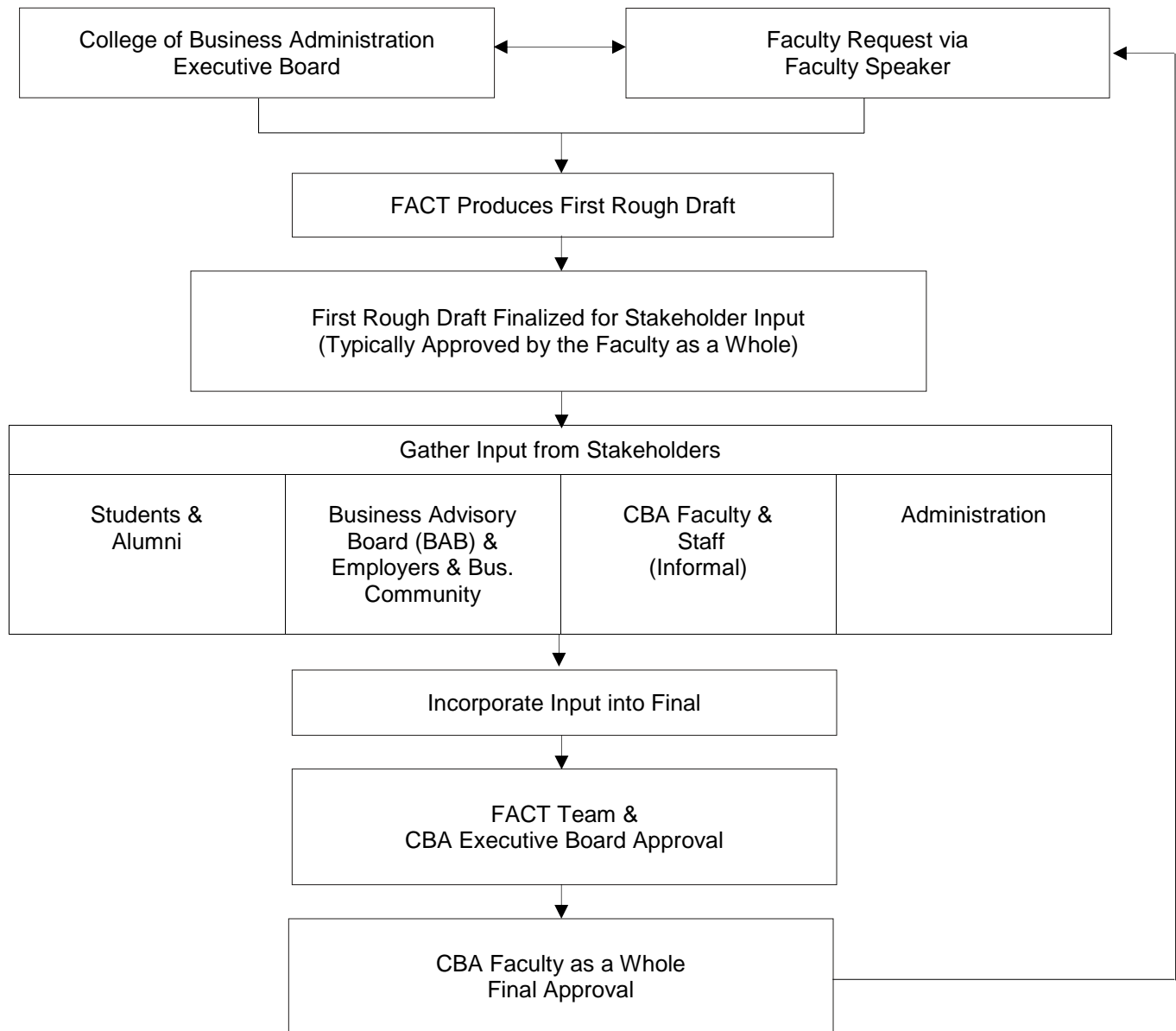
Figure III-1. CBA strategic plan approval flowchart

The 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 several relatively small yet well-respected masters degrees. 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

> *Statement of Our Vision*
> Our vision is to become the educational nucleus that helps develop a thriving, collaborative California Central San Joaquin Valley economy through the development of graduates who have the professional knowledge and 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.

   Objectives:
   1. Assure the currency, consistency, and relevancy of course topical coverage through course coordination, faculty communication, and discussions with our stakeholders.
   2. Maintain our efforts to enrich and improve pedagogy.
   3. Continue to assess student learning using direct and indirect measures to assure continuous improvement.
   4. Support and enhance the Student Success Center.
   5. Increase internship and community service opportunities which will provide students with relevant experience.
   6. Support 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 efforts in instructional development, professional development, scholarly pursuits, and research.

   Objectives:
   1. Provide faculty who are active in research and scholarly activity with six assigned time WTUs per 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 in support of AQ-PQ status.

Goal C: University, Professional, and Community Service
To engage in University, professional, and community service, and foster collaboration with our stakeholders.

Objectives:
1. Encourage faculty engagement in University, professional, and community service.
2. Encourage and support student organizations and faculty to invite professionals and practitioners to speak in classes and student meetings.
3. Host meetings once a year with faculty and our College of Business Administration stakeholders.
4. Enhance interaction between faculty and members of the local business community.
5. Encourage students, student organizations, and faculty to engage in 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 9 (Overall Grid of College Policies, Plans, Processes, and Procedures). The process used to create these documents is flowcharted in Appendix 10 (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 IV Faculty.

The attainment and continual improvement of these objectives is detailed in the Strategic Management Process & Five-Year Strategic Plan 2010-2015 (Appendix 6) in the Annual College Goals/Objectives, Action Items, and Outcomes section by year.

Financial Strategies

As discussed earlier in this report, the State of California has experienced a budget crisis since the summer of 2009. Currently, the State faces an estimated $16 billion deficit. The California State University's budget has been reduced by an amount in excess of $1 billion over the past three years. The CSU has responded by seeking to reduce enrollment. System-wide, few admission applications were accepted for the 2010 spring term, and few will be accepted for the 2013 spring term. During AY 2009-2010, two-day-a-month furloughs for all CSU employees were implemented. Student fees (tuition) have increased by nearly 50% over the past three years.

In response to this situation, most of the part-time faculty members on the CSU Stanislaus campus were not rehired for fall 2009. Prior to this, the part-time faculty members of the College generated almost 50% of its FTES. Most of these individuals were professionally qualified. The positive impact of these reductions is the increase in the percent of FTES generated by academically qualified, participating faculty members. The negative impact of the reductions is fewer classes and larger average class sizes (the average CBA class size for 2008-2009 was 24.7; for 2011-2012: 25.7). Despite the budget constraints, CBA faculty members continue to be highly committed to delivering a high quality educational experience to our students while utilizing resources efficiently and effectively.

To respond to budget reductions, the College was asked to consider a "vertical" cut. With our students' best interest in mind, it was decided that the Computer Information Systems major, the BSCIS, would be discontinued and replaced with a CIS concentration in the BSBA degree program. Key business stakeholders reviewed the CIS curriculum and noted that primary topics were still being covered, and the eliminated course offerings were electives that few students were enrolled in. In addition, the key business stakeholders appreciated the likelihood that students will now be more well-rounded in their business exposure because of having been required to take an ethics class and an additional economics

class. As a result of shifting to the CIS concentration in the BSBA, two tenured full-time professors opted for early retirement to half-time faculty via the Faculty Early Retirement Program (FERP) and one faculty member, currently on FERP, retired outright. . Further savings were effectuated by the retirement of an operations management professor and the decision of a second management professor to enter the FERP. These salary savings provided additional flexibility within the budget.

The College of Business Administration Summary Budget 2011-2012 (Table III-1) is presented below. In addition, the Budget Policy (Appendix 11) has been improved continuously to support the College in achieving its mission.

Table III-1
College of Business Administration Summary Budget 2011-2012

State General Fund	3,547,711
State MBA Additional Fees	291,553
Extended Education EMBA Fees Net Revenue *	200,000
Total Funds:	**$ 4,039,264**
Tenure-Track Faculty	2,794,764
Part-Time Faculty	371,239
CBA O & E	166,480
Dean and Staff	453,360
Total Expenditures:	**$ 3,785,843**
Professional Development	
Travel	37,500
President Travel Funding	9,773
President Research Grants	9,930
Peer Reviewed Journal Awards	16,000
Total Professional Development:	**$ 73,203**
Total 2011-2012 Budget Reserves:	**$ 180,218**

NOTE: *Additional unspent EMBA reserves: $402,000

New Degree Programs

Since the AACSB last visited in 2003, the College has added two new graduate degree programs: the Executive MBA and the Online MBA. Neither of these programs is funded through the state general fund. While they are administered by the College and taught by College faculty, students register through University Extended Education and pay slightly higher fees. The Executive MBA has proven to be academically and financially successful for the CBA. The College's share of the annual surplus generated from the program is approximately $200,000. It is anticipated that the Online MBA Program will prove to be similarly successful, while meeting the educational needs of our students. Two years ago, the CSU implemented a per-unit tuition surcharge on the state-side MBA. Currently, the amount of the surcharge is $278 per unit. Seventy percent of this money goes directly to the College (the remaining 30% goes to MBA scholarships). Last year's proceeds were close to $300,000. These are ongoing sources of revenue to the College which are expected to continue and be reliable. In addition, the anticipated surplus (profits) generated by growing enrollments in the newly launched, self-support Online MBA program should contribute to the CBA's stream of revenue.
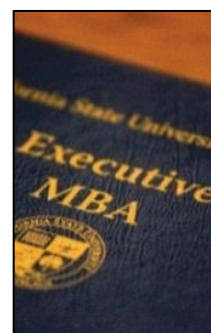
Educational Environment

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 meet annually with local area professionals. Twice over the past five years, employers met with faculty to discuss the strengths and weaknesses of their recent hires who were our graduates from one of our six disciplinary concentrations. During AY2011-2012, the Business Advisory Board met with faculty to review the curriculum for each of the six concentrations as well. Faculty also visited two of the major employers in our area, E. & J. Gallo Winery and Foster Farms, to ascertain whether our curriculum is meeting the companies' hiring needs.

Our mission clearly states that we are a teaching institution. To maintain our efforts in enriching and improving pedagogy, we modified our AQ/PQ Policy so that AQ faculty are required to have at least one pedagogically-related activity over the previous five-year period, in addition to two peer-reviewed journal articles. We have found that most faculty are exceeding the minimum requirement. The university's Faculty Development Center offers weekly workshops on teaching-related topics, and CBA faculty frequently attend these sessions. During the past two years, ten of the College's tenured/tenure-track faculty attained an online teaching certification from the Sloan Consortium by completing a yearlong program focused largely on the pedagogy of teaching online. A positive spillover effect is that, much of the Sloan-C program content applies to face-to-face teaching as well. The faculty development efforts are aimed at improving the student learning and, in turn, their lives.

As discussed at length in Section V of this report, the College has continued to assess student learning using direct and indirect measures to assure continuous improvement. Six faculty members attended the Applied Assessment Seminar at the AACSB's offices in Tampa, FL in June 2011. Most of our current assessment activities are direct measures of student learning. One form of a 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 direct assessments performed by the College are completed through the use of rubrics. One result of our assessment activities led the College to create a new prerequisite to the business major, BUS 2090: Business Ethics and Social Responsibility.

With the pull back of student services at the university level, it became all the more important to support and enhance the Student Success Center (SSC). Originally, the Center's primary function was to provide walk-in advising to students. The SSC continues to fulfill this function admirably. Over the review period, the Center improved its new student orientation materials and authored an impressive New Student Guidebook. Aided by a grant from the Wine Group, the Center standardized the internship process and improved the internship website, as well as its communication materials for potential internship providers. The Center worked with local employers to offer on-campus resume critique workshops for our students

as well. The meet and greet events organized by the Center, including Accounting Night and Meet the Firms Night, were enhanced and offered more frequently. The Center advises those CBA students who are on probation and provides the final approval on graduation clearance forms for CBA students.

In addition to enhancing the internship program, the College is assisting students in becoming more involved in community service activities. The newly created prerequisite, BUS 2090: Business Ethics and Social Responsibility, 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 American Production and Inventory Control Club, the Computer Information Systems Association, the Finance Association, the MBA Association, the Society for Human Resource Management (SHRM), the Student Marketing Association, Beta Alpha Psi, and Beta Gamma Sigma. The Student Marketing Association frequently takes students off campus to visit businesses *in situ*. SHRM 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.

