ANNUAL PROGRAM REPORT

College	College of business and economics
Department	All CBE departments
Program	Master in Business Administration (MBA)
Reporting for Academic Year	2023-24
Last 5-Year Review	2019-2020 (per the 2017 AACSB review)
Next 5-Year Review	2023-2024(per the 2012 AACSB review)
Department Chair	Vish Hegde (Associate Dean, Graduate Programs, CBE)
Author of Review	Glen Taylor, MBA coordinator
Date Submitted	Oct. 1, 2023

I. **SELF-STUDY** *(suggested length of 1-2 pages)*

Fifth Year Review

As part of the overall AACSB accreditation process, all the CSUEB CBE MBA programs have been reaccredited by AACSB following the submission of a comprehensive review of the College of Business and Economics in 2022. That AACSB report will form the foundation for the 5th year CAPR report from CBE, as per CAPR policy for externally accredited programs. All of CBE's MBA program offerings fall under our AACSB accredited program portfolio. A summary and supplementary materials for the fifth-year report (if requested by CAPR) will come from the Office of the Dean.

Annual Review:

Overall, MBA enrollments have been trending down year-over-year in the past year. We noticed a surge in enrollment during COVID as students enrolled in additional courses to complete program requirements at a quickened pace. Overall, MBA enrollments declined by 7% in the academic year 2022-23. Self-support MBA enrollment that are offered as in person cohorts experienced a sharp decline during COVID and have yet to fully recover. Moving the MBA for Global Innovators program from San Ramon to the Hayward campus caused considerable student dissatisfaction, negatively impacting enrollment.

Shortly after the arrival of Gangaram Singh as the Dean of the College of Business and Economics, CBE began to focus on organizational health and student success. In line with an emerging strategy aimed at
The MBA program we are focused on developing our programs to:

- Personalization to maximize educational value.
- Flexibility to provide access via multiple program delivery formats.
- Relevance to personal and career development.
- Measurement of subject mastery.
- Outcome assessments that generate actionable improvement feedback.

1. Accessibility: CBE now has a fully online MBA program, launched on Cal Apply and open for admissions as of Fall semester 2024. This online program represents a commitment to offer enough courses for a student to complete the MBA in a two-year time frame without ever coming to campus. An online MBA will expand the many ways our students can access the MBA program on a flexible basis, with a significant expected positive impact on enrollments. This is a strategic priority for CBE.
2. Consistent quality standards: All our MBA delivery formats require the same core courses, the same capstone course and meet the same elective course requirements (twelve elective units are required). The requirements for graduation are identical. Admissions standards are the same across the MBA portfolio, except for a longer work experience requirement for admission into the MBA for Global Innovators.
3. Flexibility: In the academic year 2023-24, CBE plans for significant MBA program design innovations in terms of program offerings and teaching modalities. Our increased use of multiple teaching modalities (in-person, co-sync, async, hybrid, online, dual-sync), along with a more modular approach to program design available to students is intended to be highly responsive to student needs for flexibility and relevance using a delivery system that is both personalized and cost efficient.
4. As part of our ongoing efforts to increase the impact of our Assurance of Learning continuous improvement process (AOL), CBE is reviewing its AOL system to improve the quality of assessment practices with the goal of creating more relevant, timely, and actionable data.

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

CBE was reaccredited by AACSB in the academic year 2022-23. A full report for the last five years can be found in CBE's five-year review (forthcoming).

From our last five-year report on record with CAPR, the goals were:

1. Student Professional success and career opportunities

2. Innovative academic programs meeting business and professional needs in a changing environment.

3. Improvement in student learning from teaching innovations, experiential learning, and e-learning technologies.

4. Scholarship and intellectual contributions to the body of knowledge in the theory, practice, and teaching of business.

B. Progress Toward Five-Year Review Planning Goals

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

1. **Student Professional success and career opportunities**

CBE lost its career services staff in 2021 and has so far not filled the position. For the past year we relied on university level support through AACE.

