



San Francisco State University

College of Business

Graduate Programs

Comparisons, Fall 2011 / Report Completed

August 2012

College of Business Comparison of Graduate Programs

College of Business Graduate Programs

Introduction

This analysis is one of a number that compare and contrast graduate programs in each of the colleges that have completed the 6th Cycle of Review to date. In the case of the College of Business, this report covers the College of Business, including those units (Economics only, since Labor Studies does not have a graduate program) who moved to the College in the reorganization of 2011-2012, even though those units had been covered in an Academic Program Review Committee (APRC) report of just the then College of Behavioral and Social Sciences, in 2011-2012.

The College of Business and its graduate programs are different from the other colleges, as there is a College-wide degree (Master's of Business Administration [MBA]) as well as a few department-based degrees. For the most part, the units being compared are graduate degrees, not departments. Therefore, degrees from the same department are analyzed separately and are not aggregated for a department-level view. The exception is for FTES and FTEF based data, which will be seen at a department level. From table to table, there are often different graduate degrees presented; this is a function of the data available from various data sources.

An important caveat to the analyses seen here is that they are all comparative across graduate programs but are based upon a single snapshot in time. Conclusions drawn from this snapshot should be carefully considered as situations and trends could be different prior to this snapshot or after the study was concluded.

This analysis was conducted utilizing Fall 2011 data available online through the Graduate Division, through Academic Institutional Research, or on the SF State Intranet (SIMS). For those readers who wonder about accessing the data, all was readily available with no special permissions and is available through the Academic Institutional Research site (with the exception of the SIMS data).

The report begins with basic descriptive information about the degree programs: graduate enrollments, the proportion of the program's students that are full-time versus part-time, the average number of units taken by their students, number of full-time equivalent students (FTES) and full-time equivalent faculty (FTEF) plus the graduate proportion of the departments' total FTES and FTEF, student-faculty ratio (SFR), gender, the degree of ethnic homogeneity or

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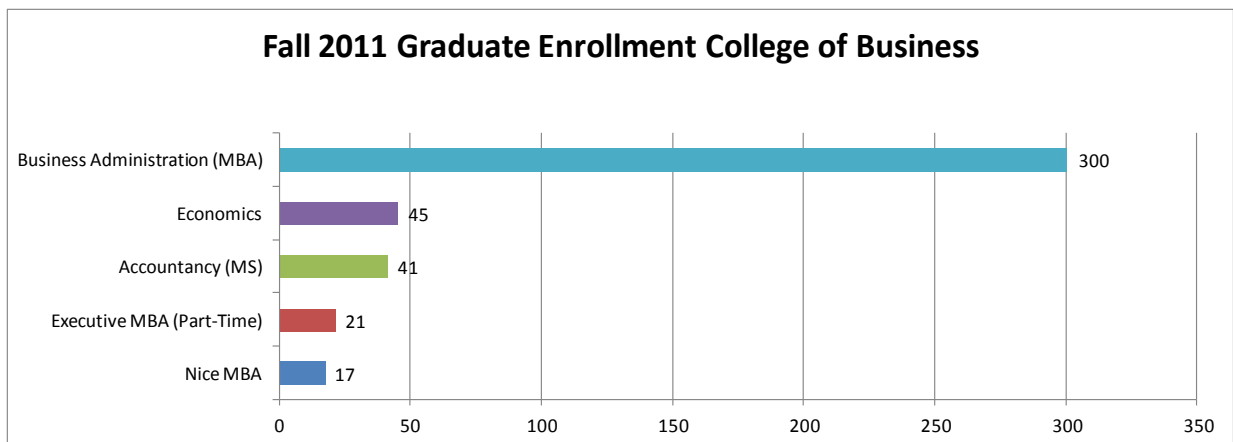
diversity in the degree program. Following these analyses, a variety of measures that could be considered measures of graduate degree program quality are presented: the number of applications to the graduate degree, the admissions and yield rates and the number of graduate degrees granted during 2010-2011.

Descriptive Information on Graduate Programs

The enrollments and sizes of the graduate programs in the College of Business show a great deal of variety, since the Master's of Business Administration (MBA) crosses across so many departments and there are few other graduate degrees separate from the MBA in the College.

In Fall 2011, the MBA had 300 students; this was followed by the Economics degree and the MS in Accountancy. The last two degrees are also variants on the MBA but have relatively few students (Executive MBA and the Nice MBA).

Figure 1: Fall 2011 Graduate Enrollment



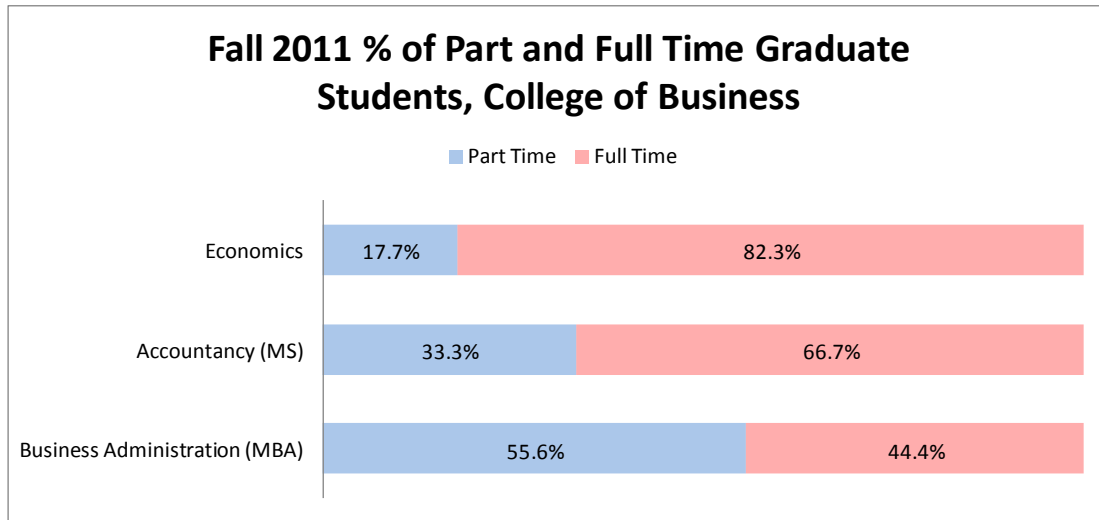
Besides enrollment size, an important distinguishing characteristic of graduate degree programs are whether they enroll students full time or part-time, by design, culture or character. This characteristic determines many other features of the program, including whether their market area is typically local (because the program is designed to be part-time) and whether students are typically recruited right out of undergraduate school or whether students are older and possess more experience.