Intellectual Contributions

As stated in our Mission, CSU Stanislaus is a "regional teaching institution." This statement is amplified in the Meaning of our Mission; "We enrich our teaching and lifelong learning through applied and pedagogical research." The final line in AACSB Table 2-1 (Five-Year Summary of Intellectual Contributions) in Appendix 12 summarizes the composition of the College's Intellectual Contributions portfolio over the past five years. Faculty generated 77 instances of pedagogical research (23.5% of the total), 230 instances of applied research (70.1% of the total), and 21 instances of discipline-based research (6.4% of the total). This distribution is consistent with our Mission.

The College's criteria for Intellectual Contributions and for classifying faculty as academically or professionally qualified are discussed in Section IV - Participants. Within the CBA, to maintain status as academically qualified, a faculty member must publish two peer-reviewed journal articles, generate two other instances of intellectual contributions, and have one pedagogically-related activity in the past five years. All 25 of the College's tenured/tenure track faculty are academically qualified. Over the past five years, the 25 professors published 134 peer-reviewed, publicly-available journal articles for an average of 5.28 articles per tenured/tenure-track faculty member. Consequently, a substantial cross-section of CBA faculty in each discipline are active in research/scholarly activity.

AACSB Table 2-2 (Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each) Appendix 13 reveals that CBA faculty published in 72 different journals over the review period, each of them peer-reviewed, publicly-available, and listed in Cabell's. The table shows that significant portfolios of peer-reviewed journal articles were generated by each of the six discipline concentrations within the College: accounting, computer information systems, finance, management, marketing, and operations management.

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 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. These funds are deposited in the faculty member's development account, which can be used for travel and other research related expenditures. For the past two years, faculty members have had the opportunity to compete for a research grant funded by the Office of the President. Lastly, in keeping with the College's emphasis on teaching, at least one pedagogically-related workshop is offered each year by the College in addition to numerous workshops sponsored by the University.

Service

During the review period, the faculty of the College did "engage in university, professional, and community service, and did foster a collaboration with our stakeholders" 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 Faculty. In recent years, CBA faculty members have chaired several important university-wide committees including the Senate Executive Committee, the University Educational Policies Committee, the Faculty Affairs Committee, the Graduate Council, the Faculty Budget Advisory Committee, the University Retention, Promotion, and Tenure Committee, and the Research, Scholarship and Creative Activities Policy Committee. Faculty members of the College edit and manage six different Cabell's listed discipline 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. CBA faculty members have been active in serving the local homeless community. As previously mentioned, the VITA Program provides tax return preparation assistance to low income individuals and senior citizens.

- Local area business professionals often speak to the CBA students. Several student organizations, including the Accounting Society, the Finance Association, and the Student Marketing Association, invite professionals to speak at their meetings on a monthly basis. In addition, faculty members in the disciplines of marketing, computer information systems, and finance often invite practitioners to speak in their classes.

- The College faculty meet annually with local area professionals who employ our students. In some years, professionals from each of the six discipline areas meet with the respective faculty members to discuss curriculum. During spring 2012, faculty met with the Business Advisory Board (BAB) to discuss the undergraduate curriculum. In fall 2012, faculty and BAB met to discuss the MBA curriculum. For past two years, the College organized an alumni celebration, "Welcome Back" that afforded faculty the opportunity to interact with our CBA graduates.

- Interaction between faculty and members of the local business community occurs at the meetings of the Business Advisory Board. The Board is comprised of 25 local area business leaders. Faculty members from all three departments have visited the headquarters of two of the area's largest employers, Foster Farms and E. & J. Gallo winery, to meet with the executives of those firms. In fall 2011, Dr. Gokce Soydemir was hired as the Foster Farms Endowed Professor of Business Economics. Dr. Soydemir is tasked with forecasting future economic trends in the Central Valley and organizing an annual meeting with the local business community to present and discuss his findings. The first meeting was held November 2011. The second meeting regarding regional economic trends was held November 2012. Both meetings were very successful and attracted leading community members and positive recognition for the CBA.

- As previously discussed, the students and faculty of the CBA are active in community service. All of the CBA's undergraduate students are required to take BUS 2090: Business Ethics and Social Responsibility, a course that contains a service learning component. For example, many students and multiple faculty members participate in the VITA Program and prepare tax returns for low income individuals and senior citizens. The Society for Human Resource Management (SHRM) is actively engaged in community service.

Section IV: Participants

Students

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 IV-1 (Five-Year Annual Headcount of Students by Program), enrollment in the undergraduate BSBA degree program has remained stable over the past five years; in AY 2007-2008 1,242 students were enrolled in the program, and in AY 2011-2012, 1,270 students were enrolled. Similarly, the stateside MBA program had 91 students in AY 2007-2008 and 93 students in AY 2011-2012. Neither the addition of the self-support Executive MBA program, nor the $278 per unit surcharge has had an impact on enrollment in the stateside MBA Program.

Table IV-1
Five Year Annual Headcount of Students by Program

Degree Program	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012
BSBA	1242	1192	1099	1170	1270
BSCIS[1]	95	80	71	75	65
BSAL[2]	9	7	5	4	5
MBA	91	117	94	108	93
EMBA	56	44	21	25	31
MSBA[3]	7	5	6	5	NA

1. The BSCIS program was discontinued in 2011.
2. The BSAL program was moved to the CHSS in 2011.
3. The MSBA program was suspended in 2011.

Diversity

The CBA's student population is quite diverse, as shown in Table IV-2 (Student Demographic Characteristics by Ethnicity and Gender). In fall 2011, Whites were the largest demographic group with a headcount of 521, Hispanics were next with a headcount of 491, and Asian/Pacific Islanders were third with a headcount of 193. For the same semester, 47 African-Americans and 11 American Indian students were enrolled also. In fall 2011, the student population was evenly split by gender with 735 females and 744 males. Over the five-year period from fall 2007 to fall 2011, Hispanic enrollment grew by 18.6%, White enrollment fell by 16.6%, and Asian enrollment fell by 4.9%. Over that same period, female enrollment decreased by 8.4% and male enrollment increased 1.8%.

Table IV-2
Student Demographic Characteristics by Ethnicity and Gender

Ethnicity	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
American Indian	20	13	10	7	11
Asian/Pacific Islander	203	208	206	192	193
African-American	55	44	49	49	47
Hispanic	414	405	414	399	491
Nonresident alien	30	33	44	46	46
Other	186	205	191	163	170
White	625	582	539	473	521

Gender	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	802	756	757	651	735
Male	731	734	696	678	744

Admissions Criteria

Admission requirements for the undergraduate program remain unchanged. 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 through the window for students to submit applications and through following enrollment policies.

The admissions requirements for the new Online MBA program are identical to those for the stateside MBA program, with two exceptions – required GMAT and TOEFL scores. 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 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. Admission to the program is 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, leadership potential, other personal qualities that demonstrate academic and professional promise, and a personal interview. A minimum cumulative GPA of 2.5 is expected.

<u>Support Services</u>

Within the CBA, the impact of the university-wide reduction of funding for student support services reorganization has been ameliorated by the expansion of the Student Success Center. The Center provides walk-in advising to business students. This is in addition to the academic advising provided by faculty. The Center manages the CBA's internship program and maintains a webpage that posts job opportunities. Meet the Firms events are held twice a year and an Accounting Night event is held once a year. These events, which are coordinated by the Student Success Center, give students the opportunity to meet local area professionals and to learn about career opportunities that may be available.

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 criteria for classifying faculty as participating/supporting (P/S) and academically qualified/professionally qualified (AQ/PQ).

<u>Overview of CBA Policies</u>

As shown in Appendix 10 (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 Coordinating Team (FACT) works in conjunction with the CBA Executive Board and/or the Faculty Member/Faculty Speaker to produce a finalized draft. Once the FACT Team 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 10 (CBA Policies, Plans, Processes, and Procedures Approval Flowchart) 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.

Most of the College's policies originated in the early 2000's and have been reviewed and revised twice since then. As shown in Appendix 19 (Overall Grid of College Policies, Plans, Processes, and Procedures), all of the College's policies, plans, processes, and procedures have been reviewed during the last five years.

<u>Criteria for Intellectual Contributions (IC)</u>

The CBA Faculty first approved an Intellectual Contributions Policy on December 15, 2000. It has been revised several times since then, with the last revision being made on September 21, 2012 (Appendix 14 - Intellectual Contributions Policy). The policy is mission driven and it is aligned with the goals and objectives of the strategic plan. The IC Policy specifically states that scholarly activities are conducted so that teaching effectiveness, curriculum content, and all forms of instructional delivery will be continuously improved.

The College's mission states, "We are dedicated to providing an educational environment focused on learning. We enrich our teaching and lifelong learning through applied and pedagogical research."

The College of Business Administration's goals and objectives pertinent to intellectual contributions are:
- To continuously improve our professional business programs, we are committed to supporting faculty efforts in instructional development, professional development, scholarly pursuits, and research with the necessary resources and incentives.
- 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.

In keeping with the College's mission and goals/objectives, the College's portfolio of intellectual contributions (Appendix 15 - Relative Emphasis Policy) is prioritized as follows:

1. Contributions to practice are of primary importance to the College's total intellectual contributions. These applied research activities refer to the application, transfer, and interpretation of knowledge to improve management practice and teaching. According to AACSB-International, "Contributions to practice influence professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as contributions to practice."

2. Learning and pedagogical research and development contributions are second in importance to the College's total intellectual contributions. These activities refer to the enhancement of the educational value of instructional efforts of the institution or discipline. According to AACSB-International, "Learning and pedagogical research contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as learning and pedagogical research contributions."

3. Disciplined-based scholarship is third in importance to the College's total intellectual contributions. Basic scholarship refers to the creation of new knowledge. According to AACSB-International, "Discipline-based scholarship contributions add to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as disciplined-based scholarship and contributions."

Generally, intellectual contributions should meet two criteria: (a) in public written form and (b) reviewed by academic peers or practitioners prior to publication. Intellectual contribution outputs may include but are not limited to those listed below:

- Publicly available, refereed peer-reviewed journal article
- Scholarly book, textbook, or research monograph
- Published computer software, source code, patent/invention, or game simulation that is teaching related
- Chapter in a scholarly book
- Refereed conference proceeding, abstract, or paper
- Refereed paper presented at a conference
- Published review of a book or software
- Published instructional software and teaching aids that are widely used
- Published case study with instructional materials
- Publicly available technical reports related to funded research projects
- Peer-reviewed and publicly available paper in electronic form
- Peer-reviewed and publicly available research working paper
- Article or abstract in a non-refereed publication or trade journal
- Paper presented at a professional meeting
- Paper presented at a faculty research seminar or teaching workshop
- Relevant journal and/or other business publication editorships and/or editorial board/ committee service
- Consulting activities that are material in terms of time and substance
- Faculty internships
- Sustained professional work supporting qualified status
- Leadership positions in recognized professional/academic societies
- Non-peer reviewed intellectual contributions for which the school can provide substantive support for quality

<u>Criteria for Classifying Faculty as Participating/Supporting (P/S) and Academically Qualified/ Professionally Qualified (AQ/PQ)</u>

The CBA Faculty first approved an Academic and Professional Qualifications and Currency Assessment Policy on April 27, 2001. It has been revised several times since then, with the last major revision being approved by the CBA Faculty on September 12, 2008. The most recent review occurred during fall 2013 (Appendix 16 - Academic and Professional Qualification (AQ/PQ) Policy). The policy is mission driven and it is aligned with goals and objectives of the strategic plan.

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.

As per the College's policy, 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. 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. Appendix 17 (Faculty Profiles – Participating) and Appendix 18 (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, and serving as a course coordinator.

As seen in AACSB Table 9-1 (Summary of Faculty Sufficiency by Discipline and School) in Appendix 19, only four of the College's 24 part-time instructors are classified as "participating." For the CBA as a whole, 78.9% of the courses taught during AY 2011-2012 were delivered by faculty members who are participating. The table reveals that all six concentration disciplines exceeded the 60% participating requirement for AY 2011-2012.