CBE has an extremely low rate of internship placement. The number of MBA students registered for internships each year is generally in the single digits, with roughly one or two internships for academic credit for every 100 students in the MBA program. There are currently no degree programs within CBE that award internship credit towards degree completion. At the CSUEB level, internships are primarily approached as a compliance and risk management issue. In practical terms, CSUEB compliance requirements serve as a disincentive to employers, while for students the absence of degree credit provides no incentive to pursue internships for academic credit.

With the promotion of Jennifer Aure, we look forward to participating in a more robust effort to support student career success.

2. **Innovative academic programs meeting business and professional needs in a changing environment.**

The MBA program has been very active in developing innovative programs and extracurricular programs:

- The Venture Capital Investment Competition (VCIC) is the world's largest venture capital competition. Students from over 120 universities and graduate schools emulate the strategies of venture capitalists through intense analysis of the business models and growth potential of real technology companies. Students prepare negotiations with the founders of these companies and negotiate detailed contractual proposals, all overseen by judges from Silicon Valley venture capital firms.

- For 2024, Cal State East Bay will host VCIC for California universities: UC Berkeley, UCLA, University of San Francisco, San Diego State University and Santa Clara University. https://www.vcic.org/

- The Chartered Financial Analyst (CFA) Institute Global Investment Research Challenge: Aided by the initiative of Professor Scott Fung, our students from California State University, East Bay (CSUEB), including two MBA students and an undergraduate finance student, have participated in the Chartered Financial Analyst (CFA) Institute Global Investment Research Challenge in 2022. The CFA Institute Global Investment Research Challenge (GIRC) is an annual global competition that provides students with hands-on mentoring and training in financial analysis and presentation skills. The GIRC helped the students to take on roles as professional analysts. The competition has two parts: (i) the written report part; and (ii) the presentation part. See the following for information: https://www.cfainstitute.org/en/societies/challenge

- Women in Leadership (WIL): Created and launched by Professor Asha Rao, in the past year the WIL Program offered Women in Leadership Fellowships to MBA students. The WIL Program also sponsored a series of Speaker events in Spring 2022. In these thought-provoking sessions, senior executives shared their leadership experience, offered advice for aspiring young leaders and discussed issues around gender equity at work. The WIL program continues to thrive and expand, providing innovative ways for students to develop their understanding of WIL issues and challenges, while connecting with women in leadership position in the Bay Area.
- The Entrepreneurship Start-it UP! Series continues and has become an annual event sponsored by the Smith Center. In the Start-It-UP! Series with the UP! Club, student entrepreneurs are mentored to create the perfect pitch for their startup. Students attend a series of workshops to develop their ideas and prepare to present to a panel of judges made up of Venture Capital Investors, entrepreneurs, CEOs and industry leaders. This has turned into a major annual event with roughly 100 participants and lots of great industry connections

3. Improvement in student learning from teaching innovations, experiential learning, and e-learning technologies.

Our new online MBA program gives CBE a capacity to simultaneously provide instruction in multiple delivery modalities. Part of the pilot program we will begin in January 2024 includes building some async modules that help us to prepare for the launch of the online program in 2024 Fall semester. We are aiming for a modular approach to program design that leverages technology to expand the range of course offerings that best fit individual student needs.

4. Scholarship and intellectual contributions to the body of knowledge in the theory, practice, and teaching of business.

Funds from the CBE self-support programs, including the One Year Intensive MBA and MBA for Global Innovators, as well the highly successful BSBA online degree completion program has provided a source of funding for summer research stipends to faculty. This is clearly an area of great importance to CBE as an AACSB accredited College of Business and Economics. The stipends reinforce the importance of research and contribute to building a stronger research culture within CBE. As our self-support programs shift to being offered as stateside programs, funding research at CBE is likely to be more challenging. If research support funding becomes unavailable, this will be a critical issue for CBE going forward.

Program Changes and Needs

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

Overview:

After two-year upward enrollment trend in 2021-22, with a 7% per annuum year-over-year increase, we are now seeing some additional shifts in enrollment patterns, with applicants making last minute changes to their plans as their employment becomes less secure. In Fall 2023 we continue to see a drop-off in SIR applicants who did not enroll. This resulted in a decline in first semester enrollment yields that was only partly offset by a record number of applicants and admissions. We expect our new modular and flexible delivery strategy to stabilize and then grow MBA enrollments.