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It is possible that part-time versus full-time status for students is rapidly changing, as the number of students moving away from part-time to taking more units is increasing as tuition has quickly increased during recent years.

Students taking the Economics degree are taking classes on a primarily full-time basis; two-thirds of the Accountancy MS students are full-time. Slightly over one-half of the MBA students are part-time, however, as they represent a typical urban campus model of a professional studies program.

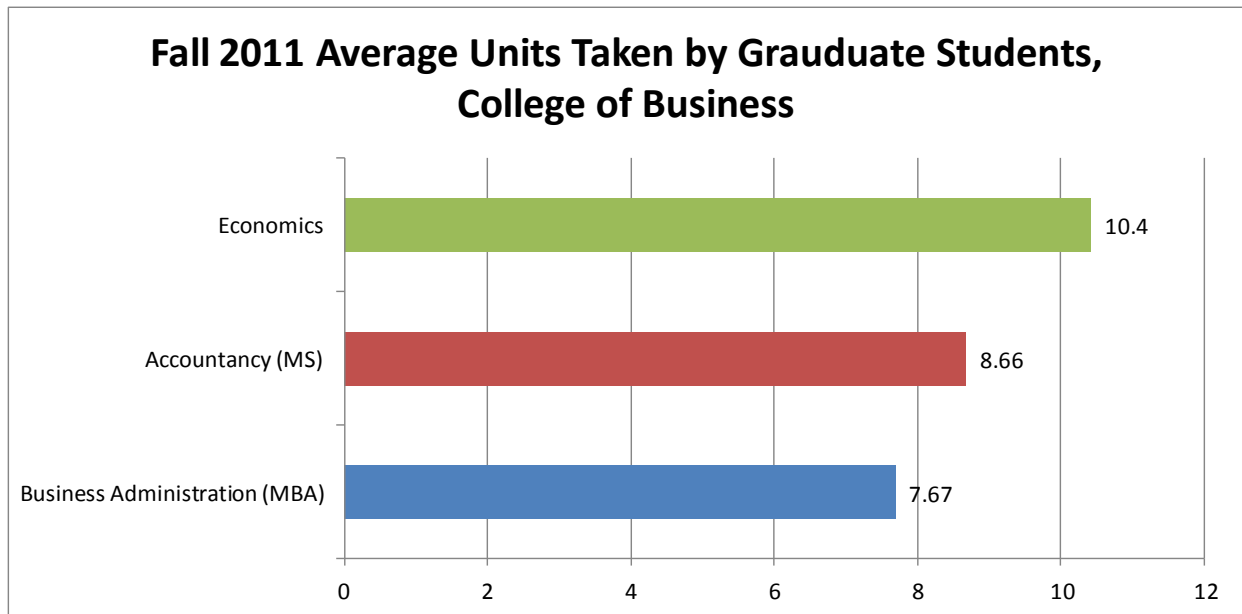
Figure 2: Fall 2011 Proportion of Part-Time Versus Full-Time Enrollment Status



This trend will also be seen in Figure 3, which features the average number of units taken by students in each graduate program. As can be seen, the pattern very closely follows that in the previous figure, with Economics students taking the highest number of units, followed by Accountancy and, finally, the MBA students taking an average of 7.67 units per semester.

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Figure 3: Fall 2011 Average Number of Units Taken by Graduate Students



Of course, the number of units taken by a degree program's students is highly related to the subsequent number of Full-Time Equivalent Students (FTES) generated by the graduate degree program acting on its own (many departments also have undergraduate programs which generate FTES and so many faculty and administrators might be unaware of how many FTES is generated by their graduate degree programs).

Here, the data is only available at the department level, not at the degree level. Since that is not the way the MBA is offered, this data is slightly misleading. For the College of Business, this data represents the contribution each department makes to the MBA curriculum.

Therefore, we see the general Business Administration dominating at 91.95 FTES and significant contributions from Accounting and Marketing. The Economics graduate degree generates 11.7 FTES.