Faculty are deemed to be academically or professionally qualified if they have a combination of (a) original academic preparation (degree completion) and (b) subsequent activities that maintain or establish

preparation for current and relevant teaching responsibilities (currency). Both degree completion and currency are necessary faculty qualifications, be it academic qualifications or professional qualifications.

The intent of academically qualifying tenure-track faculty members is to assure that faculty members are up to date and have research competence in their primary field of teaching. At the time of appointment, a faculty member must be in possession of a doctoral degree in his or her teaching area in order to be classified as academically qualified. The CBA's criteria for maintenance of academic qualification are based on a five-year rolling plan. Over any five-year time period, an AQ 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 CBA's mission is highly focused on teaching and providing our students with the knowledge and skills to succeed in business and in society. In accordance, CBA faculty members value intellectual contribution and instructional activities that directly impact the quality and innovativeness of education. As such, one of the required five IC activities for academic qualification status must be an activity that supports quality teaching and learning over the previous five-year period. The additional activity could include:

- Any item in Intellectual Contribution Activities for Academic Qualifications (AQ) 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

AACSB Table 10-1 (Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities) in Appendix 20 reveals that all 25 of the College's tenured/tenure track faculty are academically qualified.

To be deemed professionally qualified, at the time of appointment the individual must have at least a master's degree in the area of instruction, as well as a significant level and duration of current and relevant professional experience in the area of instruction. Professional qualifications shall be retained through continued significant practical experience in the area of instruction or continuous learning about and engaging in the faculty member's field. The College's criteria for professionally qualified (PQ) faculty are based on a five-year rolling plan. Over any five-year time period, a PQ faculty member is one who has a minimum of two professional development and/or intellectual contribution activities. Qualifying activities could include:

- Any item in Intellectual Contribution Activities for Academic Qualifications (AQ)
- 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

AACSB Table 10-1 (Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities) in Appendix 20 reveals that one of the College's 23 part-time instructors is academically qualified, 20 are professionally qualified and 2 are classified as "other." These classifications are supported by the faculty profiles in Appendix 17 (Faculty Profiles - Participating) and Appendix 18 (Faculty Profiles - Supporting).

AACSB Table 10-2 (Calculations Relative to Deployment of Qualified Faculty) in Appendix 21 shows that the AQ portion of the faculty for the College as a whole for AY 2011-2012 is 75.9%, and the AQ + PQ total is 94.7%. As seen in the table, all six concentration disciplines exceed the 50% AQ minimum and the 90% AQ + PQ minimum. The two support areas of Business Ethics and Business Law are taught by professionally qualified faculty; hence, these areas meet the 90% AQ + PQ standard, but do not meet the 50% AQ standard.

<u>Major Changes Since Last Review</u>

Several routine transitions occurred during the past five years. A management professor and an accounting professor retired, and were replaced by a newly hired assistant professor of management and an assistant professor of accounting. Another management professor entered the Faculty Early Retirement Program (FERP) and will teach a half-time workload effective fall 2013. An operations management (OM) professor, who was participating in the FERP program, retired outright. Recently, a new OM professor was hired.

In 2009, the College was asked to consider a "vertical" cut. With our students' best interest in mind, it was decided that the Computer Information Systems major, the BSCIS, would be discontinued and supplemented with a CIS concentration in the BSBA degree program. Key business stakeholders reviewed the CIS curriculum and noted that primary topics were still able to be covered, and the eliminated course offerings were electives that few students were enrolled in. In addition, the key business stakeholders appreciated the likelihood that students would now be well-rounded in their business exposure because of having been able to take an ethics class and an additional economics class. As a result of shifting to the CIS concentration in the BSBA, two tenured full-time professors opted for early retirement to half-time faculty via FERP and one faculty member, currently on FERP, retired outright. Further savings were effectuated by the retirement of an operations management professor and the decision of a second management professor to enter the FERP. These salary savings provided additional flexibility within our budget.

In September 2011, The CBA hired the first Foster Farms Endowed Professor of Business Economics. This is the College's first endowed chair. In addition to teaching, Dr. Soydemir is tasked with forecasting future economic trends in the Central Valley and organizing an annual meeting with the local business community to present and discuss his findings.

Section V: Assurance of Learning - Undergraduate and Graduate

The College of Business Administration (CBA) faculty recognizes how important it is to systematically assess all of its educational programs for learning outcomes effectiveness. We regularly evaluate our academic programs for currency and completeness. We have long used indirect measures and, since 2003-2004, we have gathered direct evidence of student learning. Direct evidence is provided by using college and system-wide subject matter examinations and our own assessment rubrics for evaluating student projects, papers, and presentations. We use the results of both indirect and direct assessment methods to identify opportunities to modify curriculum and improve pedagogy for better student learning outcomes. The addition of a required ethics course to the undergraduate curriculum, the creation of a financial statement analysis lab tied to the core finance course, the inclusion of additional case study work in two of the graduate courses, and the provision of a series of faculty development workshops on how best to provide effective feedback to student writers are some of the actions we have taken to address weaknesses in student learning identified by our assessment processes.

Our assessment processes are entirely faculty-driven. All full-time CBA faculty members and many adjunct faculty members are involved in some aspect of assessment. In both undergraduate and graduate programs, designated faculty members are provided release time to serve as assessment coordinators, and other faculty members perform the actual assessment of student work and serve on assessment committees.

Within the undergraduate program, approximately 40% of undergraduate teaching faculty and several adjunct faculty have provided or evaluated student work for assessment measures. The entire faculty meets at least once each academic year to discuss the results of assessment efforts and to determine what actions need to be taken to respond to the findings. Similarly, all faculty members who teach in the graduate programs are involved directly in planning and implementing the graduate assessment processes.

The following discussion is divided into two subsections which describe in greater detail the assurance of learning (AOL) activities for the undergraduate and the three graduate programs of the CBA.

Undergraduate Assurance of Learning

Undergraduate Assessment Structure

Assessment of our undergraduate B.S. in Business Administration is coordinated by the Undergraduate Program Assessment Coordinator (PAC), Dr. Lynn Johnson, who is assisted by the Undergraduate Program Assessment Committee. The committee is comprised of the Coordinator (PAC) and two additional faculty members. The committee plans and coordinates each year's assessment activities, identifies the faculty members to provide student work as evidence of learning and to perform the actual assessment, and summarizes the information obtained for consideration by the entire faculty. The relatively small size of the CBA enables the entire faculty to review assessment results at the annual assessment retreat at the start of the academic year. Thus, the faculty as a whole determines what actions, if any, should be taken in response to assessment findings.

Undergraduate Program Assessment Policy

Undergraduate assessment complies with the Undergraduate Program Assessment Policy (Appendix 22) initially developed in 2001 and significantly revised in 2005 and 2011. Typically, revisions to the policy are suggested by the Program Assessment Coordinator or the Undergraduate Assessment Committee and then are discussed and approved by the CBA faculty. The policy details our four learning goals, each of which is explicitly linked to our mission.

In addition, the policy emphasizes the primacy of faculty in the assessment process and directs that the college assess student attainment of its undergraduate program learning objectives on a cycle such that each learning goal is directly assessed at least twice in any five-year period. Table V-1 (Undergraduate Program Assessment Plan for the Next Five Years) contains the assessment plan covering the next five years. Additionally, the policy requires that overall program effectiveness be indirectly assessed on a regular basis using surveys of graduating seniors and alumni, augmented with face-to-face meetings with groups of our various stakeholders.

Table V-1
Undergraduate Program Assessment Plan for the Next Five Years

	Learning Objectives	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
LO1	Body of Knowledge	BAT Statistics OM	BAT MKT MGT	BAT CIS ACC	BAT FIN Bus Law	BAT ECON MATH
LO2a	Written Communication		X		X	
LO2b	Oral Communication	X		X		X
LO3	Problem-Solving	X		X		X
LO4	Ethics		X		X	
Timeline for Reviews and Surveys						
Alumni Survey			X			X
Graduating Seniors Survey				X		
Review of LOs & policy					X	

LO1: BAT will be given each year in MGT 4900 to benchmark overall results with other CSUs.
Each year, exam results in two disciplinary areas will be examined in detail to determine specific areas in which students perform above and below expectations.
(Note: A locally developed exam may be substituted for BAT during one semester in order to assess areas not sufficiently covered on BAT.)

LO2a: Written Communication skills will be assessed using our approved rubric to evaluate ethics cases assigned in the WP Classes.

LO2b: Oral Communication skills will be assessed using our approved rubric to evaluate student presentations in MGT 4900.

LO3: Problem-Solving skills will be assessed using our approved rubric to evaluate student work collected in OM 3020.

LO4: Ethical Decision-Making will be assessed using our approved rubric to evaluate an ethics case assigned in the WP classes.

Undergraduate Learning Goals and Objectives

The CBA adopted its initial learning goals and objectives in 2001. These goals are evaluated at least once every five years and are revised as appropriate to maintain currency and improve alignment with our mission. The most recent revision occurred in 2011. Our current learning goals and objectives are:

> UG 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.
>
> UG 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.
>
> UG 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.
>
> UG Learning Goal 4: Our students will demonstrate ethical decision-making.
>
>> Learning Objective 4: 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.

These goals are derived directly from our mission. The first goal addresses the statement in our mission that "we provide our students with the professional knowledge…to succeed in their careers," goals two and three are necessary to "provide our students with the…managerial skills to formulate, evaluate, select, and implement appropriate courses of action in the workplace," and the fourth goal should result in students with "a sense of ethics/social responsibility."

Alignment between Undergraduate Learning Goals and Program Curriculum

In general, the upper-division core business courses as a whole are intended to provide students with the body of knowledge required to meet the first learning goal. Additionally, the CBA faculty has designated specific courses to provide opportunities for students to acquire the skills addressed in the last three learning goals. The alignment between our curriculum and our learning goals and objectives can be found in the undergraduate curriculum map (Table V-2 – BSBA Prerequisite/Core Curriculum Map).

Undergraduate Direct Assessment Instruments

The undergraduate program employs two types of instruments to assess student attainment of learning goals: multiple-choice subject matter exams and rubrics designed to evaluate programmatic effectiveness relative to learning goals and objectives through their application to student work. . The Undergraduate Assessment Committee, working with faculty members with expertise in specific areas, has developed four rubrics for use in assessing written and oral communication, problem solving, and ethical reasoning skills (Appendix 23 - Undergraduate Curriculum Assessment Rubrics).

As discussed in detail in our 2006 and 2008 interim reports to the AACSB, we use the Business Assessment Test (BAT), developed by the California State University system to assess our students' subject matter knowledge (LG1) annually. Using the system-wide exam enables us to benchmark our results to those of other universities within the system. In addition, our faculty has created the Business Quantitative Skills Assessment Test (BQSAT), to be discussed in more detail later, and is in the process of developing supplemental questions to the BAT which will provide detailed information about student learning of those topics that our faculty believes to be most important to student success. Currently, new questions related to statistics have been completed and will be used to supplement the BAT for the first time in 2012-2013.

Table V-2
BSBA Prerequisite/Core Curriculum Map

Alignment of Curriculum with Learning Goals

		ACC 2110	ACC 2130	BLW 2060	BUS 2090	FIN 3220	WP Courses	CIS 3700
1.	Basic understanding of the body of knowledge	SIG	SIG	SIG		SIG		SIG
2.	Prepare a professional quality business document						SIG	Minor
	Deliver a professional quality business presentation				MOD			
3.	Effective problem solver		Minor			Minor		
4.	Ethical decision-making	Minor		MOD	SIG		MOD	Minor

		MGT 3310	MGT 3400	MKT 3410	OM 3010	OM 3020	MGT 4900	
1.	Basic understanding of the body of knowledge	SIG	SIG	SIG	SIG	SIG	SIG	
2.	Prepare a professional quality business document	Minor	MOD	Minor	Minor	Minor	MOD	
	Deliver a professional quality business presentation	MOD		Minor			SIG	
3.	Effective problem solver			MOD	Minor	SIG	SIG	
4.	Ethical decision-making	MOD	MOD	Minor	Minor		Minor	

SIG: Significant coverage: The learning objective is integrated in the curriculum throughout the course.

MOD: Moderate coverage: At least three hours of class time and/or six hours of out-of-class assignments are related to the learning objective. Courses providing significant or moderate coverage of the learning objectives should include the objective in the syllabus.