Online Program Status and STEM

- With the Department of Education ruling concerning what qualifies as an online program upsetting the status quo, and with the general direction of the MBA program delivery formats now including an increased use of hybrid delivery, the MBA program will probably need to apply for online program delivery status even if a fully online program is not pursued at this time. The prospect of the MBA being offered as an online program are subject to decisions by CBE leadership somewhere in the future. Al that can be said now is that the need to consider this has been accelerated due to COVID and the rulings of Department of Education.

- Achieving STEM status for part of the MBA program is another area that is worth considering as a priority. CBE has a very successful STEM MSBA in Data Analytics. There has been a recent surge in the creation of STEM MBA programs, including UC Davis, UC Berkeley, Stanford University and Chico State in our local environment. We expect this trend to become a significant issue in attracting international students as more and more universities develop STEM MBA offerings. The CBE MSBA program in Data Analytics is an excellent reminder of the attractiveness of having a STEM designated program. Our new STEM designated economics program is also likely to draw international applicants due to the extended OPT time that graduates will be eligible to receive. The practicality of a STEM MBA concentration will need to be further explored. We are not going to be able to grow these programs without additional hiring.

- Within the MBA program, we currently offer a concentration in data analytics for managers. Many of the courses in that concentration might be useful as a pathway to create a STEM designated MBA concentration.

- In the State Supported MBA program, we continue to see a long-term decline in international students. While the university in general has also experienced a similar trend, the number of international students in the MBA program has seen a precipitous decline over the past fie years that cannot be adequately be explained by COVID. In

Fall 2016 we had 116 international students in the MBA program. In Fall 2021 we were down to 51 international students. Our overall MBA numbers have improved over the past two years, but from a trend perspective, the loss of international students should be cause for concern. The competition for international students is likely to intensify and having a STEM designated MBA program will be a major factor.

- Faculty staffing decisions require a college-wide review, but if we move towards a STEM MBA we will need to carefully assess the impact on faculty sufficiency. The timing and need for additional faculty will partially be a question of what model of STEM MBA is being considered – core versus electives.

Staff:

In academic year 2022-23 all four staff employees working in the Graduate Programs Office resigned. We hired one replacement advisor. Longer term, this might be the best time to consider realigning existing job descriptions and classifications to keep pace with changing work needs and staffing in the Graduate Programs Office. This is less a matter of the number of staff and more related to redesigning and elevating positions to reflect changing needs and work requirements. In addition to organizational changes, CBE adoption of Salesforce in our state-side programs continues to lag self-support programs offered via University Extension. University extension is now many years ahead of where we are in our state-side programs.

Resources: *(facilities, space, equipment, etc.)*

The classroom facilities at the San Ramon Conference Center are still unavailable to the public due to COVID. While we sort out classroom availability in the San Ramon area, we will rely on classroom space for weekend classes on the Hayward campus. Getting back to the San Ramon Conference Center as soon as possible is a priority.

The quality and availability of suitable classroom space is a CSUEB-wide issue that we also experience. We need larger classrooms that are more flexible and better equipped with upgraded seating, ventilation, acoustics and overall appearance.

C. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

The MBA program was not tasked with assessing ILOs for the year 22-23.

A comprehensive and detailed reporting of all MBA PLOs and revisions to CBE assessment processes, results and plans can be found in CBE's fifth-year report, available now as presented to AACSB for reaccreditation and soon to be formally submitted to CAPR. A summary and overview of our AOL systems can be found in the accompanying file:

Learning Goals and Objectives

MBA Program		
Learning Goals	**Learning Objectives**	
Graduates will be competent communicators	Analytics Competency	LO 1A: Students who graduate will analyze quantitative information to solve complex business problems
	Oral Communication	LO 1B: Students who graduate will deliver effective professional consulting presentations.
Graduates will be effective leaders managing in dynamic environments	Ethics	LO 2A: Students who graduate will determine the ethicality of organizational decisions
	Globalization	LO 2B: Students who graduate will develop business strategies for a global context.
	Integration	LO 2C: Students who graduate will be able to integrate knowledge across disciplines to make managerial decisions for complex business problems.