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Figure 4: Fall 2011 Graduate Full Time Equivalent Students (FTES)

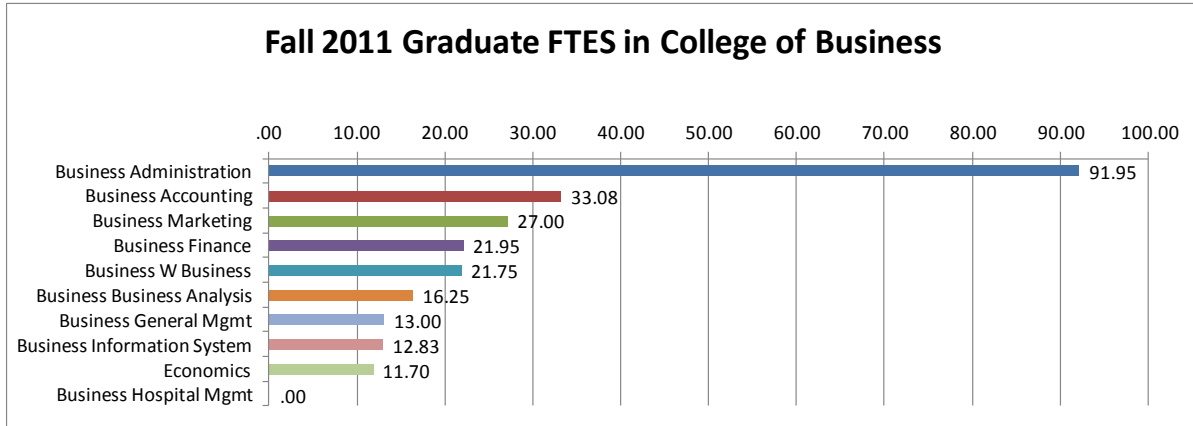
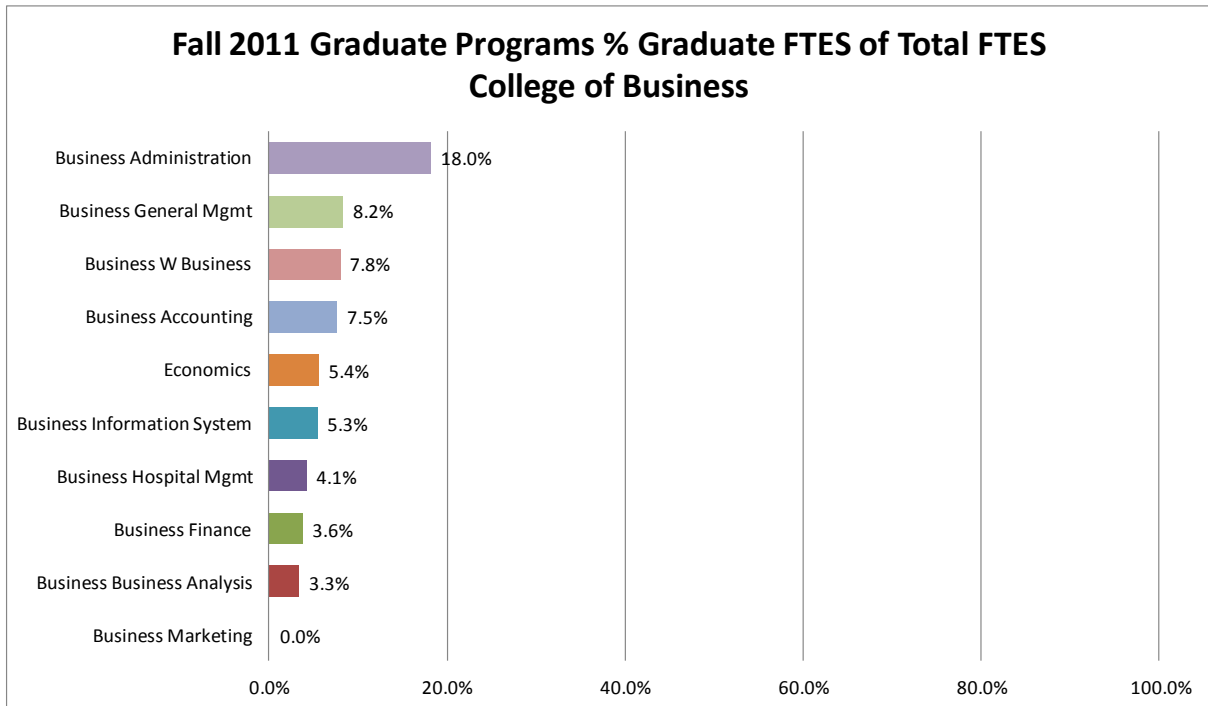


Figure 5 provides a measure of the level of effort departments put into their graduate programs (graduate program FTES as a proportion of total departmental FTES). The importance of the undergraduate program in each of these departments is clear as most contributions of graduate FTES are less than 10 percent of each department's total.

Figure 5: Fall 2011 Graduate Full Time Equivalent Students (FTES) as a Proportion of Total FTES

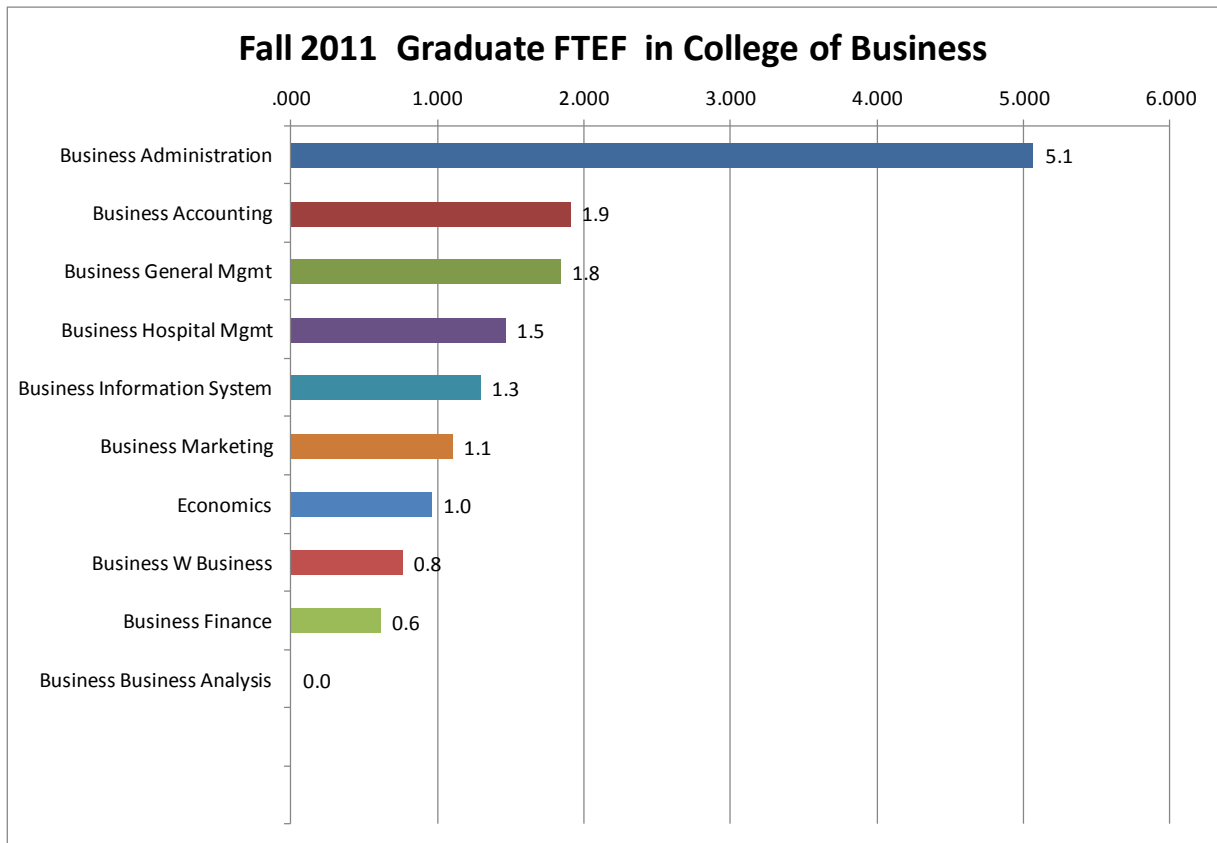


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In general, the patterns seen in Figure 6 should follow closely with those in Figure 5 as 6 provides a snapshot of the Full-Time Equivalent Faculty (FTEF) dedicated to the College's graduate degree programs.

There are 5.1 faculty dedicated to the College-wide MBA and the equivalent of less than 2 faculty positions dedicated to providing the remainder of the degree from other departments. The Economics Department dedicates the equivalent of 1.0 faculty positions to teaching its graduate degree in Economics.

Figure 6: Fall 2011 Graduate Full Time Equivalent Faculty (FTEF)



The data in Figure 7 also reaffirms that in Figure 5 illustrating the proportion of Full-Time Equivalent Faculty (FTEF) that is attributed to graduate programs in each department.

The data suggests that the College is general is dedicating one third of its faculty resources towards the MBA. This level of effort is followed by that of the Economics

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department, which is dedicating 15.7% of its faculty resources. The remaining departments are dedicating 14 percent of less to providing the MBA degree.

**Figure 7: Fall 2011 Graduate Full Time Equivalent Faculty (FTEF)
as a Proportion of Total FTEF**

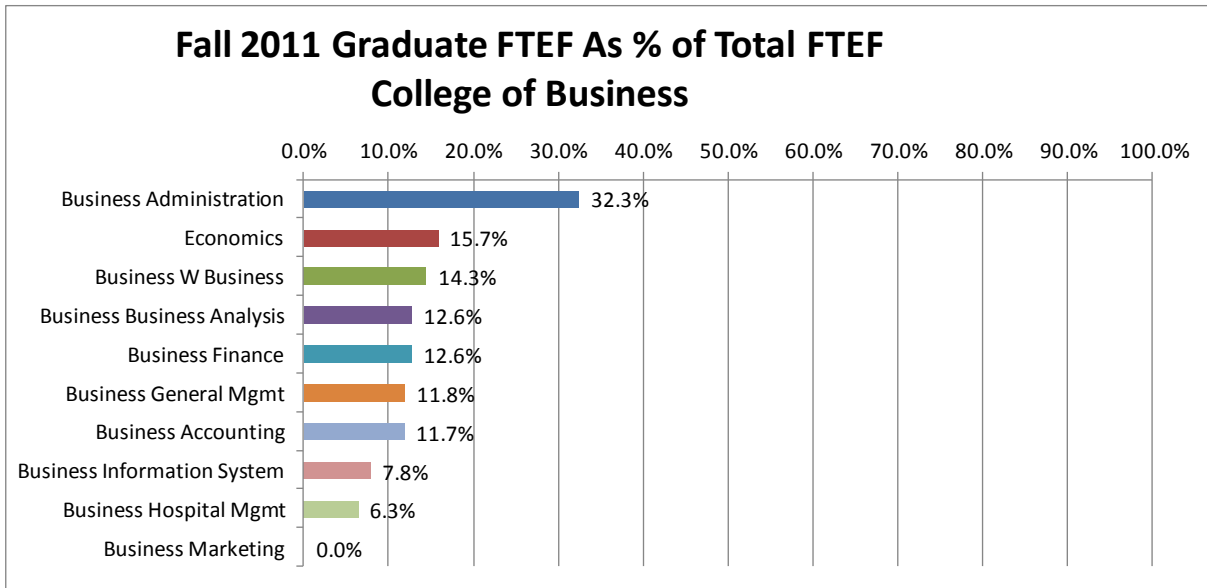
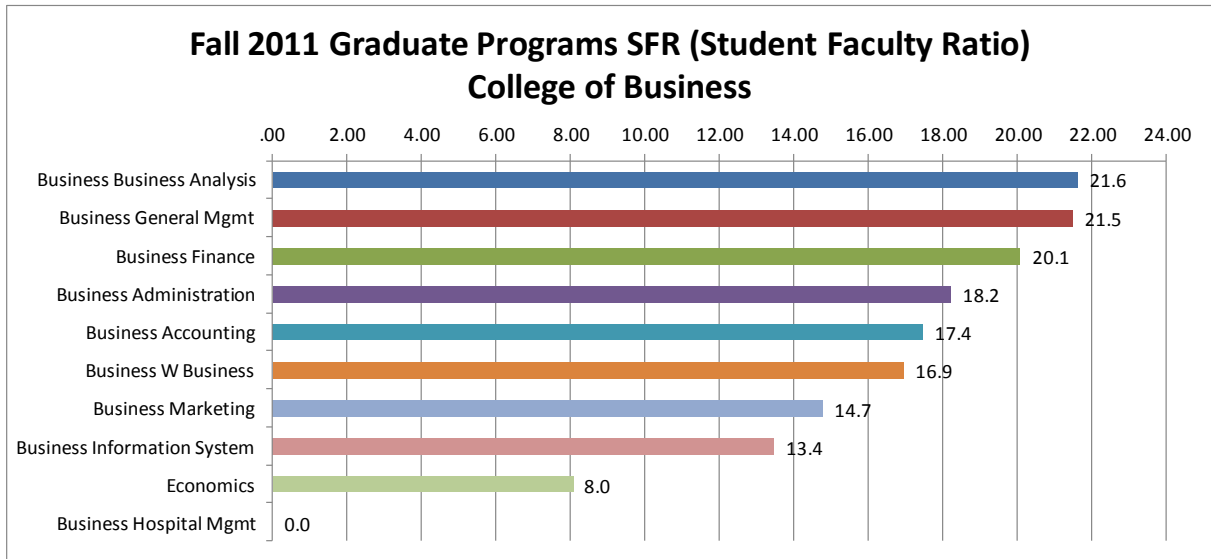


Figure 8 illustrates the Student Faculty Ratio (SFR), an indication of the size of classes. Classes in the Economics graduate degree are the smallest, with an average 8.0 Student to Faculty Ratio. For the MBA, classes range from 21.6 for Business Analysis to 13.4 for Information Systems.

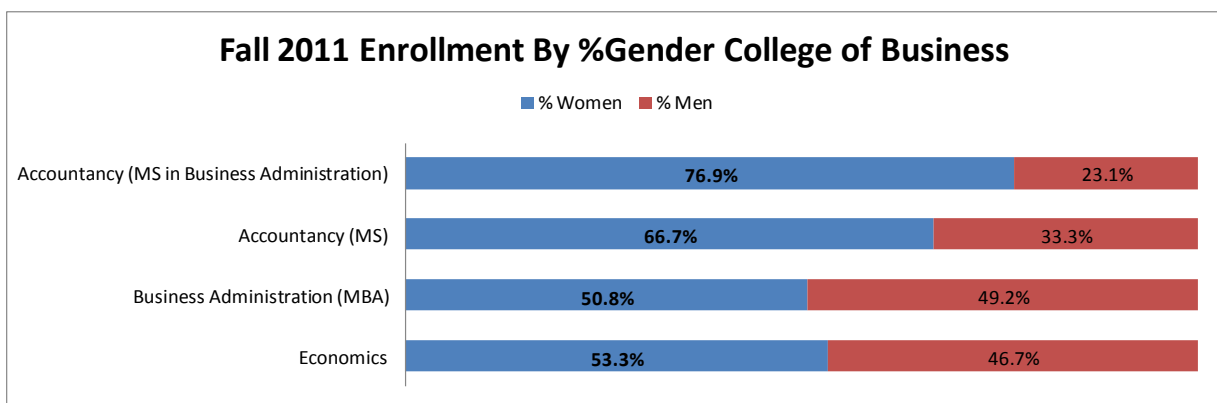
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Figure 8: Fall 2011 Student Faculty Ratio (SFR)



The gender distribution of graduate degrees in the College of Business indicates that three-quarters of the students in the Accountancy degree (MS in Business Administration) and two-thirds of the MS in Accountancy are women. The gender distribution of the MBA itself is virtually fifty-fifty and women in the Economics program represent slightly more than one-half of all students.

Figure 9: Fall 2011 Enrollment by Gender

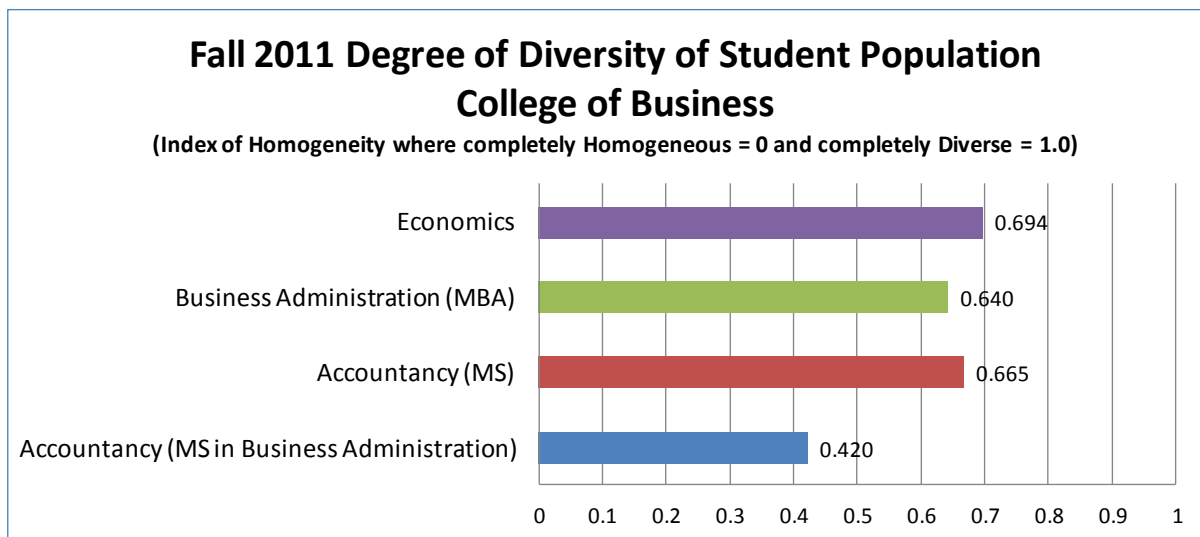


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The ethnic and racial diversity of each degree program is measured through the use of the Index of Homogeneity. It is based upon a number of measures, like the Index of Diversity, which have been used to measure ecological diversity or the Gini-Simpson index, which also has applications in sociology and political science. A 1.0 Index represents a student population which is completely diverse while a 0 is completely homogeneous. To clarify, even a program which has a large or dominant number of students from a traditionally marginalized group would be more homogeneous because there were fewer students from other groups.

The Economics, MBA and MS in Accountancy all reflect a relatively high level of ethnic and racial diversity, with Indices of Homogeneity all ranging from .64 to practically .70. The Accountancy (MS in Business Administration) is more homogeneous with a score of .42.

Figure 10: Fall 2011 Degree of Ethnic / Racial Diversity



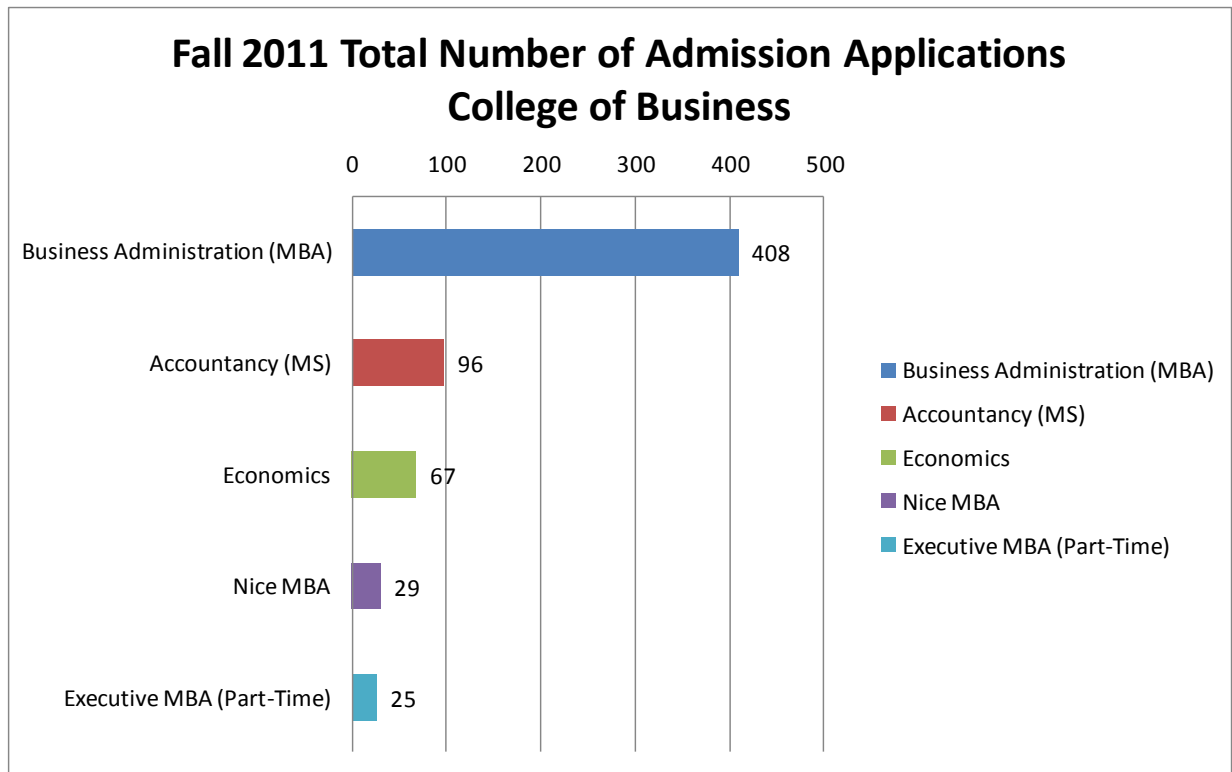
Quality of Graduate Programs

Measures of graduate program quality can be difficult to find. Even the measure of the number of applications is a mixed measure, partly a measure of demand for the program and partly, one of quality perceived by potential applicants.

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In the College of Business, of course the MBA itself has by far the most applications, with 408 in Fall 2011. The MS in Accountancy had 96 and the Economics graduate degree had 67.

Figure 11: Fall 2011 Number of Admission Applications

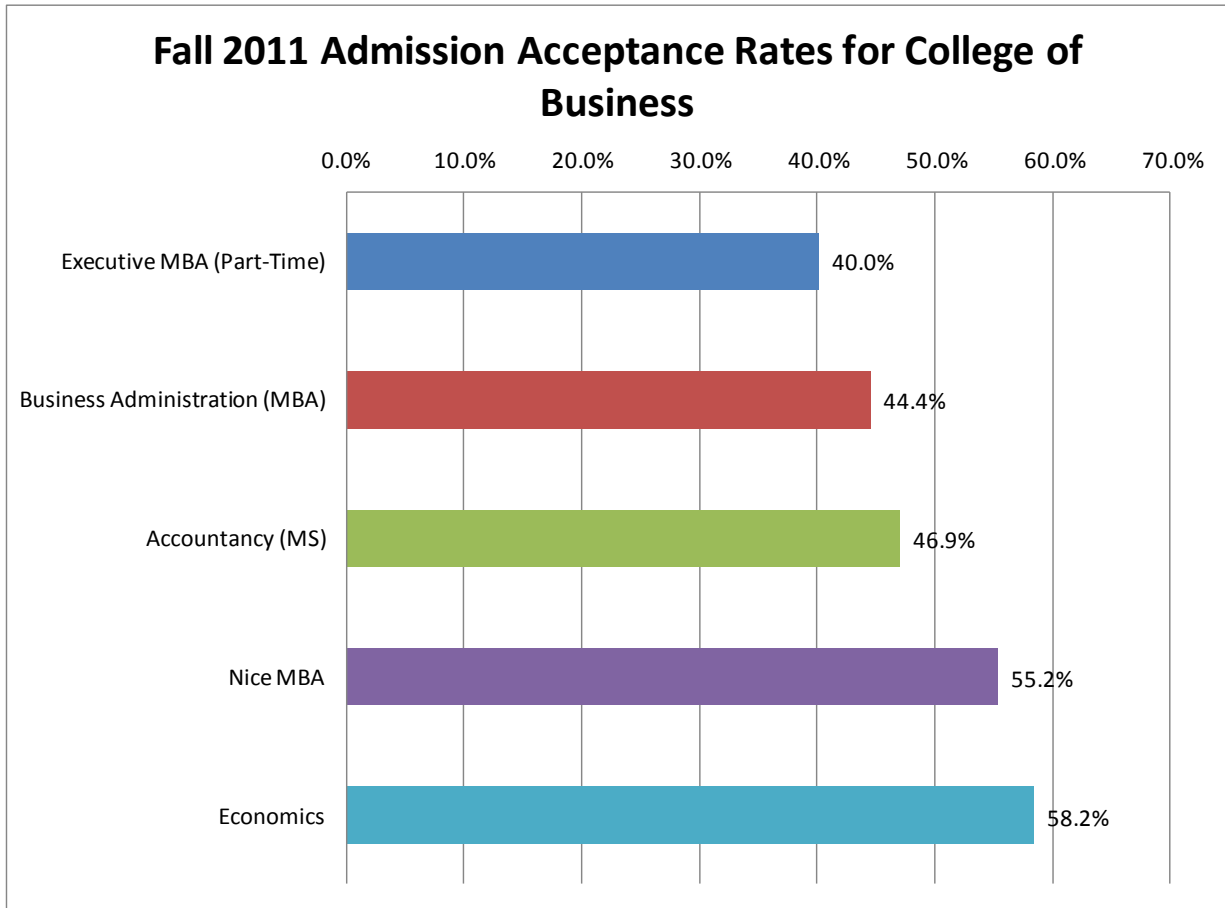


Admission acceptance rates can be justifiably considered a measure of quality, as quality programs are those with high demand and the ability to choose the best candidates for admission; this in itself leads to a program of higher quality.

The MBA and Executive MBA have the lowest (most selective) acceptance rates of approximately forty percent. The MS in Accountancy's acceptance rate is slightly less than fifty percent while the Economics degree is close to sixty percent.

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Figure 12: Fall 2011 Admission Acceptance Rates



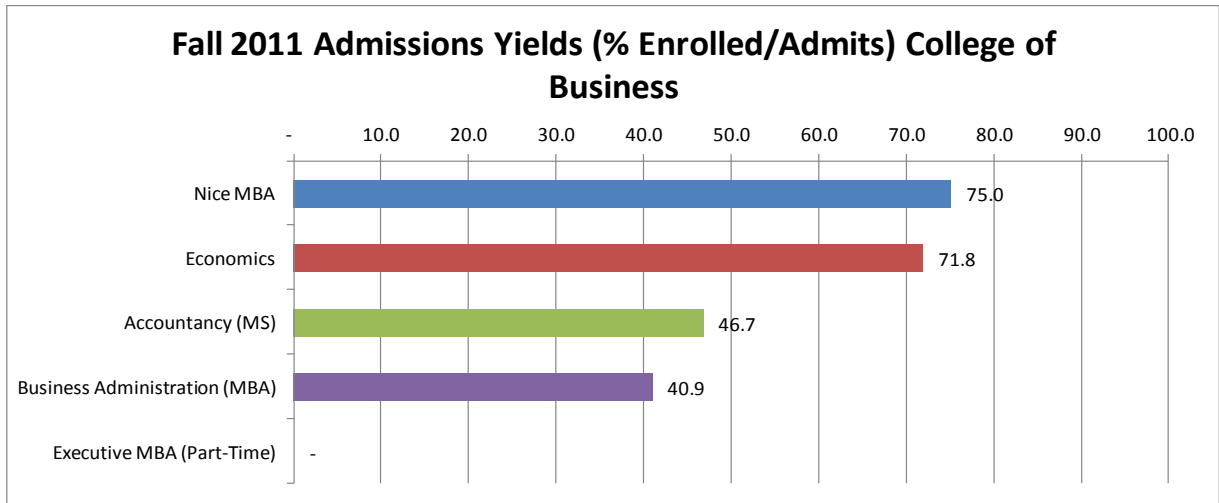
The admissions yield measure is one where the higher the measure, the better. Many argue that the yield measure is an important measure of quality—how many students who are accepted who actually enroll in classes. However, this measure has a great deal of variability across time and recently, has been highly influenced by increasing tuition and uncertain economic realities faced by students. Further, it is more effective in measuring quality in full-time programs where students know they are moving elsewhere to attend graduate school than for part-time programs. In these, many other life and / or work events can influence the decision to actually attend a graduate program, from losing a job to having a new child to having too much consumer debt.

The Nice MBA and Economics degrees have the highest yields (75.0 and 71.8 respectively), indicating the most students joining them after being officially admitted. Indicating

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the degree of competition in the area among the numerous MBA programs, the MBA itself yielded 40.9 percent of those students whom it admitted.

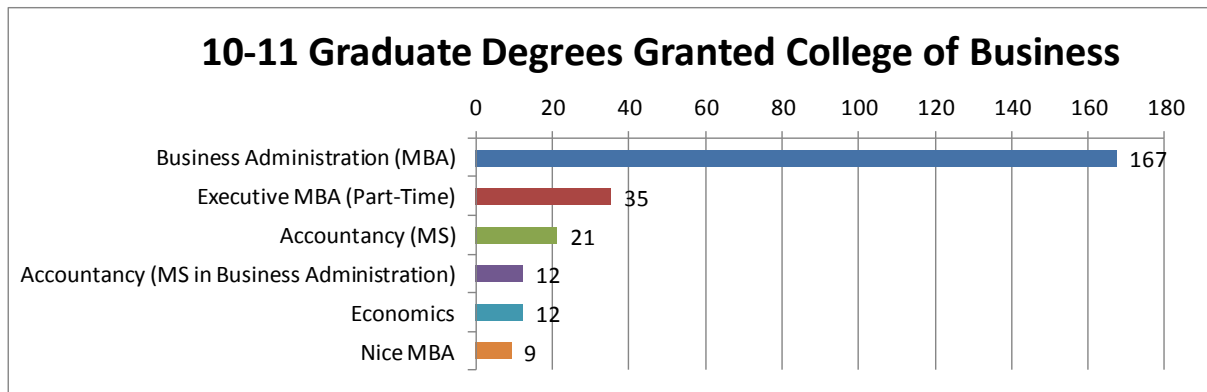
Figure 13: Fall 2011 Admission Yields (% Enrolled / % Admissions)



Finally, Figure 14 illustrates the number of degrees actually granted in 2010-2011. This is another important measure of quality as it is an important output of any graduate program.

The MBA graduated the most students in 2010 – 2011, 167 graduates. The Economics Department graduated only 12 graduate students and the Nice MBA only 9.

Figure 14: Fall 2011 Number of Graduate Degrees



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Conclusions

To conclude this analysis, we put the graduate degree programs of the Graduate College of Education into some perspective among the other degree programs of the University (Figure 15).

In this figure the x axis represents the Admissions Rate and the y axis is the Yield Rate. This puts graduate programs with low admissions rates (i.e., highly selective in whom they admit) and high yield (i.e., high proportions of students whom they admit actually enroll) in the upper left hand quadrant (Low Admissions, High Yield).

Programs with high admissions rates (they admit a higher proportion of students) and high yields (a high proportion of students whom they admit enroll) are in the upper right quadrant (High Admissions, High Yield).

Programs which are highly selective in their admissions (they admit a low proportion of the students who apply) but have a low yield (a lower proportion of admitted students enroll) are in the lower left hand quadrant (Low Admissions, Low Yield). Programs in this quadrant can often be those which face competition from other programs.

Finally, those programs in the lower right quadrant are those with high admission rates and low yields (High Admissions, Low Yields). As can be seen from Figure 15, the University has fewer programs in this quadrant.

Each point on the graph has a size determined by the enrollment size of their degree program in Fall 2011. Thus, the MBA program (a blue circle from the College of Business) is the largest point on the graph and there are many small dots with very small enrollments. In fact, many labels for these smaller programs do not show up on this graph.

Each point on the graph has a color and a shape determined by their home college.

The College of Business is represented by blue and circles. The MBA, of course, is near the center of the Figure with most of the College's remaining graduate programs close to it yet higher on the graph, near the center on or around the Low and High Admissions rates, increasing in Yield rates as they go.

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Appendix I: Fall 2011 College of Business Admission Rates by Yield Rates, Enrollment Size and College

| Degree Program | Admits | Applied | % Admits/ Applied | Enrolled | % En- rolled/ Admitted | College | Enrollment |
|-----------------------|---------------|----------------|------------------------------|-----------------|---------------------------------------|----------------|-------------------|
| Account MS | 45 | 96 | 46.90% | 21 | 46.70% | Bus | 41 |
| MBA | 181 | 408 | 44.40% | 74 | 40.90% | Bus | 300 |
| Econ | 39 | 67 | 58.20% | 28 | 71.80% | Bus | 45 |
| Exec MBA | 10 | 25 | 40.00% | 0 | 0.00% | Bus | 21 |
| NICE MBA | 16 | 29 | 55.20% | 12 | 75.00% | Bus | 17 |