Closing the Loop - Using Direct Assessment Evidence to Improve Undergraduate Student Learning

As noted earlier, assessment processes in the undergraduate program have resulted in several specific actions designed to improve student learning outcomes. The actions initiated or implemented during the past five years follow, organized by learning objective.

- *UG LO1 - Students will demonstrate a basic understanding of the body of knowledge common to business-related disciplines - quantitative analysis.* Initial BAT scores in areas requiring the use of fundamental quantitative skills, such as statistics and financial analysis, were consistently low. Even though the results were consistent with the similarly poor student performance reported by our benchmark institutions within the California State University system, the CBA faculty believed it was imperative that we take action to improve student performance in quantitative analysis.

  The College first attempted to address the weakness in student quantitative skills by working directly with faculty members in the Department of Mathematics to better align our prerequisite math course (Finite Math) with the needs of our program. The Undergraduate Assessment Committee surveyed all members of the business faculty, provided them with a copy of the Finite Math syllabus, and asked them to identify which of the listed topics were most important and which might be eliminated. A group of our faculty met with several math instructors during 2008 to review the results of the survey. As a result, the Finite Math course was restructured to increase coverage in several topics identified by the CBA faculty as critical.

  After this change was implemented, we monitored student performance on the BAT. Unfortunately, we did not find any improvement in the students' quantitative skills as evidenced by their performance on the statistics and finance portions of the test. Faculty members discussed these results at an assessment retreat. They considered whether the difficulty might be with the basic arithmetic/algebraic skills students are expected to have developed before taking the Finite Math course. We agreed to develop a more closely targeted direct assessment of our students' basic quantitative skills.

  Once again, the Undergraduate Assessment Committee surveyed the faculty. This time the faculty was asked to identify the essential quantitative skills our students need to succeed in our business courses (and in their careers) without reference to the Finite Math syllabus. From the responses, the Undergraduate Assessment Committee developed a list of topics to be covered in a new Business Quantitative Skills Assessment Test (BQSAT). After consultation with the entire faculty, the new test was administered during fall 2010 to 124 students, mostly juniors. Sixty percent of the students performed below our target score of 70%. In response, the CBA developed a course titled "Elementary Business Quantitative Analysis" (BUS 103) and designed the following prerequisite to OM 3020 Management Science: BUS 103 or a minimum score of 70% on the BQSAT. University approval for this curricular revision was obtained in 2011-2012; this requirement is expected to be implemented during 2013.

- *UG LO1 - Students will demonstrate a basic understanding of the body of knowledge common to business-related disciplines: financial analysis.* BAT results indicated that our students lacked adequate experience in financial statement analysis. Many did not appear to understand the basic relationships among the various financial statement elements, a critical understanding needed for analyzing and interpreting financial reports. Discussion among the college faculty revealed that, although included in some concentration courses, financial statement analysis was not currently covered in any of the core classes taken by all CBA students. Faculty agreed to develop a required one-unit lab in Financial Statement Analysis, to be taken concurrently with our core finance course. The lab has been developed; the program change was approved by the University in fall 2012.

- *UG LO2a - Students will prepare a professional quality business document.* Assessment results obtained in fall 2008 indicated that our students did not possess the desired proficiency in writing skills; 30% of students performed below expectations on at least one of the established criteria in the scoring rubric. During 2008-2009, the CBA organized meetings with the instructors of the CBA's writing proficiency (WP) courses to discuss the results and share effective teaching strategies to address identified deficiencies in student writing. (One upper division course in every undergraduate program is identified at the University level as a WPcourse.) Unfortunately, before we reassessed student writing, the College experienced significant turnover of its WP instructors. Therefore, during fall 2011, the CBA engaged Dr. John Wittman of the Department of English, an expert in teaching and assessing student writing, to conduct a series of workshops about providing effective feedback to student writers. All of the WP instructors, including those not on staff during 2008-2009, and several additional faculty members attended.

  We reassessed our students in spring 2012. We established a target of 80% of students at the developing level or above in all areas, and 60% either accomplished or exemplary. Student performance was at the desired level for the lower "developing" rating. However, we did not meet our target for the higher performance levels on any of the criteria. Therefore, faculty agreed to add a writing component to the new one-unit financial analysis lab, beginning in fall 2013. Several faculty members teaching concentration-level courses also agreed to voluntarily provide students with feedback on writing using a common rubric, to help students become more familiar with the criteria that we consider important to be effective communicators.

- *UG LO2b – Students will deliver a professional oral presentation on a business issue.* We assessed oral communication skills in face-to-face sections of MGT 4900 during 2011-2012. In 2012-2013, we assessed these skills in our online MGT 4900 sections. The results of both assessments indicate that our students are performing at the desired level in regards to this learning objective.

- *UG LO3 - Our students will be effective problem solvers.* Our assessments of problem solving skills indicate that our students are attaining our target level of proficiency; consequently no programmatic changes have been implemented.

- *UG LO4 - Students will demonstrate ethical decision making.* Student satisfaction surveys administered in 2003-2004 suggested that we should increase our coverage of ethical issues. Initially, we developed two elective courses, one lower and one upper division, in business ethics and social responsibility which we began offering in 2006. Few students enrolled and the classes were canceled. Consequently, we designated the lower division ethics course (BUS 2090) as a prerequisite to the business major and began offering it in spring 2009. Direct assessment of ethical reasoning skills, administered in 2010-2011 to students who were not subject to the required ethics course, indicated that most students have a satisfactory basic grasp of ethical skills, but that very few perform at a higher level in ethical reasoning level. During 2011-2012, we again assessed the ethical reasoning skills of our students. We divided the sample between students who had taken the lower division ethics course and those who had not. While the size of the sample was smaller than optimal, those students who had completed BUS 2090 scored significantly higher in all dimensions measured. The addition of the required course in Business Ethics and Social Responsibility appears to be improving student learning outcomes as we had hoped.

Table V-3 (Summary of Undergraduate Program Assessment Activities by Learning Objective) presents a summary of our undergraduate assessment activities by learning objective.

Table V-3
Summary of Undergraduate Program Assessment Activities by Learning Objective

Learning Objective	Years Assessed	Assessment Processes	Results or Areas for Improvement Identified	Actions Taken or to Be Taken
LO1: Common Body of Knowledge	Every year	CSU Business Assessment Test (BAT)	Quantitative Reasoning Skills and Financial Statement Analysis	Created a pre-requisite course titled "Elementary Business Quantitative Analysis" and a one-unit lab course in financial statement analysis to be required concurrently with Finance 3220.
LO2a: Written Communication	2007-2008 2011-2012	Assessment of student writing samples	2007-2008: 25% of our students' failed to meet expectations in all dimensions evaluated. 2011-2012: The target number of students (80%) met the minimum level of proficiency. However, we did not meet our target (60%) at higher proficiency levels.	2008-2009: Coordinated meetings of the faculty members teaching our writing proficiency courses to share the assessment results and discuss and share best practices. 2011-2012: Provided a workshop for the instructors of our writing proficiency courses and other interested faculty members on best practices in providing developmental feedback to students. 2012-2013: Designated another core course as providing moderate coverage of this learning objective; agreed to distribute the assessment rubric to all faculty members to assist them in providing developmental feedback.
LO2b: Oral Communication	2011-2012 2012-2013	Assessment of student oral presentations	2011-2012: 85% of our students are performing at least at a satisfactory level (75% is our target). 2012-2013: 90% of the students performed at a satisfactory level or higher.	No action will be taken at this time.
LO3: Effective Problem Solving	2010-2011 2012-2013	Assessment of student assignments	2010-2011: 90% performed at a satisfactory level on the lower level skills; 71% on the higher level ones (slightly lower than our target of 75%). 2012-2013: 96% of our students performed satisfactorily.	The assignment prompt used in the 2010-2011 assessment emphasized lower-level skills. An improved prompt was used in 2012-2013. Since student performance in this area was good, we have not implemented any actions related to this learning objective.
LO4: Ethical Decision Making	2010-2011 2011-2012	Assessment of student ethical case analyses.	2010-2011: 95% of our students performed at a satisfactory level on all criteria except identification of stakeholders. Less than 10% performed at higher levels. 2011-2012: Students who have taken BUS 2090 performed significantly higher on all criteria.	Began requiring BUS 2090, Business Ethics and Social Responsibility in 2009. The results of our 2011-2012 assessment suggest that the course has increased student performance. (Students participating in the 2010-2011 assessment had not taken BUS 2090.)

Indirect Undergraduate Program Assessment

Since reviewing the results of Educational Benchmarking, Inc. (EBI) surveys of seniors and alumni in 2001, the CBA 's efforts to improve expressed student satisfaction have focused on student organizations, volunteer activities, placement, and career services (including internships) and academic advising.

Our graduating seniors were surveyed in spring 2009 and again in spring 2012 using the EBI Undergraduate Business Exit Survey. Student satisfaction in our areas of focus has steadily increased since we began assessing in 2002, with one exception. Satisfaction with university placement and career services dropped between 2009 and 2012. This is not surprising, because the University has significantly reduced its services in this area due to budgetary cuts. The College has taken measures to address this need with the creation of a one-unit course, Business Professionalism. As part of the course, students will learn to create professional resumes and cover letters, further develop their interviewing skills, and improve their self-awareness so that they can target career opportunities that align with their knowledge and skill sets.

The CBA surveyed its alumni using the EBI alumni survey in spring 2008 and spring 2011. Our 2011 results reveal significant improvement since 2001 in alumni satisfaction with the opportunities for volunteer activities, internships, and participation in student organizations provided by the College. We believe that this results largely from the implementation of the Student Success Center within the College along with the efforts of the faculty advisers who work with the CBA's student organizations. We also note that we compared favorably with our Carnegie class in student satisfaction regarding the perceived effectiveness of the skills training received at CSU Stanislaus.

Undergraduate Assessment and Continuous Improvement Plans for the Future

Supplemental BAT Questions
In 2010-2011, the CBA faculty agreed to review closely the system-wide BAT to determine whether or not it provides sufficient evidence of our students' business knowledge (LO1) and whether it aligns with those topics we consider most important for our students to understand by the time they exit our program. During spring 2011, the faculty within each discipline developed lists of the core concepts that they consider essential for every business student to understand and apply. The BAT was significantly revised for 2011. In spring 2012, faculty within each discipline compared their lists of essential knowledge with the topics assessed on the revised BAT to determine areas of congruence and to find which essential topics may not be assessed adequately. As noted earlier, the Undergraduate Assessment Committee had developed supplemental statistics questions for the BAT that were finalized in fall 2011. During fall 2012, the faculty is developing additional supplemental questions to be included in the BAT to be administered to students on a cyclical basis beginning in 2013.

Timing of Assessment Measures
Ideally, it would be best to assess how well our program succeeds in attaining its learning objectives when students have completed the entire curriculum. However, within the core undergraduate program, only one course is consistently taken during a student's last semester - Business Policy, our capstone course. The course has significant content and extensive time demands; hence, it is not easily adapted to handle the CBA's culminating assessment needs. Consequently, we have developed and are in the process of implementing a one-unit course called Business Professionalism, which will be required of all students during their final semester in the undergraduate program. The course will provide each student with guidance and skills to support the student's professional transition. To provide the CBA with direct evidence of student learning at the time when students are ready to complete their undergraduate business studies, assessment measures of all program learning objectives will be embedded in this course's assignments and exams. Students will be provided with individual assessment results and the class will discuss opportunities for further development of the assessed knowledge and skills. Upon graduating, we hope that students will recognize that their educational journey has just begun and is an ongoing, life-long process.

The CBA offers the Master of Business Administration (MBA) degree programs in three different formats to accommodate the diverse characteristics and needs of MBA students. The original stateside MBA program has been offered since 1972 and is provided with state support although students pay tuition and fees as well. The state-support MBA program is taught in face-to-face evening classes, and students can complete the program at their own pace.

The Executive MBA (EMBA) program was first offered in 2007, and the Online MBA (OMBA) program is first offered in fall 2012. The EMBA and OMBA programs are self-support through University Extended Education in that student fees and tuition are intended to cover the entire program cost. 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 including Tracy, Modesto, and Stockton as well as Turlock. In 2013, the ninth cohort is scheduled to start. 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. It serves students who are busy business professionals who need to be able to study at their own time and place.