Performance Criteria

- Every learning goal has objectives
  - Every learning objective has a rubric
    - Every rubric has multiple dimensions
      - We expect at least 90% of students will meet expectations in each dimension.
      - We expect at least 70% of the dimensions in each rubric to meet expectations.
        - » If not, we need to suggest an intervention for that objective and try to close the loop. Repeat procedure.

Course Alignment Matrix
MBA Program

Learning Objective		MKTG 601	MGMT 601	MGMT 602	MGMT 603	ACCT 604	FIN 605	ECON 606	MKYG 607	MGMT 608	MGMT 609	MGMT 693
LO 1A: Quantitative	**Introduced**											
	Developed											
	Mastered											
	Assessed											
LO1B: Oral Communication	**Introduced**											
	Developed											
	Mastered											
	Assessed											
LO 2A: Ethics	**Introduced**											
	Developed											
	Mastered											
	Assessed											
LO 2B: Globalization	**Introduced**											
	Developed											
	Mastered											
	Assessed											
LO 2C: Integration	**Introduced**											
	Developed											
	Mastered											
	Assessed											

Course Number

Next
Previous
Last Viewed
See All Slides
Magnify Slide
Custom Show
Show Presenter View
Screen
Pointer Options
Start Subtitles
Subtitle Settings
Camera
Keep Slides Updated
Update Slides
Help
Pause
End Show

Assessment Plan: Hayward

Fall 2022 - Spring 2026 MBA (Hayward) Assessment Plan

Class	Class Title	LO	Assessment first cycle	Analyze Results and Act	Implement Actions	Post-implementation Assessment Second cycle	Analyze Results and Act
BUS 602	Business Analytics	LO 1A	Fall 2023	Spring 2024	Fall 24 - Spring 25	Fall 2025	Spring 2026
BUS 693	Seminar in Strategic Management	LO1B	Spring 2023	Fall 2023	Spring 24- Fall 25	Spring 2025	Fall 2025
MGMT 609	Negotiation and Conflict Resolution	LO 2A	Spring 2023	Fall 2023	Spring 24- Fall 25	Spring 2025	Fall 2025
BUS 693	Seminar in Strategic Management	LO 2B	Fall 2023	Spring 2024	Fall 24 - Spring 25	Fall 2025	Spring 2026
BUS 693	Seminar in Strategic Management	LO 2C	Fall 2023	Spring 2024	Fall 24 - Spring 25	Fall 2025	Spring 2026

Assessment Plan: Oakland

Fall 2022 - Spring 2026 MBA (Oakland) Assessment Plan

Class	Class Title	LO	Assessment first cycle	Analyze Results and Act	Implement Actions	Post-implementation Assessment Second cycle	Analyze Results and Act
BUS 602	Business Analytics	LO 1A	Fall 2023	Spring 2024	Fall 24 - Spring 25	Fall 2025	Spring 2026
BUS 693	Seminar in Strategic Management	LO1B	Sum 2023	Fall 2023	Spring 24 - Spring 25	Sum 2025	Fall 2025
MGMT 609	Negotiation and Conflict Resolution	LO 2A	~~Spring 2023~~ Summer 2023	Fall 2023	Spring 24 – Fall 24	~~Spring 2025~~ Summer 2025	Fall 2025
BUS 693	Seminar in Strategic Management	LO 2B	Sum 2023	Fall 2023	Spring 24 - Spring 25	Sum 2025	Fall 2025
BUS 693	Seminar in Strategic Management	LO 2C	Sum 2023	Fall 2023	Spring 24 - Spring 25	Sum 2025	Fall 2025