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 three MBA programs strive to help prepare MBA students for management/leadership roles in organizations and career advancement in their chosen fields. The MBA programs deliver an advanced, professional education for managers of business, non-profit, and government organizations, and provide students the opportunity to acquire knowledge and skills essential to mid-level management and career advancement.

Model of Curriculum Assessment for the MBA, EMBA, and OMBA Programs

The faculty in our three MBA programs is committed to student learning and curriculum improvement, and the assessment of each program's learning goals and outcomes remain of utmost importance in the continuous improvement of the MBA curriculum. As indicated in Figure V-1 below (Model of the curriculum assessment process for the three MBA programs), the assessment of our three MBA programs is an ongoing process aimed at understanding and improving student learning. Learning goals that are consistent with our mission are established, and these goals are translated into observable objectives. We align the individual MBA core curriculum with the goals. We conduct direct assessment of learning for the purposes of improving curricula. We gather data, analyze, and interpret assessment data to determine how student performance matches expectations and standards, and we use the assessment results to improve the curriculum. We nurture a culture dedicated to assuring and improving student learning.

The next three sections elaborate the assurance of learning (AOL) for each of our three MBA programs: stateside MBA, EMBA, and OMBA.
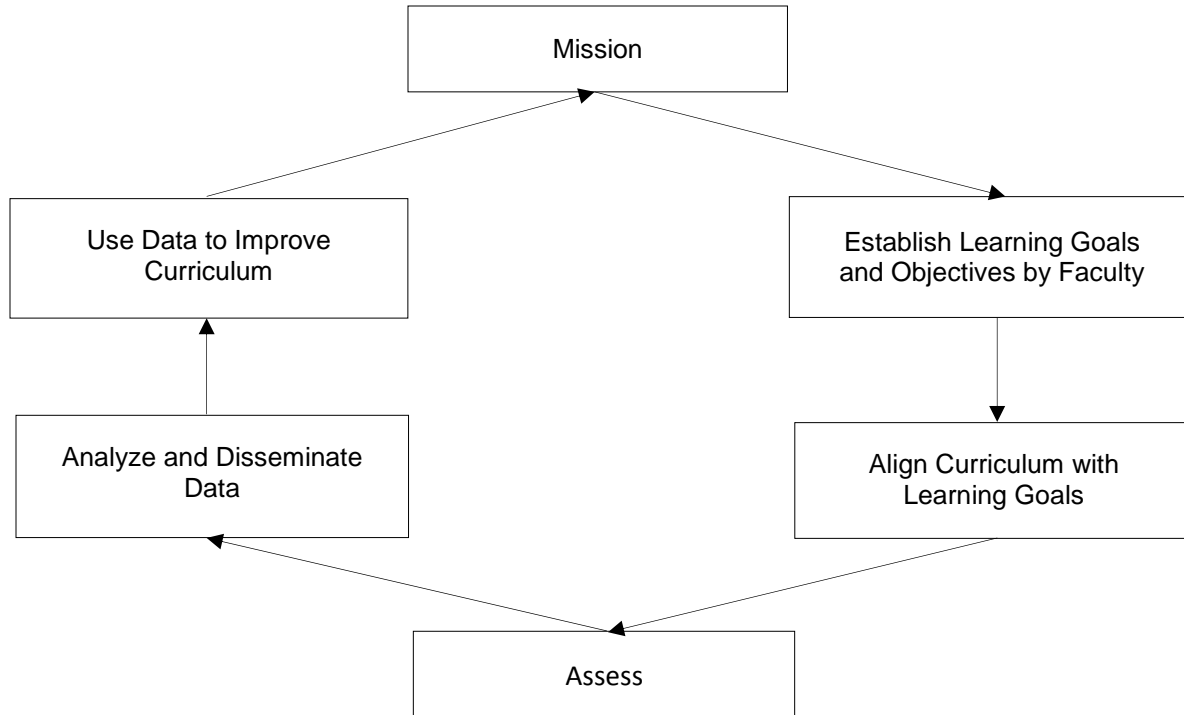
```
                          ┌──────────────────┐
                          │     Mission      │
                          └──────────────────┘
                           ▲                ▲
                          ╱                  ╲
                         ╱                    ╲
     ┌──────────────────┐                      ┌──────────────────────┐
     │ Use Data to Improve │                   │ Establish Learning Goals │
     │    Curriculum      │                    │ and Objectives by Faculty │
     └──────────────────┘                      └──────────────────────┘
           ▲                                              │
           │                                              ▼
     ┌──────────────────┐                      ┌──────────────────────┐
     │ Analyze and Disseminate │               │   Align Curriculum with  │
     │      Data         │                      │    Learning Goals      │
     └──────────────────┘                      └──────────────────────┘
              ▲                                         ╱
               ╲                                       ╱
                ╲                                     ╱
                 ┌──────────────────┐
                 │      Assess      │
                 └──────────────────┘
```

Figure V-1. Model of the curriculum assessment process for the three MBA programs

┌─────────────────────────────────┐
│   ♦   **Stateside MBA (MBA)**   │
└─────────────────────────────────┘

The MBA program is a 33 credit hour, self-paced program with seven core classes and three electives. The traditional, state-support evening MBA program currently has 93 active students, although not all enroll in classes every semester. Classes are offered Monday through Friday evenings with core MBA classes offered every fall and spring semester and each elective course offered somewhat less frequently. Classes average 25-30 students. Ten full-time and four part-time faculty are actively engaged in the MBA program.

The assurance of learning (AOL) process has been centralized and is coordinated from the office of the Director of the MBA program, Dr. Randall Brown. The MBA AOL Committee meets on a regular basis to discuss learning goals/objectives and assessment methods/results/data. The Committee and the teaching faculty regularly assess the achievements and progress of the students in the MBA program. Dr. Kim Tan leads the MBA assessment effort as Director of Graduate Assurance of Learning. Importantly, the MBA faculty, department chairs, and the Dean have provided the necessary energy, expertise, and enthusiasm to nurture our culture of assessment.

Stateside MBA Learning Goals and Objectives

Considering the curriculum, MBA student exit survey results, discussions with stakeholders, and the college mission, the faculty of the College identified the following learning goals as most important for the stateside MBA program graduates:

MBA Learning Goal 1:   Students will have the advanced knowledge of the business disciplines (management, marketing, operations management, management, accounting, finance, and information systems management) and apply the knowledge in new and unfamiliar

circumstances. *Note: MBA LG1 is similar to the university learning goal #1 and AACSB Std. 18.*
Learning Objective 1: Students will demonstrate understanding of each functional area in a strategic management case.

MBA Learning Goal 2: Students will demonstrate advanced oral and written communication skills.
Note: MBA LG2 is similar to the university learning goal #6.
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.
Note: MBA LG3 is similar to the university learning goal #2 and AACSB Std. 18.
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.
Note: MBA LG4 is similar to the university learning goal #3 and AACSB Std. 15 & 18.
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.
Note: MBA LG5 is similar to the university learning goal #4 and AACSB Std. 18.
Learning Objective 5: Students will analyze management issues from a global perspective.

MBA Learning Goal 6: Students will be ethically conscious decision makers.
Note: Ethics in not listed as a university learning goal, but is part of AACSB Std. 15.
Learning Objective 6: Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.

Matching Learning Goals to Curriculum in the Stateside MBA Program

As seen in Table V-4 (stateside MBA Core Curriculum), the stateside MBA core curriculum covers all relevant business fields.

Table V-4
Stateside MBA Core Curriculum

Core Courses	
ACC 5110	Accounting (3 units)
CIS 5620	Computer Information Systems (3 units)
FIN 5210	Managerial Finance (3 units)
MGT 5310	Business Organization, Theory, and Behavior (3 units)
MKT 5410	Market Management (3 units)
OM 5630	Seminar in Quality and Productivity Management (3 units)
MGT 5900	Integrated Business Strategy and Capstone Course (6 units)

All stateside MBA students also must complete either a comprehensive exam (0 units) or a Project (3 units). The majority of the students opt to take the comprehensive exam.

To ensure that the stateside MBA core curriculum addresses its learning goals, the stateside MBA faculty carefully determined where and to what degree each learning goal is addressed in the stateside MBA core curriculum. This critical process involved all MBA faculty. Table V-5 (Stateside MBA Curriculum Map) details where each learning objective is addressed in the core course curriculum. This table shows

Table V-5
Stateside MBA Curriculum Map

Learning Goal (LG)	Learning Objective (LO)	Where Assessed	Coverage in the Core Curriculum (Mi= Minor, Mo = Moderate, Ex = Extensive)						
			ACC 5110	CIS 5620	FIN 5210	MGT 5310	MKT 5410	OM 5630	MGT 5900
LG1: Students will have the advanced knowledge of the business disciplines (management, marketing, operations management, management accounting, finance, and information systems management) and apply the knowledge in new and unfamiliar circumstances.	**LO1:** Students will demonstrate understanding of each functional area in a strategic management case.	Comp. Exam	Ex	Ex	Ex	Ex	Ex	Ex	Ex
LG2: Students will demonstrate advanced oral and written communication skills.	**LO2a:** Students will effectively present business analyses and recommendations through oral forms of communication.	MGT 5310 and/or MKT 5410	Mi	Ex	Mi	Ex	Mo	Mo	Ex
	LO2b: Students will effectively present business analyses and recommendations through written forms of communication.	Comp. Exam	Mo	Ex	Mo	Ex	Mo	Mo	Ex
LG3: Students will think critically by adapting and innovating to solve business problems.	**LO3:** Students will analyze complex business situations and develop and implement effective solutions to the business problems.	Comp. Exam	Ex	Mo	Ex	Ex	Mo	Mo	Ex
LG4: Students will work collaboratively with others in group projects, and have the capacity to lead in an organizational setting.	**LO4:** Students will effectively participate and contribute in a team-based environment.	MGT 5900	Mo	Ex	Mo	Mo	Mo	Mo	Ex
LG5: Students will have awareness of global perspectives.	**LO5:** Students will analyze management issues from a global perspective.	MGT 5900 and/or Comp. Exam	Mi	Mo	Mi	Mi	Mi	Mi	Ex
LG6: Students will be ethically conscious decision makers.	**LO6:** Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.	MGT 5900	Mi	Mi	Mi	Mo	Mi	Mi	Ex

Table was updated in the MBA Faculty Meeting on 12/2/11. LG5's LO1 was updated on 1/27/2012 at the Faculty Retreat.

that the work students are doing in specific classes supports 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. Students are engaged in critical thinking through case analyses and/or simulations; most 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.

Stateside MBA Assessment: When and Where

Assessment occurs mainly in the capstone course MGT 5900 and by means of the comprehensive exam. Table V-6 (MBA Assessment When, Where, Results, and Recommendations) below show the details of the assessment of the learning objectives. Three learning objectives have been separately assessed each semester since 2008-2009 in the comprehensive exam: LO1 - *Core Knowledge, LO2b - Written Communication*, and LO3 - *Critical Thinking.* The remaining objectives are assessed within the context of the capstone course, MGT 5900, currently taught by Dr. Randall Harris.

The MBA comprehensive exam also is used to collect assessment data. The comprehensive exam is a final component of the MBA program for most students although a few opt to complete a comprehensive project instead. The exam contents were designed to assure integration of MBA business core knowledge (LO1), writing effectiveness (LO2b), and critical thinking (LO3). To motivate students, we tied the direct assessment to the comprehensive exam grade by using embedded course assessment. Thus, the comprehensive exam was evaluated four times: once according to the faculty's criteria for a comprehensive exam grade, and three other times according to the faculty's criteria for LO1, LO2b, and LO3. Each student's comprehensive exam was graded on a pass/fail basis by three graders (who are stateside MBA professors in Strategy and Management). With regard to Learning Objective 1, each grader performed an independent evaluation of each student's performance by answering the question:

"To what extent does the MBA candidate demonstrate an understanding of and skill in the areas listed below appropriate for a graduate of the MBA program at CSU Stanislaus?"

Each rater used a seven-point Likert scale, with 1 being the lowest score, and 7 being the highest score, to review each student's comprehensive exam with regard to how the student performed in the 4 areas of (a) finance, (b) marketing, (c) operations, and (d) strategy. Then, the average of these four area scores was calculated and it constituted the learning objective score for each student from each rater. After each rater had assessed all the students, then the scores from all raters were averaged for each student to determine the LO1 score for that student. Similarly, the average of the three raters' scores determined individual student scores for LO2b and LO3.

In addition to collecting assessment data from the comprehensive exam, Dr. Harris uses rubrics in his assessment activities. Some of these rubrics were adapted from other universities, and we are developing our own in-house rubrics as part of our continuous improvement efforts. See Appendix 24 Stateside MBA and OMBA Assessment Rubrics for stateside MBA rubrics.

Stateside MBA Assessment: Methods, Results, and Recommendations

Table V-6 (Stateside MBA Assessment When, Where, Results, and Recommendations) on the previous page summarizes the assessment results for the MBA program. Full details of the data collection methods, data analyses, summary results, and recommendations for each learning goal and objective are kept in the stateside MBA AOL Folder/Appendix that is kept in the MBA office. As shown in Table V-6, a benchmark or performance standard of 80% is used; if 20% or more of our students did not meet expectations, then that is a signal that we need to focus on that particular learning goal. Table V-6 also shows that the focus was initially on improving outcomes for LO1 - Core Knowledge and LO3 - Critical Thinking through the use of more case studies in some MBA courses. Current efforts focus on improving outcomes for LO6 - Ethics.

Table V-6
Stateside MBA Assessment When, Where, Results, and Recommendations

Learning Goal (LG)	Learning Objective (LO)	Where Assessed	When Assessed	N	% of Students Who Met Expectations	Performance Standard	Recommendations or Actions Taken
LG1: Students will have the advanced knowledge of the business disciplines (management, marketing, operations management, management accounting, finance, and information systems management) and apply the knowledge in new and unfamiliar circumstances.	**LO1:** Students will demonstrate understanding of each functional area in a strategic management case.	Comp. Exam	Fall 2008 Spring 2009 Fall 2009 Spring 2010 Fall 2010 Spring 2011 Fall 2011 Spring 2012	10 25 20 29 18 24 9 24	90% 88% 70% 83% 14/18 =78% 22/24 = 92% 6/9=67% 22/24=92% Fall 2012	80%	F09 - S10: More case studies to be incorporated into Finance FIN 5210 and Strategy MGT 5900. F10- S11: The average for year is above 80%, so no action needed. 7/12 MBA faculty decided no action needed for now.
LG2: Students will demonstrate advanced oral and written communication skills.	**LO2a:** Students will effectively present business analyses and recommendations through <u>oral</u> forms of communication.	MGT 5310 and/or MKT 5410, or MGT 5900	Fall 2011 (MGT 5900); Fall 2011 (MGT 5310); Spring 2012 (MGT 5900)	13 30 24	92% 100% 92% Next Fall 2014	80%	F11: No action needed, but just to collect another round of data in S12; S12: 7/12 MBA faculty again decided no action needed for now.
	LO2b: Students will effectively present business analyses and recommendations through <u>written</u> forms of communication.	Comp. Exam	Fall 2008 Spring 2009 Fall 2009 Spring 2010 Fall 2010 Spring 2011 Fall 2011 Spring 2012	10 25 20 29 18 24 9 24	100% 100% 85% 100% 17/18 = 94% 23/24 = 96% 8/9=89% 23/24=96% Fall 2012	80%	So far, no action needed. 7/12 MBA faculty again decided no action needed for now.
LG3: Students will think critically by adapting and innovating to solve business problems.	**LO3:** Students will analyze complex business situations and develop and implement effective solutions to the business problems.	Comp. Exam	Fall 2008 Spring 2009 Fall 2009 Spring 2010 Fall 2010 Spring 2011 Fall 2011 Spring 2012	10 25 20 29 18 24 9 24	100% 92% 75% 73% 14/18 = 78% 20/24 = 83% 5/9=56% 19/24=79% Fall 2012	80%	F09 - S10: More case studies and financial analysis to be incorporated into Finance FIN 5210 and Strategy MGT 5900; 7/12 MBA faculty decided no action needed for now.
LG4: Students will work collaboratively with others in group projects, and have the capacity to lead in an organizational setting.	**LO4:** Students will effectively participate and contribute in a team-based environment.	MGT 5900	Fall 2011 Spring 2012	13 24	81% 83% Fall 2014	80%	F11: No action needed, but just to collect another round of data in S12; S12: MBA faculty decided (7/12) no action needed for now.
LG5: Students will have awareness of global perspectives.	**LO5:** Students will analyze management issues from a global perspective.	Comp. Exam or MGT 5900	Spring 2011 (Comp. Exam) & Fall 2011 (Comp Exam) & Fall 2011 (MGT 5900) & Spring 2012 (Comp Exam) & Spring 2012 (MGT 5900)	24 9 12 24 24	17/24 = 71% 7/9=79% 10/12 = 83% 21/24=88% 23/24 = 96% Fall 2014	80%	F11: Will look for better rubric; 1/27/12 - Faculty approved to modify wording to "Students will understand management issues from a global perspective;" 7/12 - MBA faculty decided to improve rubric.
LG6: Students will be ethically conscious decision makers.	**LO6:** Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.	MGT 5900	Fall 2011 Spring 2012	12 23	9/12 = 75% 15/23=65.2% Spring 2013	80%	F11: The MBA faculty will further discuss this at our next faculty meeting; 7/12 Dr. Harris plans to write a case with ethics tool list for use in assessment.

Table updated at MBA Faculty Meeting 12/2/11. LG5's LO1 updated 1/27/12 at Faculty Retreat. MBA Faculty decided 7/12 to continue to improve rubrics.

The MBA faculty recently decided at the July 2012 meeting to work on improving our assessment rubrics, starting with the Ethics rubric. See Appendix 24 (Stateside MBA and OMBA Assessment Rubrics) for stateside MBA rubrics. Consistent with our Model of Curriculum Assessment (Figure V-1), this effort to achieve continuous improvement in the MBA evaluation instruments and methods involves the MBA Assurance of Learning Committee, MBA Faculty Advisory Committee, and college faculty.

Stateside MBA Assurance of Learning Schedule

The plan is to assess twice every five years. Table V-6 (Stateside MBA Assessment When, Where, Results, and Recommendations) shows the next scheduled assessment dates. In fall 2012, Dr. Harris plans to write a case with an ethics tool list for use in assessment, to improve the ethics rubric, and to re-assess ethics in his stateside MGT 5900 course. During fall 2012, Dr. Randall Brown, the Director of the stateside MBA Program, will assess three learning objectives: LO1 - *Core Knowledge*, LO2b - *Written Communication*, and LO3 - *Critical Thinking*. Dr. Randall Harris will assess the rest of the learning objectives in his MBA capstone MGT 5900 course in fall 2014.

♦ **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 persons in middle to upper-level management positions and is intended for managers and professionals working in private corporations, non-profit organizations, the public sector, and small businesses. Each August, a new cohort starts the program. The current cohort has 31 students, and cohort enrollment has ranged from 19-31 students. Classes meet all day Saturday and are structured in 9-week modules of two 3-unit classes per module. Ten full-time, academically qualified, tenure-track and two part-time, professionally qualified faculty are actively engaged in this program.

Dr. Randall Harris is the Director of the EMBA program, and the assurance of learning process has been centralized and is coordinated with the CBA's Director of Graduate Assurance of Learning, Dr. Kim Tan. The EMBA Assurance of Learning (AOL) committee meets on a regular basis to discuss learning goals/objectives and assessment methods/results/data. The EMBA faculty regularly assesses the achievements and progress of the EMBA program in fulfilling our mission. The EMBA faculty, department chairs, and the Dean are very active in nurturing our culture of assessment.

EMBA Learning Goals and Objectives

Considering the curriculum, EMBA student exit survey results, discussions with stakeholders, and the college mission, the faculty of the College identified the following learning goals (LG) and learning objectives (LO) as most important for the EMBA graduates.

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 Objective 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 of doing business in a global environment.
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.

Matching Learning Goals to Curriculum in the EMBA Program

The EMBA core curriculum covers all relevant business fields as listed in Table V-7 (EMBA Core Curriculum and Electives) below.

Table V-7
EMBA Core Curriculum and Electives

Core	Core Courses	Unit(s)
Bus 5000	Introduction to the EMBA	1 unit
Bus 5100	Executive Management Accounting	3 units
Bus 5150	Leading Through Technology	3 units
Bus 5200	Strategic Finance for Executives	3 units
Bus 5250	Leading and Managing People for Success	3 units
Bus 5300	Strategic Leadership in Marketing	3 units
Bus 5350	Supply Chain Management	3 units
Bus 5400	Managing for Strategic Advantage in a Global Market	3 units
Bus 5450	Best Practices in Leadership	3 units
Bus 5500	Executive Strategic Leadership in Management	3 units
Bus 5960	Individual Project	3 units
Electives	**Elective Courses**	
Bus 5600	Global Business Strategy	3 units
Bus 5650	Current Topics in Legal/Ethical Issues in Business	3 units
Bus 5700	Crafting the Lean Business Enterprise	3 units
Bus 5750	Leading High-Performance Teams	3 units

To ensure that the EMBA core curriculum addresses the learning goals, the faculty carefully determined where and to what degree each learning goal is addressed in the EMBA core curriculum. All EMBA and college faculty were involved in this critical process. Table V-8 (EMBA Curriculum Map) 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/or simulations engage students' critical thinking throughout the curriculum, and most of these cases relate to global companies and issues. Teamwork opportunities also occur throughout the curriculum. Table V-8 (EMBA Curriculum Map) shows that assessment is done mainly in five of the courses: BUS 5450, BUS 5750, BUS 5100, BUS 5400, and BUS 5500.

Table V-8
EMBA Curriculum Map

			Coverage in the Core Curriculum (Mi = Minor, Mo = Moderate, Ex = Extensive)														
			Core										Electives				Indiv. Project
Learning Goal (LG)	**Learning Objective (LO)**	**Where Assessed**	BUS 5000	BUS 5100	BUS 5150	BUS 5200	BUS 5250	BUS 5300	BUS 5350	BUS 5400	BUS 5450	BUS 5500	BUS 5600	BUS 5650	BUS 5700	BUS 5750	BUS 5960
LG1: Students will have the ability to lead in dynamic organizational situations	**LO1:** Students will analyze and demonstrate leadership principles and their applications.	BUS 5450 or BUS 5750	Ex	Mi	Mi	Mi	Mi	Mi	Mi	Mi	Ex	Mo	Mi	Mo	Mi/Mo	Ex	Ex
LG2: Students will have the ability to identify and analyze complex managerial problems and opportunities in dynamic environments using an interdisciplinary approach.	**LO2:** Students will analyze complex managerial problems using an interdisciplinary approach.	BUS 5750	Mi	Mi	Ex	Ex	Mo	Mi	Mo	Mo	Mi	Ex	Ex	Mi	Mi	Mo	Ex
LG3: Students will have awareness of and a personal philosophy toward ethical business practices.	**LO3:** Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.	BUS 5100	Mi	Ex	Mo	Mi	Mo	Mo	Mo	Mo	Mo	Mi	Mo	Ex	Mi/Mo	Mo	Ex
LG4: Students will have the ability to identify and articulate the risks and opportunities for all stakeholders of doing business in a global environment.	**LO4:** Students will analyze management issues from a global perspective.	BUS 5400	Mi	Mi	Mi	Mi	Mo	Mo	Mo	Mo	Mo	Mi	Ex	Mi	Mi	Ex	Ex
LG5: Students will work collaboratively in teams.	**LO5:** Students will effectively participate and contribute in a team-based environment.	BUS 5500	Mi	Mo	Ex	Mo	Ex	Mo	Mo	Mo	Mi	Ex	Mi	Mo	Ex	Ex	Ex

Table V-9
EMBA Assessment When, Where, Results, and Recommendations

Learning Goal (LG)	Learning Objective (LO)	Where Assessed	When Assessed	N	% of Students Who Met Expectations	Performance Standard	Recommendations or Actions Taken
LG1: Students will have the ability to lead in dynamic organizational situations	**LO1**: Students will analyze and demonstrate leadership principles and their applications.	BUS 5750	8/2011 (End of program Cohort 6)	21	52%	80%	Testing in BUS 5450 is too early in the program for students to gain proficiency in leadership skills. Will test Cohort 8 at the end of program.
		BUS 5450	10/2011 (Beginning of program Cohort 7)	16	38%	80%	
LG2: Students will have the ability to identify and analyze complex managerial problems and opportunities in dynamic environments using an interdisciplinary approach.	**LO2:** Students will analyze complex managerial problems using an interdisciplinary approach.	BUS 5750	8/2011 (End of program Cohort 6)	18	61%	80%	Students are performing well. No need to make changes in program relating to this learning goal.
		BUS 5750	6/2012 (End of program Cohort 7)	20	75%	80%	
LG3: Students will have awareness of and a personal philosophy toward ethical business practices.	**LO3:** Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.	BUS 5100	10/2011 (End of program Cohort 6)	11	44%	80%	Take proposal to faculty to make the ethics class a "required" course. Students did not have an ethics class in either of these two cohorts. In 8/12, the faculty decided to offer an Ethics Elective course in the next two cohorts, and to assess this objective in that course.
			3/2012 (Middle of program Cohort 7)	29	66%	80%	
LG4: Student will have the ability to identify and articulate the risks and opportunities for all stakeholders of doing business in a global environment.	**LO4:** Students will analyze management issues from a global perspective.	BUS 5400	10/2011 (End of program Cohort 6)	24	88%	80.00%	No action needed.
			5/2012 (Middle of program Cohort 7)	24	79%	80.00%	
LG5: Students will work collaboratively in teams.	**LO5:** Students will effectively participate and contribute in a team-based environment.	BUS 5500	4/2011 (Middle of program Cohort 6)	30	50%	80.00%	Earlier in course review teamwork fundamental with students.
			10/2012 (End of the program Cohort 7)	29	90%	80.00%	No action needed.