Assessment Plan: San Ramon

Fall 2022 - Spring 2026 MBA (San Ramon) Assessment Plan

Class	Class Title	LO	Assessment first cycle	Analyze Results and Act	Implement Actions	Post-implementation Assessment Second cycle	Analyze Results and Act
BUS 602	Business Analytics	LO 1A	Fall 2023	Spring 2024	Fall 24- Spring 25	Fall 2025	Spring 2026
BUS 693	Seminar in Strategic Management	LO1B	Spring 2023	Fall 2023	Spring 24- Fall 24	Spring 2025	Fall 2025
MGMT 609	Negotiation and Conflict Resolution	LO 2A	~~Spring 2023~~ Fall 2023	Fall 2024	Spring 25- Fall 25	Fall 2025	Fall 2026
BUS 693	Seminar in Strategic Management	LO 2B	Spring 2023	Fall 2023	Spring 24- Fall 24	Spring 2025	Fall 2025
BUS 693	Seminar in Strategic Management	LO 2C	Spring 2023	Fall 2023	Spring 24- Fall 24	Spring 2025	Fall 2025

In regard to our AOL system, the MBA AOL committee recommends that assessment effectiveness can be improved by using analytic rubrics. Indications of weakness were found in analyzing global business opportunities and challenges, weakness in integrating knowledge across disciplines, and weakness in oral communication with low competence in storytelling and data visualization. Program improvement was also noted due to the switch to using a Global DNA simulation instead of CAPSIM simulation.

The MBA AOL committee also noted that some students entered the program with a weak working knowledge of Excel. The AOL Committee introduced an asynchronous self-directed video Excel tutorial and assessed pre-tutorial and post-tutorial difference using a survey. Students gained increasing comfort in using Excel and found the tutorial valuable preparation for course work. For oral communication, the program introduced an asynchronous self-directed module to provide guidance for student oral communication. We found some evidence of competence development and to enhance competence in data visualization and storytelling skills in MKTG 607 and MGMT 693.

The MBA AOL Committee redesigned the MBA AOL to be a simple faculty-driven quality improvement process. Key improvements include revising the learning objectives by grouping them according to two learning goals related to communication competencies.

II. <u>DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS</u> *(suggested length of 2 pages)*

Each program should provide a one-page discussion of the program data available through the University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure- track hires. Resource requests must be supported by reference to University Dashboard data.

- As previously mentioned, we are concerned about long-term enrollment trends. In 2021, we managed to increase our enrollments over the previous year. The academic year 2022-23 saw a leveling out of enrollments on the stateside MBA and a 10% decline is self-support. The competitive landscape for MBA programs, whether on a local or national scale, along with the growing popularity and supply competing online and STEM programs, is expected to pose a serious challenge to our enrollments.

- In our self-support cohort MBA programs, the time to graduation data on pioneer insights shows we are close to 100% with an 89% graduation rate.

- In our State Support MBA programs, the rate is 69% in three years and 47% in two years for underrepresented minorities, as compared to an overall rate of 72% overall three-year graduation rate – leaving a small gap of 3% for unrepresented minorities.

- We are looking at ways to improve scheduling to make it certain that all students can graduate within two years of their start date. This is likely to require some conscious streaming of students through the program by offering a 'two-year plan' to students entering the program. This is needed because in a truly flexible program where students plan their own path, it can be extremely difficult to match supply and demand. In the past, we have done very well at this, thanks largely to our very capable staff who support our graduate programs.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

- In terms of tenure-track hires, in the MBA program we have seen increased challenges in staffing some courses, and our qualified faculty sufficiency level is now at risk of falling below minimum requirements. Faculty staffing decisions within CBE are best understood when looking at the College as a whole.

A. Discussion of Trends & Reflections Notable Trends

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

- After two years of improvement, including a 7% increase for the academic year 2021-22, MBA admissions fell in Fall 2022. International admits have been steadily declining year-over-year for the past 5 years.

- Declining international student enrollments account for the largest drop in MBA enrollments. In the academic year 2022-23, international students in the MBA program dropped to 15% of headcount, down from 25% the year before, and a continuation of a long-term trend.

- Obtaining STEM certification is the single most important thing that CBE could do to rebuild international MBA student enrollment.

- The launch of an online MBA for Fall 2024, combined with increasingly modular curriculum design and related AOL measurement innovation will significantly increase our capacity for program personalization, flexibility, access and learning relevance as well as more actionable data from our AOL system.