EMBA Assessment: When and Where

Assessment of the five learning goals and objectives is embedded in the coursework. Table V-9 (EMBA Assessment When, Where, Results, and Recommendations) below shows when and where the learning goals and objectives are assessed.

As seen in Table V-9, LO1 has been assessed twice, once in BUS 5750 - Leading High Performance Teams (which is an elective), and once in BUS 5450 - Best Practices in Leadership. BUS 5750 was voted by the cohort as one of their elective courses. Once voted, all students in the cohort participate in the chosen electives. That is, the cohort votes for the desired electives at the beginning of the 15-month program and the two electives with the most votes are scheduled in the second to the last module. The assessment data is collected using a case study and students' written essay reports and performance is evaluated using a rubric. See Appendix 25 for EMBA assessment rubrics.

EMBA LO2 has been assessed twice, both times in BUS 5750 - Leading High Performance Teams. As an elective, this class is taught toward the end of the program. The data is collected using a case study and students' written essay reports. Student performance is evaluated using a rubric. See Appendix 25 for EMBA assessment rubrics.

EMBA LO3 has been assessed twice, both times in BUS 5100 - Executive Management Accounting. This class is taught typically toward the middle of the fifteen month program. The class is shown the video: "Enron: The Smartest Guys in the Room" and then the students are asked to write answers to five short essay questions. The students' responses are then evaluated using a rubric. See Appendix 25 for EMBA assessment rubrics.

EMBA LO4 has been assessed twice, both times in BUS 5400 - Managing for Strategic Advantage in a Global Market. This class is taught typically toward the middle of the fifteen month program. The data is collected using a comprehensive case study and students' written essays. A rubric is used in evaluating student performance. See Appendix 25 for EMBA assessment rubrics.

EMBA LO5 has been collected twice, both times in BUS 5500 - Executive Strategic Leadership Management. This class is typically one of the very last classes to be taught during the fifteen month program. As this assessment involves observing a student's performance during team interaction, the professor walks around 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 professor walks around and does these evaluations on three different class occasions and then summarizes his/her observations. See Appendix 25 for EMBA assessment rubrics.

EMBA Assessment: Methods, Results, and Recommendations

Table V-9 (EMBA Assessment When, Where, Results, and Recommendations) shows the assessment results. We use a benchmark or performance standard of 80%; if 20% or more of our students did not meet expectations, then that is a clear signal that we need to focus on that particular learning goal.

Table V-9 (EMBA Assessment When, Where, Results, and Recommendations) summarizes the results of the outcome assessments and the suggested areas for improvement.

EMBA Learning Goal 1 - Leadership Skills. This LG has been assessed twice, in two different cohorts, and student performance did not meet expectations. Student performance decreased significantly in Cohort 7. The Director and faculty have discussed this and believe that this learning goal was assessed too early in the program. During Cohort 8, this LG will not be assessed until much later in the program, allowing the students more time to acquire a strong foundation of knowledge relating to leadership skills.

EMBA Learning Goal 3 - Ethical and Social Responsibility. The Director and the faculty have been carefully monitoring student performance related to this learning goal. Two separate outcome assessments have been completed with two different cohorts, and student performance did not meet expectations. Therefore, the EMBA faculty believe that the CBA should revise the required EMBA courses to include an Ethics and Social Responsibility course. In this way students would receive more in depth opportunities for analysis and reflection on ethical dilemmas faced by organizations. A proposal to include an Ethics course as a requirement in the EMBA was discussed with the CBA faculty in fall 2012. It was agreed, by the faculty that the EMBA elective, BUS 5650 - Current Topics in Legal/Ethical Issues in Business, would be taught during both cohorts 8 and 9. Faculty will re-measure Learning Goal 3 in both cohorts 8 and 9 to determine if completion of BUS 5650 improves student performance.

EMBA Learning Goal 5 - Collaborative and Teamwork Skills. This LG has been assessed twice, in two different cohorts. In cohort 6, student performance did not meet expectations. The faculty decided that providing a better foundation of teamwork fundamentals earlier in the course may improve student performance. This LG was then re-measured in fall 2012 using cohort 7. This time around, the assessment was done at the end of the semester and the results were favorable. The faculty decided that no further action was needed.

EMBA Assurance of Learning Schedule

The EMBA faculty met in July 2012 to discuss the results of the recent AOL outcomes and to determine how often to re-assess. They all agreed that they would like to assess during each new cohort. Therefore, the next round of assessments will occur during 2013 as seen in Table V-9 (EMBA Assessment When, Where, Results, and Recommendations) below.
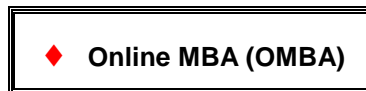
♦ **Online MBA (OMBA)**

A self-support Online MBA (OMBA) Program has been offered since fall 2012. Dr. Randall Harris is the Director of the OMBA program and has contributed significantly to the program's successful development. The OMBA content is similar to the traditional MBA (see Table V-4 – Stateside MBA Core Curriculum), except that the OMBA is delivered fully online rather than in a traditional classroom setting. 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. This student can benefit from the convenience of online classes over face-to-face classes.

The OMBA program will meet or exceed AACSB standards for program quality. To achieve this, the CBA affirms the following qualifications for the OMBA faculty:
- The faculty member is certified to teach online; the faculty member, in lieu of such certification, may present evidence of other substantive training and/or experience qualifying him/her for online instruction to be considered at the discretion of the OMBA Director. The Sloan Consortium Online Teaching Certificate is the preferred method to certify for online instruction. Faculty under consideration for appointment must make his/her course materials available to the Director or his/her designee.
- The faculty member is AQ or PQ, per current AACSB guidelines, in their area of expertise.
- The faculty member commits to participating in the assessment of student learning in their online classroom. Online assessment of student learning will be coordinated by the OMBA Director.
- The faculty member agrees to a periodic evaluation of the online course, per university guidelines.

The primary learning management system for online course delivery of our OMBA program is Blackboard, which is fully supported on the CSU Stanislaus campus. Alternate systems such as Moodle, may be used after consultation with the OMBA Director Dr. Harris, and the faculty member's department chair. That is,

an experimental instance of Moodle is currently supported on the CSU Stanislaus campus. Regardless of the delivery platform (i.e., Blackboard, Moodle, or other) the course should be readily accessed by all enrolled students in the course. If the instructor utilizes a platform other than those provided by CSU Stanislaus, it is the instructor's duty to verify its compliance with University standards and current ADA guidelines.

OMBA Learning Goals and Objectives

The learning goals and objectives of the OMBA are the same as those in the stateside MBA program that were presented earlier.

Matching Learning Goals to Curriculum in the OMBA Program

Although the OMBA core curriculum reflects the traditional MBA program, many of the courses are taught by different MBA faculty. To ensure that the OMBA core curriculum adequately addresses the learning goals, the OMBA faculty carefully determined where and to what degree each learning goal will be addressed in the OMBA core curriculum. Table V-10 (OMBA Curriculum Map) shows the learning objectives and where each objective will be addressed in the OMBA core course curriculum. It shows that the work students will be doing in one or more classes support the achievement of the learning goals, which in turn leads to greater probability of student success. Students will be assigned written projects throughout the curriculum, and they will make oral presentations using appropriate Internet tools throughout the curriculum; thus, written and oral communication opportunities occur throughout the curriculum. Students are expected to be engaged in critical thinking throughout the curriculum through case analyses and/or simulations; most of which relate to global companies and issues. Students can participate in class discussions using the discussion forum feature in the learning management system. Teamwork opportunities (for example, using wiki and other forms of group work) also can be made available and will occur throughout the curriculum. Table V-10 (OMBA Curriculum Map) shows that assessment will be done in some of the core classes as well as in the capstone course MGT 5900. Some assessment also may occur using the comprehensive exam.

OMBA Assessment: When and Where

Table V-11 (OMBA Assessment When, Where, Results, and Recommendations) below shows that the AOL in the OMBA is similar to the AOL in the stateside MBA. Assessment will be conducted in the comprehensive exam and in some of the core classes. Assessment will be done twice every five years.

OMBA Assessment: Methods, Results, and Recommendations

This portion of the AOL will be similar to what is currently done in the stateside MBA program. Due to newness of the program, no results are shown.

OMBA Assurance of Learning Schedule

The dates of assessment also are shown in Table V-11 (OMBA Assessment When, Where, Results, and Recommendations).

The following Section VI discusses the development of the new OMBA program from the initial idea in spring 2009 until admitting the first students in fall 2012.

Table V-10
OMBA Curriculum Map

Learning Goal (LG)	Learning Objective (LO)	Where Assessed	Coverage in the Core Curriculum (Mi= Minor, Mo = Moderate, Ex = Extensive)						
			ACC 5110	CIS 5620	FIN 5210	MGT 5310	MKT 5410	OM 5630	MGT 5900
LG1: Students will have the advanced knowledge of the business disciplines (management, marketing, operations management, management accounting, finance, and information systems management) and apply the knowledge in new and unfamiliar circumstances.	**LO1:** Students will demonstrate understanding of each functional area in a strategic management case.	Comp. Exam	Ex	Ex	Ex	Ex	Ex	Ex	Ex
LG2: Students will demonstrate advanced oral and written communication skills.	**LO2a:** Students will effectively present business analyses and recommendations through oral forms of communication.	MGT 5310 and/or MKT 5410 or MGT 5900	Mi	Ex	Mi	Ex	Mo	Mo	Ex
	LO2b: Students will effectively present business analyses and recommendations through written forms of communication.	Comp. Exam	Mo	Ex	Mo	Ex	Mo	Mo	Ex
LG3: Students will think critically by adapting and innovating to solve business problems.	**LO3:** Students will analyze complex business situations and develop and implement effective solutions to the business problems.	Comp. Exam	Ex	Mo	Ex	Ex	Mo	Mo	Ex
LG4: Students will work collaboratively with others in group projects, and have the capacity to lead in an organizational setting.	**LO4:** Students will effectively participate and contribute in a team-based environment.	MGT 5900	Mo	Ex	Mo	Mo	Mo	Mo	Ex
LG5: Students will have awareness of global perspectives.	**LO5:** Students will analyze management issues from a global perspective.	MGT 5900 and/or Comp. Exam	Mi	Mo	Mi	Mi	Mi	Mi	Ex
LG6: Students will be ethically conscious decision makers.	**LO6:** Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.	MGT 5900	Mi	Mi	Mi	Mo	Mi	Mi	Ex

Table V-11
OMBA Assessment, When, Where, Results, and Recommendations

Learning Goal (LG)	Learning Objective (LO)	Where Assessed	When Assessed	N	% of Students Who Met Expectations	Perfor-mance Standard	Recommendations or Actions Taken
LG1: Students will have the advanced knowledge of the business disciplines (management, marketing, operations management, management accounting, finance, and information systems management) and apply the knowledge in new and unfamiliar circumstances.	**LO1:** Students will demonstrate understanding of each functional area in a strategic management case.	Comp. Exam	Spring 2014			80%	
LG2: Students will demonstrate advanced oral and written communication skills.	**LO2a:** Students will effectively present business analyses and recommendations through <u>oral</u> forms of communication.	MGT 5310 and/or MKT 5410, or MGT 5900	Fall 2014			80%	
	LO2b: Students will effectively present business analyses and recommendations through <u>written</u> forms of communication.	Comp. Exam	Spring 2014			80%	
LG3: Students will think critically by adapting and innovating to solve business problems.	**LO3:** Students will analyze complex business situations and develop and implement effective solutions to the business problems.	Comp. Exam	Spring 2014			80%	
LG4: Students will work collaboratively with others in group projects, and have the capacity to lead in an organizational setting.	**LO4:** Students will effectively participate and contribute in a team-based environment.	MGT 5900	Fall 2014			80%	
LG5: Students will have awareness of global perspectives.	**LO5:** Students will analyze management issues from a global perspective.	Comp. Exam or MGT 5900	Fall 2014			80%	
LG6: Students will be ethically conscious decision makers.	**LO6:** Students will recognize and analyze ethical problems, and choose and defend solutions in business settings.	MGT 5900	Fall 2014			80%	

Section VI: Innovative and/or Exemplary Practices, Activities, and/or Programs

Online MBA Program: OMBA

Serious consideration regarding offering a fully online MBA program (OMBA) dates to spring 2009, when the idea was publicly discussed at the annual Recognition and Awards meeting of the College of Business Administration. Dean Linda Nowak joined the ongoing discussion when she came aboard in spring 2010, and the faculty formally met on the issue in March 2012.

As a preliminary step, a number of faculty attended the Sloan Consortium (Sloan-C) "Emerging Technologies in Online Learning Symposium" held in San Jose, July 20-23, 2010. Sloan-C is a not-for-profit entity composed of individuals, institutions, and organizations involved with integrating online learning into higher education. Sloan-C is dedicated to assisting institutions in improving the "quality, scale, and depth of their online programs according to their own distinct missions."

Immediately following this initial introduction to Sloan-C in 2010, ten CBA faculty proceeded to complete the Sloan-C training and certification program. Since that time, a number of the college's tenure/tenure track faculty, not only those directly involved in the OMBA, have completed or are enrolled in the certification program. More specifically, 12 tenured faculty members and one adjunct faculty member have completed or are currently enrolled in Sloan-C. In addition, faculty continue to participate in Sloan-C conferences and online training sessions including the 2012 Las Vegas conference, "Emerging Technologies for Online Learning," to refresh and update their skills. Sloan-C also partners with MERLOT (Multimedia Educational Resource for Learning and Online Teaching), a CSU program involved with producing many of their conferences and symposia.

While developing the required skill set and understanding among faculty who may not yet have attempted online instruction, the college prepared a feasibility study under the leadership of Dr. Randall Harris. The study, completed in August 2010, noted that, at that time, only two CSU campuses offered an entire MBA program online (although there were some individual MBA courses offered in the online format). The study recognized that while an OMBA would serve students both in and out of the CSU Stanislaus traditional service area; it would have to be competitive with other online opportunities on a national or even global basis. Thus, the study concluded, quality offerings and well-prepared faculty would be critical to success.

The extensive needs assessment efforts documented in the study revealed that potential students were receptive to an OMBA and would seriously consider enrolling contingent on the quality of the program. Potential students were clear that AACSB accreditation is an important indicator of the value of any program, including the potential OMBA.

The feasibility study was followed in May 2011, with a detailed marketing plan which has since been carried out. The marketing plan is based primarily on online marketing with the use of an excellent portal website and Google advertising to capture interest online. Publicity on National Public Radio (NPR), emails to alumni, flyers and postcards, notices in the *Central Valley Business Journal*, and other outlets all are used to augment the online outreach. The plan reiterates that the OMBA is modeled on the college's traditional MBA program envisioning a two-year program geared towards working professionals in CSU Stanislaus' service area. A goal of the program is the eventual offering of seven areas of specialization to include: accounting, international finance, human resources management, agricultural business, healthcare management, e-Commerce, and business sustainability.

The initial feasibility study set forward a series of eight recommendations (Table VI-1 - OMBA Feasibility Study Recommendations and Outcomes). With minor adjustments, the recommendations are being fulfilled. The OMBA program was successfully launched in fall 2012. Currently, there are eight students enrolled in the program and we are delivering three 3-unit courses to the students. Recruitment for the program is ongoing with a steady stream of academically-qualified student inquiries. We anticipate healthy admissions for spring 2013.

Table VI-1
OMBA Feasibility Study Recommendations and Outcomes

Recommendations	Outcomes
Development of an online MBA (OMBA) proposal for the CBA.	An OMBA was developed and is in place.
Sloan Consortium (Sloan-C) certification as the basis for faculty qualification to teach in the OMBA.	OMBA teaching faculty and others have completed or are completing Sloan-C certification.
Sloan-C institutional membership for CSU Stanislaus, annual attendance by online OMBA instructional faculty and administrators at Sloan-C Conferences and Symposia.	CSU Stanislaus and CBA are now institutional members of Sloan-C and CBA faculty, other faculty, and staff from the Office of Informational Technology attended Sloan-C Conferences and participated in Sloan-C online training in AY 2011-2012.
Sloan-C certification in AY 2010-2011 for a core group of CBA faculty as the foundation for the OMBA instructional faculty.	Before the fall 2012 launch of the OMBA, ten teaching faculty had completed Sloan-C certification.
Admission standards for the OMBA that meet the admission standards for the traditional program.	OMBA admission standards mirror those of the traditional program.
A firm commitment by CSU Stanislaus to either the Blackboard or Moodle LMS platforms for AYs 2011-2015.	CSU Stanislaus provides both Blackboard and Moodle LMS platforms.
Flexible standards for software and website usage beyond the Blackboard or Moodle LMS platforms to encourage faculty experimentation and innovation.	Training in new web and software tools useful in online instruction is provided in a series of Faculty Development Center workshops by Information Technology Consultants who also provide support as needed.
Fall 2012 suggested goal for the launch on an OMBA.	Program launched in fall 2012.

Attachment A
Verification of Degree Program Exclusions

Undergraduate

- Bachelor of Science in Computer Information Systems
- Bachelor of Science in Applied Leadership

Graduate
- Master of Science in Business Administration

September 16, 2011

Chancellor Charles Reed
Office of the Chancellor
The California State University
401 Golden Shore
Long Beach, CA 90802-4210

Dear Chancellor Reed:

I am writing to inform you that California State University, Stanislaus is discontinuing its Bachelor of Science in Computer Information Systems degree program effective Fall 2011.

The initial process for program discontinuance began on April 14, 2010. The program has been reviewed in accordance with the approved program discontinuance policy of CSU Stanislaus and the CSU system. The process concluded with my decision that this program is no longer a viable offering for CSU Stanislaus.

As of Fall 2010, there were 70 students in the program. The College of Business Administration will continue to advise and assist these students through program completion, as the regular courses for the program are not being discontinued, but rather are being offered through the concentration in Computer Information Systems as part of the Bachelor of Science in Business Administration degree program.

Should you require additional information, please contact Dr. Halyna Kornuta, Associate Vice President for Academic Affairs at (209) 667-3082.

Regards,

Hamid Shirvani
President

HS:rle

cc: Ephraim P. Smith, Executive Vice Chancellor
Christine Mallon, State University Dean, Academic Programs and Policy
James Strong, Provost and Vice President for Academic Affairs
Halyna Kornuta, Associate Vice President for Academic Affairs
Linda Nowak, Dean, College of Business Administration

ONE UNIVERSITY CIRCLE • TURLOCK, CALIFORNIA 95382 • WWW.CSUSTAN.EDU • PHONE (209) 667-3201 • FAX (209) 667-3206
THE CALIFORNIA STATE UNIVERSITY • Bakersfield • Channel Islands • Chico • Dominguez Hills • Fresno • Fullerton • East Bay • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

CALIFORNIA STATE UNIVERSITY STANISLAUS

OFFICE OF THE DEAN
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

April 11, 2011

To: James T. Strong, Provost

From: Dr. James A. Tuedio, Interim Dean
          College of Humanities and Social Sciences

Re: Applied Leadership Program

Attached you will find a proposal for transferring the Applied Leadership program from the College of Business Administration (CBA) to the College of Humanities and Social Sciences (CHSS). The program is currently housed in the Department of Management, Operations, and Marketing (MOM), and it is my understanding the proposal has the support of MOM faculty. The attached proposal calls for the program to be transferred to the Communication Studies Department. CHSS has just reached agreement with a new tenure track faculty member in Communication Studies who desires and is qualified to assume leadership of this program.

The attached proposal is signed by Dean Linda Nowak (CBA), and has my support as well.

12-1-11
Approved
James T Strong

Cc: Dean Linda Nowak
     EIC/UEE Marge Jaasma

ONE UNIVERSITY CIRCLE • TURLOCK, CALIFORNIA 95382 • WWW.CSUSTAN.EDU • PHONE (209) 667-3531 • FAX (209) 664-7183

THE CALIFORNIA STATE UNIVERSITY • Bakersfield • Channel Islands • Chico • Dominguez Hills • Fresno • Fullerton • East Bay • Humboldt • Long Beach • Los Angeles Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

College of Business Administration

Proposal for Transferring
the Applied Leadership Program

WHEREAS, the baccalaureate degree program of Applied Leadership is currently run through the College of Business Administration; and

WHEREAS, faculty and the Dean of the College, have expressed desire and support for moving the program out of Business Administration; and

WHEREAS, the Dean and faculty of the College of Humanities and Social Sciences are fully supportive of taking control of the Applied Leadership program,

IT IS PROPOSED THAT THE APPLIED LEADERSHIP PROGRAM BE TRANSFERRED FROM THE COLLEGE OF BUSINESS ADMINISTRATION TO THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES.

The structure and operation of the program will not change as it is transferred. Campus structures will change only in that the Department of Management, Operations, and Marketing will no longer offer the Applied Leadership program, while the Department of Communications will take over management of the program as a new internal offering.

Assessments and administration will be under the governance structure of the College of Humanities and Social Sciences (CHSS). The overall governance structure of CHSS will not be altered to accommodate the new program, and there are no anticipated costs to the University for transferring the program to CHSS since the program will remain unchanged. The program is interdisciplinary, with course offerings and faculty expected to remain the same.

The transfer of the Applied Leadership program is critical to accommodate its continuation as an important aspect of California State University, Stanislaus offerings. The program furthers our campus mission of providing educational opportunities to the Central Valley, and is particularly valuable for many non-traditional students who would not otherwise seek a degree.

For these reasons, the undersigned propose and support transfer of the program:

Dr. Linda Nowak
Dean
College of Business Administration
California State University, Stanislaus

Dr. James Tuedio
Interim Dean
College of Humanities and Social Sciences
California State University, Stanislaus

OFFICE OF THE PRESIDENT

September 24, 2010

Dr. Françoise Moulin Civil
President
Université de Cergy-Pontoise
33 boulevard du Port
95011 Cergy-Pontoise cedex

Dear President Moulin Civil:

We regret that, due to budget and resource constraints, we will be discontinuing the MSBA in International Finance effective August 2011. We have increased our marketing efforts but have been unable to recruit a sufficient number of students to cover the costs of implementing this program. We find that U.S. students encounter difficulty relocating for one semester, requiring that they leave their jobs or families, and that this impacts our ability to enroll qualified students.

We thank you for this collaborative effort of the past six years and believe that this has been an outstanding program. We value the relationship our two universities have developed and sincerely hope that someday we will be able to develop a program that better meets the needs of our U.S. students.

Sincerely,

Hamid Shirvani
President

cc: Dr. James T. Strong, Provost and Vice President for Academic Affairs
        Dr. Linda Nowak, Dean, College of Business Administration

ONE UNIVERSITY CIRCLE • TURLOCK, CALIFORNIA 95382 • WWW.CSUSTAN.EDU • PHONE (209) 667-3201 • FAX (209) 667-3206

THE CALIFORNIA STATE UNIVERSITY • Bakersfield • Channel Islands • Chico • Dominguez Hills • Fresno • Fullerton • East Bay • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus