

AACSB Continuous Improvement Review Report

Year 2023



CSUF

COLLEGE OF
Business
and Economics

CONTINUOUS IMPROVEMENT REVIEW VISIT

October 15-17, 2023

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ACKNOWLEDGEMENT

I have had the honor of serving as the dean of the Cal State Fullerton College of Business and Economics since July 15, 2021. Fall 2021 saw the return of the faculty, staff, and students to campus following the shutdown in March 2020 due to the pandemic. During the pandemic, many of the resources and the energy of the college were focused on moving faculty to online modalities to deliver their courses and supporting our students with engagement and effective online learning. Returning to campus allowed us to reconnect with each other and begin work toward normalcy of our college operations along with the uncertainty and anxiety experienced by students, faculty, and staff. In spring 2022, we began to prepare for the Peer Review Team visit in October 2023 by extending our current strategic plan for another year. We created a strategic planning taskforce to work on the next five-year strategic plan for the college. We also committed to updating our policies and procedures to ensure the college is compliant with the 2020 AACSB accreditation standards. This report has truly been a team effort made by the college faculty, staff, and leadership. I wish to express my sincere gratitude to the entire team for their commitment and efforts towards the Continuous Improvement Review process and the completion of this report. As always, all errors of omission and commission are the responsibility of the dean.

Sincerely,

Sridhar Sundaram

Dean, College of Business and Economics
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SECTION I: OVERVIEW

A. SITUATIONAL ANALYSIS

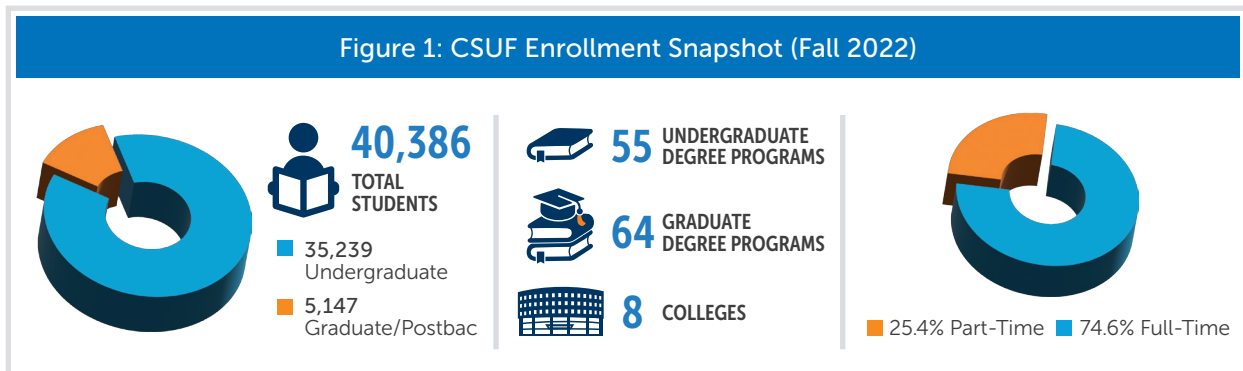
Context, Structure, and Environment

California State University System

California State University, Fullerton (CSUF) is part of the California State University (CSU) system, the nation's largest and most diverse four-year public university system with 23 campuses and seven off-campus centers in California. The CSU system provides opportunities for upward mobility and empowers students to become leaders in the changing workforce. In fall 2022, the CSU system enrolled nearly 460,000 students and employed approximately 56,000 faculty and staff members. With nearly 130,000 annual graduates, the size and impact of the CSU system makes it a vital economic engine for California.

California State University, Fullerton

California State University, Fullerton is located in Orange County, California, and was established on July 5, 1957, as the 12th campus of the CSU system. Initially a local college of 452 students, the university has grown into a major comprehensive regional university with a global outlook, enrolls more than 40,000 students, and offers 119 degree programs (55 undergraduate and 64 graduate, including doctoral degrees in education and nursing practice). CSUF is the largest university in the Cal State system in terms of student enrollment and recently advanced to the category of Doctoral Universities: High Research Activity by the Carnegie Classification of Institutions of Higher Education.



CSUF has achieved national recognition for academic success and social impact. *Diverse: Issues in Higher Education* ranked CSUF No. 1 in the state and No. 3 in the nation in baccalaureate degrees awarded to underrepresented students and No. 3 in the nation in awarding degrees to Hispanic students. *U.S. News & World Report* ranked CSUF among its top national universities in 2023 and No. 7 in the nation on its list of top performers on social mobility.

College of Business and Economics

Cal State Fullerton's College of Business and Economics (CBE) is one of the largest AACSB-accredited business schools in the nation. Home to nearly 9,000 undergraduate and graduate students, the college hosts 23% of the total CSUF student enrollment, the most students among the university's eight colleges. Approximately 30% of our undergraduate students are the first in their families to attend college, and about 50% of our new students transfer from community colleges to CBE for degree completion. The college confers roughly 2,500 degrees annually; with more than 70% of the university's annual graduating class remaining in the area, CBE is the largest provider of business talent for the region.

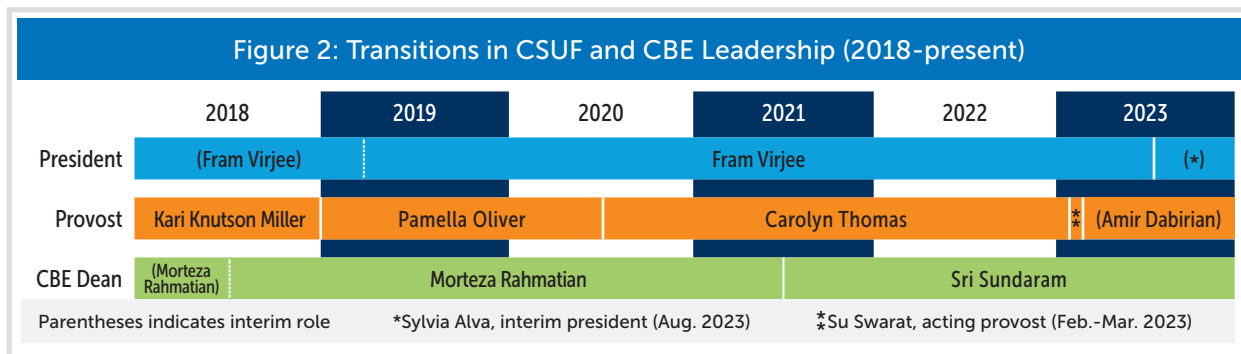
The college offers a B.A. in business administration with 18 concentrations, a B.A. in international business, and five graduate degrees supported by six academic units: accounting, economics, finance, information systems and decision sciences, management, and marketing.

The college’s Centers and Programs of Excellence are bridges between the college and the community. These centers and programs create positive social and economic impact by addressing key community-based issues, offering thought leadership, and providing invaluable services to the local business and government sectors. They also offer our students various professional development and networking opportunities along with real-world learning.

Leadership Transition: CSUF and CBE

CSUF and CBE have experienced transitions in senior leadership over the past five years. Most recently, CSUF President Fram Virjee retired from his position in July 2023, and Sylvia Alva was appointed as the interim president. The CSU Chancellor’s Office is leading the search for a permanent president. Provost and Vice President of Academic Affairs Carolyn Thomas stepped down from the position in March 2023, and Amir Dabirian was appointed as interim provost for a two-year term.

At the College of Business and Economics, Morteza Rahmatian served as dean for five years until June 2021. Sridhar Sundaram was appointed dean after a national search in July 2021. These transitions, along with the pandemic, have impacted the strategic priorities of the university and the college during the past five years.



Specific Challenges to the College of Business and Economics

A continuous, systematic analysis of internal, environmental, and competitive forces challenging the college’s future is required to ensure demands and opportunities are met. The challenges identified through this ongoing process are:

Internal factors

- Increased funding is needed to support our existing students with proper support services to increase retention and graduation rates.
- Faculty and staff vacancies have increased due to retirements following the pandemic and CBE is unable to adequately compete for talent.
- Collective bargaining agreements and uncertain campus-based funding distribution plans further hamper the college’s ability to recruit and retain talent.
- Lack of stability in university leadership leads to uncertainty in university and college direction and continuation/sustainability of existing programs/projects.
- Adapting to long-term online education requires training and support of our faculty to develop an engaged virtual learning environment.

Systemwide factors

CSUF is part of the CSU system, and the university follows the chancellor’s direction on various issues. This centralized structure offers many advantages but also presents many challenges to the university. Critical challenges impacting the college are:

- The CSU system has not increased tuition rates in many years. This has resulted in insufficient funds available to support the growth of the university and the college. Infrastructure needs and increased staff support are essential for student success.
- The collective bargaining agreements are determined at the system level. This does not offer any flexibility at the college level and adds to the challenge of recruiting and retaining faculty and staff.
- CSU’s Graduation Initiative 2025 requires all campuses meet a 40% four-year graduation rate for first-time freshmen and a 45% two-year graduation rate for transfer students by the year 2025. The college must maintain a delicate balance as it works to meet these goals while simultaneously attending to student needs and maintaining high-quality programs.

Competitive factors

Direct competitors for graduate programs include UC Irvine and nearby private institutions Chapman University and Pepperdine University — all with in-person graduate business program offerings in Orange County — as well as institutions offering fully online programs, notably, Arizona State University. Outside of these universities, we also compete with our sister campuses in the CSU system for students, particularly Long Beach and Pomona. It is a major challenge for the college to stay competitive with very limited resources for marketing and recruitment of graduate programs.

B. PROGRESS UPDATE ON ISSUES IDENTIFIED IN THE LAST REPORT

The Peer Review Team from the previous visit identified three specific concerns in their report. These concerns were related to the assurance of learning process at both the undergraduate and graduate levels.

Based upon the feedback from the team, we have revamped our entire assessment process for all degree programs. The new process is discussed in detail and can be found in Section II under Assurance of Learning. With the new process, various faculty committees with representatives from each department reviewed and edited the learning goals and objectives for each program. The specialized master’s degree program goals and objectives were reviewed by faculty members who teach in the program, the program director, and the respective department chair. Once the learning goals and objectives were established, the committee focused on developing the appropriate rubric, curriculum map, and assessment schedule for each objective. The new process also details the schedule for collecting the data and reporting the results to the broader CBE faculty to elicit discussion about curriculum improvements focused on student learning outcomes.

The pandemic put a hold on assessment activities from spring 2020 to spring 2021. As we moved our courses to online delivery in spring 2020, the focus shifted to supporting faculty teaching online courses for the first time and assisting students learning in a remote environment. As a result, some of the programs, such as the B.A. in international business and MBA programs, have not completed the entire review of the assessment process.

CBE faculty involvement in improving the current assessment process helped them develop a better understanding of program-level assessment and see how the various core courses from each department help our students gain important skills identified in the learning objectives.

The new assessment process addressed each of the concerns raised by the peer review team. A

brief overview regarding how each specific concern is addressed can be found below and a detailed discussion of the new assessment process is presented in Section II of the report:

During the previous review period, most learning objectives at the undergraduate level were measured

Concern I

Ensure that all assessment instruments and rubrics adequately test student learning goals at the program level.

through multiple-choice questions within an exam. With the assessment revamp, we have updated our assessment process for both undergraduate and graduate programs. At present, all learning objectives are assessed by direct measures utilizing rubrics developed by faculty. Table 5-1 lists the methods and measures for each goal. The associated rubrics for undergraduate and graduate programs can be found in Appendix 2B.2.1.

Concern II

Ensure that all student assessment data are analyzed by a faculty college committee and not individual faculty members.

Since the last review, we implemented a new approach for analyzing the assessment of data. At the undergraduate level, a faculty group is tasked with reviewing assessment data against the associated rubrics. At the graduate level, where the programs are smaller, at least two reviewers are utilized. A training session with the review team occurs for each objective measured to ensure high inter-rater reliability among reviewers. The instructor of the course is no longer involved in the data review. This change has alleviated workload for faculty who are doing data collection in their classes; it also made the assessment result more objective. This has changed the faculty attitude toward assessment as they do not see it as burdensome work. As a result, faculty are more open and willing to get involved in the assessment process.

Concern III

Be able to show clear examples of how the assessment process informed changes in the curriculum.

We have made much progress with this concern, particularly at the undergraduate level; specific details can be found within the Learner Success portion of Section II of this report, as well as Table 5-1. One example of the assessment process resulting in undergraduate curriculum improvement is related to written communications. With the current process, the outcome of the assessment on written communication led the assessment committee to collect feedback from all business courses that have a written component, and they found a need for resource support for faculty and students regarding effective writing. This resulted in changes to the BUAD 301 Business Communication course curriculum, which now incorporates detailed resources for faculty and students.

At the graduate level, much of the review period was spent modifying learning goals and objectives and collecting data. We have begun our first round of activities analyzing the data and suggesting recommended changes to the curriculum based upon the results. Specific examples of curriculum improvements informed by the college assessment process include changes to the M.S. in Accountancy (MSA) and MBA programs. In the MSA program, students underperformed considerably in the learning objective related to accounting analytics. Following the detection of this deficiency, the faculty made significant changes to the ACCT 597 Accounting Capstone and ACCT 503 Seminar in Accounting Data Analytics courses to emphasize more data analysis and visualization methods. Another example of changes to curriculum informed by the assessment process is focused on written

communication in the MBA program. The MBA steering committee recommended and implemented several changes to BUAD 591 Business Strategy Capstone course to improve the performance of the students in relation to this learning objective. More work needs to be done in this area to ensure that the data analysis is reviewed by a broad faculty audience, who will provide input for necessary curriculum changes. One example of a change in assessment process is the introduction of a new Graduate Assessment Committee in fall 2023 with representation from each department (similar to the Undergraduate Assessment Committee). This committee will review all master’s program assessment information. More information on our plans to further improve our assessment process can be found in Section II, Part B of this report.

C. SUBSTANTIVE CHANGES AT CBE

The College of Business and Economics does not have any substantive changes to report. The only change related to CBE that merits mention is the closing of the Irvine Center by the university following the pandemic. The college offered classes for its FEMBA program on this campus; today, we offer these courses at the Irvine Valley College.

D. CONSULTATIVE GUIDANCE

The college would like to seek consultative guidance from the peer review team on the following:

1. **Advisory boards:** We have many advisory boards serving the college, departments, and centers. We’d like to know how to best manage these advisory boards and cultivate relationships with members.
2. **Alumni engagement:** With more than 75,000 alumni in the region, what strategies would allow us to best engage them in supporting the college in the future? The university and college lack updated data for our alumni network.
3. **Faculty development:** In a collective bargaining environment, we would like to enhance practices supporting “additional faculty” – tenured faculty that have stopped publishing – that contribute to their development and encourage intellectual engagement with the discipline.
4. **Centers and Programs of Excellence:** The college has more than 15 Centers and Programs of Excellence. We need guidance on how best to coordinate these centers and programs to create an intentional social and economic impact with a structured framework to report collective effectiveness.
5. **Students:** We have observed higher anxiety and challenges with social skills in new students coming to the college. We know this is due to their having experienced nearly two years of online education during high school without proper support and traditional learning environments. We’d like some guidance on how to best support these students so that they will have a successful college experience.

E. NEW DEGREE PROGRAMS

The College of Business and Economics has no new degree programs to report since the last PRT visit in 2018.

SECTION II: BUSINESS ACCREDITATION STANDARDS — PAST AND FUTURE LOOK

A. STRATEGIC MANAGEMENT AND INNOVATION

CBE Strategic Plan 2019-2023

In 2019, the college updated its strategic plan for the 2019-2022 period. Upon joining the California State University, Fullerton (CSUF) College of Business and Economics (CBE) in the summer of 2021, CBE Dean Sridhar Sundaram elected to extend the existing strategic plan through the end of the 2022-2023 academic year, and a new planning process was begun after he had served as dean for a year. This extended 2019-2023 strategic plan informed CBE priorities, objectives, and activities during the review period. The strategic planning processes for both the 2019-2023 strategic plan and new strategic plan, which will be implemented in fall 2023, are outlined below. Also presented are the new mission, vision, and strategic goals for the college. The complete strategic plans, 2019-2023 and 2023-2028, have been submitted for review as part of the CIR required uploads.

Strategic Management Planning Process

Strategic planning is critical to the success of the College of Business and Economics as it establishes strategic priorities for the future. The strategic plan was informed by the efforts of more than 50 people representing more than 20 different stakeholder constituencies who collectively invested hundreds of hours of work discussing and debating the college and its priorities. The committee recommended the current vision and mission statements for the college and identified five strategic goals with 14 objectives and 38 strategies for achieving those goals. The strategic plan established the path that the College of Business and Economics followed beginning in fall 2019 through the end of the 2022-2023 academic year, including the one-year extension instituted by Sundaram.

Mission and Vision

We lead business education on the West Coast. We create positive change by leveraging the curiosity, entrepreneurial spirit, and diversity of our students. We inspire our students and other partners to transform the workforce through innovative, impactful instruction and research.

Strategic Planning Outcomes

Each year, the leadership team reviews the goals, objectives, and outcomes of the strategic plan, and the team makes necessary adjustments to the goals as needed. This was especially true during the pandemic and its recovery. Below is the list of goals and objectives of the current strategic plan (2019-2023) and our progress toward each of these objectives with respective key performance indicators.

GOAL 1: Provide a State-of-the Art Business Education

- Update curricula so that students receive a state-of-the-art business education aligned with employer needs.
- Use high-impact teaching practices and provide high-impact learning opportunities for all students.

Strategies Employed and Outcomes Recorded

- As part of the periodic program review, the faculty in each department monitor their industries to ensure the CBE incorporates new tools and methods in our curriculum so that students develop relevant workplace skills. Examples of updated curriculum include the introduction of courses in Python and emerging technology in accounting and courses in cryptocurrencies in finance. We've also proposed a real estate concentration under the B.A. in business administration (BABA), a graduate marketing analytics certificate, and several minors. You may find more details related to these updates under Curriculum in Section II of this report.

- The college developed and implemented a practicum requirement for our BABA curriculum requiring every student to complete at least one experiential learning class that prepares them for the workforce. The details on the practicum requirement may be found under Curriculum in Section II. All new courses and program changes may be found in the Appendix 2B.1.6.
- With the implementation of the practicum requirement, the college has increased the number of students who are taking internship classes from around 50 students a year to more than 250 a year.
- Each year, the college presents awards and grants to faculty who bring pedagogical innovations to their courses. We also offer grants at both the undergraduate and graduate levels to encourage faculty to introduce high-impact practices into their course curriculum.

Financial Resources Invested

- Each year, the college invests more than \$400,000 in support of faculty requesting databases and software for use in the classroom and research.
- Faculty may request funds for instructional-related activities from the university. These funds, which are allocated to classroom needs associated with curriculum innovation and/or student professional development activities, amount to an average of \$70,000 annually. These funds are sourced from student fees and support requests from faculty across the university. The allocations are limited and competitive. Each year, the requests received by the university exceed the funding available.
- We have added staff to support the increase in the number of students completing internships and to better satisfy the needs of our students.

GOAL 2: Support Student Success

- Achieve the following graduation and retention rate ranges, demonstrating continual and gradual progress toward the California State University systemwide established goals:
 - 37% of first-time, full-time freshmen graduate within four years.
 - 71% of first-time, full-time freshmen graduate within six years.
 - 41% of undergraduate transfer students graduate within two years.
 - 81% of undergraduate transfer students graduate within four years.
 - Reduce equity gaps for both first-time, full-time freshmen and undergraduate students to less than 5%.
 - Achieve one- and two-year retention rate of 90% and 80%, respectively.
- Foster a sense of belonging among students in the college community.

Strategies Employed and Outcomes Recorded

Several initiatives were implemented to achieve this goal at the college level: the introduction of a summer completion grant offered to students, curriculum changes to pre- and co-requisites to remove obstacles students experienced when registering for classes, and creation and implementation of the Sophomore Success program.

The summer completion grant provides funding to cover the tuition expenses for up to six units of summer courses for those first-time freshmen students positioned to graduate within four years and transfer students positioned to graduate within two years with completion of the summer courses. The college identified and recruited eligible students, and with the support of the CSUF Office of Extension and International Programs, ensured timely and successful registration for the identified summer classes. More than 90% of the students who received the grant were able to successfully complete the summer class and graduate on time.

Upon examining common obstacles students face when aiming to complete their degrees within four years for first-time freshmen and two years for transfer students, the college identified courses with unnecessary pre- or co-requisite requirements. Working with faculty and the department chairs, the college was able to adjust pre- and co-requisite requirements for several courses, which greatly reduced obstacles encountered when registering for classes. This effort also reduced the number of permit requests processed by the department coordinators.

The Sophomore Success program helps students identify career goals and directs students to the concentrations best aligned with these goals. The college graduation specialists work closely with students applying for graduation to ensure these students stay on track to graduate in their desired term.

The college was able to achieve nearly all the objectives, with notable successes achieved in the increases to the four-year and six-year graduation rates for first-time freshmen. For transfer students, we closed the gap for the four-year period but saw a recent drop in the graduation rates in 2022-2023. The pandemic appears to have had a greater impact on transfer students compared to FTF students. See figures 37 and 38 presented in Section II, Part B of this report for the four-year and six-year graduation rates for first-time freshmen and the two-year and four-year graduation rates for transfer students during the evaluation period.

The college made significant progress toward reducing the achievement gap for its underrepresented students, Pell-eligible students, and first-generation students before the impact of the pandemic, which interrupted the progress at both the college and university levels. See Section II, Part B of this report for a discussion of the college's progress toward closing the achievement gaps of primary concern.

The college made significant progress toward the one- and two-year retention goals. However, the pandemic's significant negative impact resulted in a decline in retention rates. We have deployed new initiatives aimed at increasing the first- and second-year retention rates. For a detailed discussion of these initiatives and the progress achieved to date, please see Section II, Part B.

To foster a sense of belonging among students in the college community, the CBE introduced a new elective open to undergraduate students across all majors and concentrations, continued its commitment to a student advisory board that meets regularly with college leadership to address student needs, elevated cohort-based learning opportunities, encouraged co-curricular and extra-curricular opportunities presented by the college's Centers and Programs of Excellence and affiliated student organizations, and piloted a peer-mentoring program.

The new course, BUAD 300 Career and Professional Development, is recommended to students who are unsure about their career path and to new transfer students. It is an active-learning class focused on developing social skills and executive functioning skills. Students who have taken the class affirm that they have acquired useful skills and feel more connected to the college and their peers.

The Student Advisory Board comprises about 16 undergraduate students at different levels. Meeting monthly with college leadership and the CBE student success team, the board discusses issues they observe in their classes and provides feedback on college initiatives. Through these regular meetings, college leadership gains a better understanding of current student needs and adapts its practices where possible to best accommodate these needs. Board members also volunteer at major college events, such as career fairs and Experience CSUF Day.

To get more students involved in social and networking opportunities, the college also supports the events and activities of the various business clubs and organizations, as well as special curricular programs — such as the Business Honors and Titan Capital Management programs. For a full list of active clubs and organizations affiliated with the college, see Appendix 2A.2.

The CBE is piloting a peer-mentoring program aimed at increasing retention of first-year students. The program is focused on creating a community that will support the students during their first year on campus.

Financial Resources Invested

- Academic Advising — To satisfy student needs, the college has doubled the number of academic advisors in the past five years. This effort was initially supported by the college with one-time funds. Recently, the Office of the Provost provided permanent positions to replace these temporary positions.

- Tutoring — The college provides free tutoring to our students to support them in courses with high DWF rates. Currently, the college is considering the online tutoring platform Knack to complement the services provided on campus to best support the needs of the students.
- The anticipated annual expense of the peer-mentoring program currently being piloted is roughly \$50,000. If the pilot is deemed successful, the program will be expanded to include second-year students.
- The university provides degree completion grants to eligible students with the intended aim of increasing four-year and six-year graduation rates.

GOAL 3: Ensure Faculty and Staff Success

- Create programs that recognize and reward excellence and that motivate and encourage good workplace citizenship.
- Provide career mentoring, professional development, and leadership training opportunities for faculty and staff.
- Foster a collegial and engaging work environment that removes barriers and allows people to connect.
- Encourage high-quality faculty research and scholarly activities.

Strategies Employed and Outcomes Recorded

CBE faculty receive support in various ways recognizing their excellence and rewarding their performance. A sample of support services offered to CBE faculty:

- Startup support — For all new incoming CBE faculty, the college offers summer funding for their initial three years in addition to a guaranteed teaching load of two courses each semester (a 2-2 teaching load). After the startup period, we offer a teaching load of 3-3 courses each semester until the faculty applies for tenure; this can be lowered to 3-2 depending on research productivity.
- Assigned time policy — CBE faculty have developed an assigned time policy, which allows all full-time faculty to receive assigned time for research, thus reducing an individual faculty member's teaching load based on his or her research productivity.
- Professional development funds — Primarily designed to support academic and professional conferences and workshops, funds are available in the amount of \$2,500 per year. Amount available has been reduced from the \$3,000 limit in place at the beginning of the review period.
- College-level awards — Each year, we provide several college-level faculty and staff awards recognizing and rewarding performance.
- University instructionally related activities (IRA) funds, junior/senior faculty research grants, etc. — Each year, many of our faculty apply and receive IRA funds and junior/senior research grants from the university.

More specific information regarding the annual awards and the grant support from the university may be found in the section on Faculty Development and Support.

Financial Resources Invested

- Startup funds committed to new faculty hired each year are shared between the college and the university. The summer startup funds supported by the college average a cost of \$60,000 to \$75,000 per each faculty new hire (paid over the three- to four-year startup period). Additional costs in course reduction are borne by the college.
- The college spends more than \$150,000 each year in professional development funds to support faculty and staff. A more detailed discussion of professional development efforts sponsored by the college is presented later in this section of the report.
- The college recognizes excellence among faculty and staff for their performance through its annual awards program, which includes more than \$50,000 in monetary awards paid to faculty and staff every year. These awards are funded by philanthropic gifts.

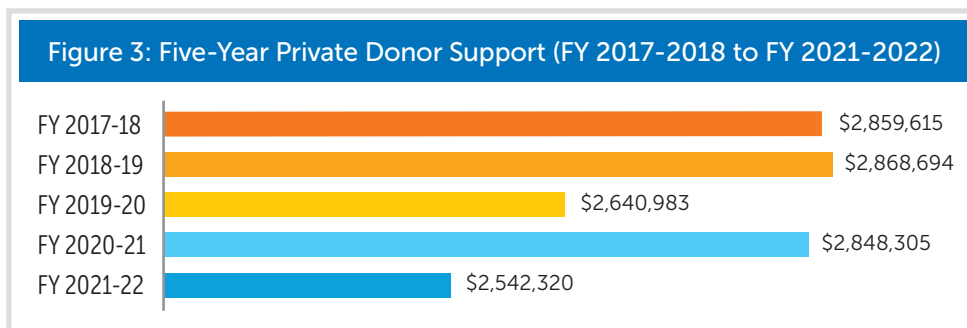
- The research assigned time policy, which offers course reduction to highly published faculty, costs the college approximately \$2 million annually. This cost incurred is the salary paid to part-time faculty hired to teach courses not taught by full-time faculty because of the reduced teaching load granted to individual faculty members.

GOAL 4: Enhance Financial Resources

- Build a culture of philanthropy that attracts resources through a diverse network of funding sources.
- Emphasize and direct resources toward the attainment of large transformative gifts.
- Enhance and grow college self-support and graduate programs.
- Implement strategic marketing and storytelling initiatives that broadcast the college’s status, accomplishments, and distinctive capabilities to stakeholders.

Strategies Employed and Outcomes Recorded

The college is committed to fostering a culture of philanthropy. During 2021-2022 and 2022-2023 academic years, the CBE has raised more than \$6 million and \$10 million, respectively. The figure below shows the actual amount collected in private donor funds for each of the past five years.



Additional revenue is generated through the professional program fees established by the CSU Board of Trustees for the MBA and other specialized master’s programs offered by the college. These fees total approximately \$1.5 million annually. The five-year totals of fees generated and used to support the operations of the college are presented in the discussion of the CBE’s sources of funding on page 14.

Additional funds are generated through our self-support programs, which allow us to offer programs that meet marketplace demand and to retain some funds earned through cost recovery and profit-sharing to support the services we provide our students, faculty, and staff. These funds generate an additional \$1.3 million in revenue each year.

Financial Resources Invested

- The college maintains a four-member development team, and the total operating cost of the team is shared equally between the college and the university. This investment in the team has allowed us to be the top fundraising unit at the university.
- The self-support programs require additional staff to support these programs along with additional investment in digital marketing efforts. These related costs are covered using funds from the self-support programs.

GOAL 5: Engage with the Community

- Expand opportunities to create value for our community by sharing knowledge and providing impactful services.
- Increase collaboration among the college’s departments, Centers and Programs of Excellence, and our community partners.
- Develop programs that establish and enhance connections between the college and its external stakeholders.

Strategies Employed and Outcomes Recorded

The college’s Centers and Programs of Excellence share a central mission to create positive social and economic impact. Serving as the connection between academics and industry, the CBE Centers and Programs of Excellence support focused mentoring and networking opportunities, which position students to engage with the regional business community, and research, which offers members of the business community valuable insights on current and future trends across industries. In addition, these centers and programs provide connections and applied experience for the college’s alumni. Each of the college’s centers and institutes relies on the expertise and support of business professionals, as well as corporate and organizational supporters, to fulfill their mission.

Through its Centers and Programs of Excellence, the college serves the region as a leader in economic development, helping to create a vibrant and flourishing local economy. One notable example, the Orange County Inland Empire Small Business Development Center (SBDC), which is hosted by the CBE, plays a critical role in regional economic development by supporting small business startups and growth of these businesses. See the figure at right for key metrics measured during the review period:

A detailed account of the social and economic impact created by the CBE Centers and Programs of Excellence may be found in the discussion of the college’s societal impact presented later in this section on page 47.

The detailed strategic goals and objectives, along with associated metrics, are provided in a separate document and uploaded as stated by AACSB guidelines. We have also conducted the Risk Analysis and Remediation Plan that discusses the major risks faced by the college and identifies potential strategies for remediation; this plan is presented as a separate document and placed it in the appendix for reference (per AACSB guidelines). See Appendix 2A.1.

Figure 4: SBDC Metrics Recorded 2018-2023

Metric	Results
Clients Consulted	24,678
Total Counseling Hours	171,630
Business Starts	1,484
Capital Infusion – Debt and Equity	\$1,423,424,794
Jobs Supported – Created and Retained	122,533
Total Training Events	2,202
Total Training Attendees	99,604

CBE Strategic Plan 2023-2028

In 2022, the college began developing a new strategic plan for the period of 2023-2028. In February 2022, the dean appointed a Strategic Planning Task Force with more than 25 members representing CBE faculty, staff, students, and external stakeholders (board members and alumni). The task force was charged with developing the mission, vision, values, and strategic priorities for the college for the five-year period beginning with the 2023-2024 academic year. The task force was co-chaired by Chiranjeev Kohli and Maria Casonova. An external facilitator, Allie Taylor, founder and senior partner of consulting firm Orange Kiwi, supported the efforts of the task force. By June 2022, the task force completed a draft of the mission, vision, and values. This draft was reviewed by the leadership team; the task force co-chairs then sent the draft document to all faculty, staff, and representatives of CBE student leadership for feedback. The final draft, including feedback received, was approved by CBE faculty and staff in December 2022. Simultaneously, the task force met to discuss the strategic goals and objectives for the college. This was facilitated by the co-chairs of the task force. A draft of the completed goals and objectives is provided in the appendix. These goals and objectives will guide all activities of the CBE for the next five-year period. An annual review of the plan will be conducted by the college leadership team to ensure relevancy of the goals and objectives. The strategic planning process along with the new mission, vision, and strategic priorities for the college are stated on the following pages.

Strategic Management Planning Process

Figure 5: 2023-2028 Strategic Plan — Process Timeline

Date	Activity
January 2022	Establishment of the Strategic Planning Task Force
February 4, 2022	Strategic Planning Task Force First Meeting
February 2022	Survey Conducted – CBE Students, Faculty, Staff, and External Stakeholders
March 4, 2022	Strategic Planning Task Force Meeting
April 8, 2022	Strategic Planning Task Force Meeting
April 22, 2022	Strategic Planning Task Force Meeting
May 20, 2022	Strategic Planning Task Force Meeting
June 8, 2022	CBE Mission, Vision, and Values Draft Summary Presented to Dean
August 3, 2022	Strategic Planning Task Force Chairs Meeting with Dean
October 10, 2022	Strategic Planning Task Force Chairs Meeting with Dean
March 3, 2023	Strategic Planning Task Force Meeting
March 17, 2023	Strategic Planning – Center Directors Meeting
March 29, 2023	Strategic Planning – Leadership Discussion
April 21, 2023	Strategic Planning Task Force Meeting
May 16, 2023	Strategic Planning Task Force Meeting

CBE Vision Statement

To be nationally recognized for the transformational effect we have on the lives of our students and the communities we serve.

CBE Academic Mission Statement

We provide student-focused education, grounded in academic excellence and personal development that empowers our students to change their lives, the organizations they lead, and the communities they serve.

CBE Community Mission Statement

We positively impact organizations and communities through intentional engagement.

CBE Core Values

INCLUSIVENESS

We create a culture of belonging and connectedness by respecting, celebrating, and learning from our diverse backgrounds.

EXCELLENCE

We continuously strive for the highest level of performance in our personal, professional, and organizational endeavors.

FUTURE-FOCUSED

We are forward-thinking and approach future opportunities and challenges with an innovative mindset.

PROFESSIONALISM

We hold ourselves to the highest standards of ethical conduct and behavior.

IMPACT

We intentionally connect and collaborate to create positive social and economic impact in the community.

CBE Strategic Goals

A complete listing of the objectives, strategies, and measurements paired with each of the goals listed below may be found in the CBE strategic plan uploaded separately as a part of the submission requirements.

Distinctive Identity

The CBE will be known for preparing a diverse student body for personal and professional success through a holistic educational approach focusing on skills development and personal development.

Student Success

Strengthen academic support services for CBE students with a goal to achieve higher academic success.

Faculty and Staff Excellence

Develop an inclusive community for faculty and staff that supports innovative efforts in teaching and research and a growth mindset.

Sustainable Funding

Achieve stability in baseline funding and identify additional revenues through diversified strategies with a goal to achieve sustainable operational funding for the future.

Community Impact

The CBE will positively impact organizations and communities through intentional engagement with community partners.

CBE Financial Revenues and Allocation of Resources

Primary Sources of Funding

California State University, Fullerton is part of the California State University (CSU) system and receives annual allocation from the system toward its operating budget. The College of Business and Economics receives its annual allocation from the university’s provost’s office. This includes baseline funding (recurring revenues) based upon our full-time equivalent student target and one-time funding to support annual operations. Other sources of funding include philanthropic dollars raised by the CBE, revenue from grad fees and self-support programs, and grants and sponsored contract revenue generated by the various centers operating under the university’s Auxiliary Services Center (ASC). Below are the five-year annual budget for the CBE and the various sources of funding for FY 2021-2022:

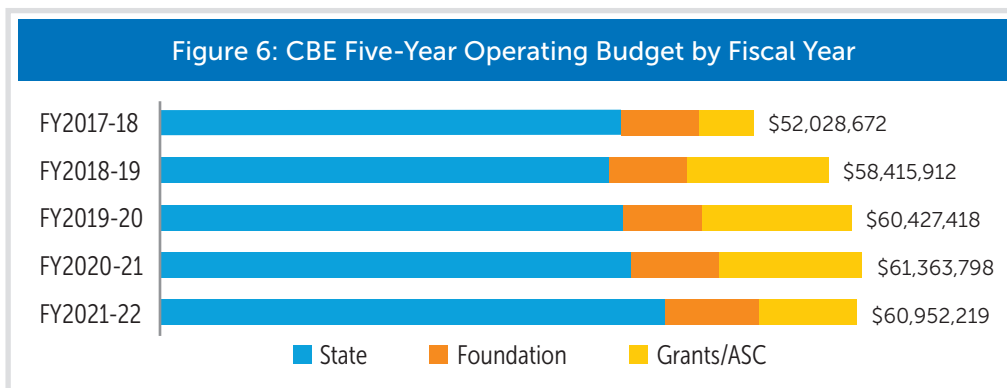


Figure 7: CBE Operating Budget (FY 2021-2022)

Budget Item	State Allocation	Grad Fees	Grants/Sponsored Programs	Private Gifts/ Grants	Total
Salaries	\$28,699,771	\$904,319	\$361,868	\$967,677	\$30,933,636
Benefits	\$12,491,750	\$443,399	\$177,429	\$183,576	\$13,296,154
Operations	\$1,590,110	\$200,000	\$7,954,868	\$6,977,452	\$16,722,430
Total	\$42,781,631	\$1,547,719	\$8,494,165	\$8,128,705	\$60,952,219

At least 95% of our state allocation is for salary and benefits. As a business college, we also need to support faculty research in terms of assigned time, grants/awards, and professional development funds; similarly, we also must support the college’s academic advising and career services positions. These additional expenses are supported by other funding sources, such as graduate fees and revenue from self-support programs.

Other Sources of Funding

The professional program fee was put into place by the California State University Board of Trustees for MBA and master’s programs. This fee is approved for all AACSB-accredited business schools in the California State University system in addition to the CSU fee and any campus-based fees. The revenue generated by this fee will be used for need-based financial aid for graduate students and improvements in graduate programs and faculty. At least 25% of the total revenue generated will be disbursed to incoming CBE graduate students in the form of need-based financial aid. To be considered for this type of aid, students must complete the FAFSA. The remainder of the revenue will be used for program improvement and instruction by investing in programs, services, and instruction that impacts students.

Figure 8: Grad Fees (FY 2017-2018 to FY 2021-2022)

MBA Auxiliary	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Funds	\$1,799,082	\$1,756,971	\$1,439,921	\$1,579,465	\$1,547,719

Revenue from Summer Offerings

The summer course offerings are part of the Extended Education program here at CSU Fullerton. Part of the excess revenues (after costs and overhead) are shared with the college. The CBE’s share of the revenues for the past five summer offerings are below:

Revenue from Self-Support Programs — BABA Online Program and FEMBA Program

In addition to state-supported programs, we offer self-support programs (market-based programs).

Figure 9: CBE Summer Revenue (FY 2017-2018 to FY 2021-2022)

Term	Amount
FY 2017-2018	\$267,125
FY 2018-2019	\$249,354
FY 2019-2020	\$257,426
FY 2020-2021	\$295,597
FY 2021-2022	\$298,166

These programs include our online BABA degree completion program and the fully employed MBA (FEMBA) program. These programs are run through the CSUF Office of Extension and International Programs (EIP); below, is additional program information and the revenue generated from the programs.

EIP program MOUs (profit-sharing): While the model is currently being fully developed, the current assumptions are based on profit-sharing between EIP and the CBE on BABA, FEMBA, and M.S. in Taxation programs (mostly 70% for CBE and 30% for EIP, but exact % depends on the program). This model directly benefits the support and development of self-supporting instructional programs and factor in expenses (college and EIP overhead and direct costs) to ensure the ability for self-support codified through MOUs. The CBE and EIP strategically and mutually determine how self-support profit-sharing is reinvested. The funding is restricted and should only be used to expand, strengthen, and support self-support programs and services offered to enhance student success and reach new people, places, and purposes.

EIP program MOUs cost recovery: EIP reimburses the CBE based on the assigned college overhead for the BABA, FEMBA, and M.S. in Taxation programs. The college overhead assumption is currently being revised and pending agreement between EIP, CSUF Academic Affairs, and the CBE.

EIP term MOUs cost recovery: EIP must reimburse the CBE operating fund for costs (direct and indirect) incurred during the offering of a self-supporting program during summer, open university, and winter terms. The use of these funds is not restricted and can be reinvested to the benefit of the college but is not limited to self-support programs.

Faculty Qualifications, Sufficiency, and Deployment

**Figure 10: Revenue from Self-Support Programs Offered by CBE
(FY 2017-2018 to FY 2021-2022)**

Self-Support Programs	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Cost Recovery and Profit-Sharing	\$1,556,980	\$1,590,750	\$1,243,736	\$1,299,119	\$1,262,979

The CBE faculty qualifications policy details the requirements for faculty to be academically or professionally qualified (policy uploaded separately) for accreditation purposes. Specifically, faculty scholarship activities and points associated with the different engagement activities are used to determine whether faculty are classified as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). If a faculty member does not meet the established criteria for SA, PA, SP or IP, they are designated as “additional faculty.” Figure 11 provides a summary of the criteria used by the CBE for faculty qualifications in each category.

At the CBE, faculty qualifications are reviewed on a regular basis at the departmental and college levels. Every year, faculty are required to update their information within Watermark. Faculty qualifications are reviewed in the faculty evaluation process, during which feedback and suggestions are provided regarding qualification status.

Figure 11: Summary of Criteria for CBE Faculty Qualifications

Classification	Academic Requirements	Professional Requirements
Scholarly Academic (SA)	Doctoral degree	Published at least two qualifying publications during the past five years and has earned at least five additional points from any of the activities in the Faculty Qualifications Table during the past five years. These publications must be either peer-reviewed scholarly books or peer-reviewed journal articles that fit within the "Journal Publications" category in the Faculty Qualifications Table.
Practice Academic (PA)	A doctoral degree in a field that is aligned with their area of teaching and professional experience, engagement, interaction, and scholarship related to their area of specialization	At least 20 points from any of the activities in the Faculty Qualifications Table during the past five years. Such faculty supplement their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, or other forms of professional engagement.
Scholarly Practitioner (SP)	Master's degree in the relevant field and professional experience, engagement, interaction, and scholarship related to their area of specialization.	The faculty should have at least two qualifying publications during the past five years. These publications must be either peer-reviewed scholarly books or peer-reviewed journal articles that fit within the "Journal Publications" category in the Faculty Qualifications Table. They must have at least five additional points from any of the activities in the Faculty Qualifications Table during the past five years.
Instructional Practitioner (IP)	Master's degree in the relevant field	At least 10 points from any of the activities in the Faculty Qualifications Table during the past five years. IP status typically applies to newly hired faculty who have significant and substantive professional experience.
Additional (A)	Master's or doctoral degree in the relevant field	A faculty member who does not meet the requirements for SA, SP, PA, or IP status shall be assigned a status of "Additional."

Faculty Qualifications

The CBE exceeds the recommended AACSB percentage of 40% Scholarly Academic faculty for the college, as well as for each discipline in the college (accounting, economics, finance, information systems and decision sciences, management, and marketing). The recommendation of fewer than 10% Additional faculty is met for the college, as well as for each discipline in the college except economics. Two key factors contribute to the CBE exceeding the recommended percentage of economics faculty designated as Additional: First, Principles of Microeconomics and Principles of Macroeconomics courses are part of the general education courses offered by the university. This requires us to offer many sections of these lower-level economics courses, many of which are taught by adjunct faculty. Second, some of our tenured faculty do not meet the criteria to be academically or professionally qualified. To best address the first factor, the department is exploring larger class sizes for the lower-level courses taught by qualified faculty and supported by teaching associates (graduate students). In response to the second contributing cause, CBE leadership has been working with the economics department to implement strategies that

Figure 12: Faculty Sufficiency and Qualifications

Department	Faculty Sufficiency Related to Teaching	Faculty Qualifications with Respect to Percent of Time Devoted to Mission	
	Participating Faculty	SA	SA+PA+SP+IP
Accounting	77.9%	64.1%	96.5%
Economics	76.3%	51.1%	75.1%
Finance	87.5%	60.2%	96.4%
ISDS	78.4%	51.0%	91.0%
Management	70.4%	52.9%	94.1%
Marketing	74.5%	44.5%	96.9%
CBE Total	77.0%	54.2%	91.5%

encourage faculty currently classified as Additional to increase their research productivity. These strategies, which are starting to show success, include providing professional development funds to present their research and collaboration with research-productive faculty and graduate students.

Faculty Sufficiency

All CBE faculty members are classified as participating or supporting depending on the nature of their contributions to the mission of the CBE. Faculty members are considered participating if they contribute to the mission of the college through activities such as advising, student mentoring, and other service activities. The full criteria CBE uses to define participating and supporting faculty has been provided as a part of Faculty Qualifications and Faculty Sufficiency Criteria upload required by AACSB.

Currently, all tenure-track and tenured faculty, as well as almost all full-time lecturers, are classified as participating faculty. At the same time, almost all part-time lecturers are considered supporting: Per the part-time lecturers’ contract and the collective bargaining agreement, their primary responsibilities are to fulfill their teaching obligations. This constraint limits the CBE’s ability to have part-time lecturers as participating faculty.

Participating faculty members deliver more than 75% of the school’s teaching at the CBE, and within each academic discipline, participating faculty members deliver more than 60% of the teaching, thus exceeding the recommended percentages by AACSB.

Faculty Deployment

The CBE has more than 8,000 undergraduate students and approximately 700 graduate students. Faculty deployment is in accordance with the CBE’s mission. The bachelor’s program, the MBA program, and the specialized master’s programs are predominantly taught by SA faculty and exceed 40% in most cases. There are two exceptions: The M.S. in Taxation, which has been positioned as an applied graduate degree with courses mainly taught by working tax professionals, is — by design — taught by a high number of IP faculty. Second, the SA faculty deployed in the bachelor’s program is less than 40% (35.77%), and related to the shortcomings in faculty qualifications evidenced in the economics discipline, the Additional faculty deployed in the bachelor’s program is more than 10% (12.47%). This is a result of an increase in SA faculty teaching upper-level specialized courses with lower enrollment numbers and a corresponding increase in Additional faculty teaching some of the core classes in the undergraduate curriculum. CBE leadership is working with the departments on strategies to address this issue by increasing the SA faculty deployed in some of the core undergraduate classes and reducing the Additional faculty teaching those classes.

Figure 13: Deployment of Faculty by Qualification Status in Support of Degree Programs — AACSB Table 3-2 (AY 2022-2023)

Degree Program	Faculty Percent of Teaching by Program and Degree Level (measured by student credit hours)					Total %
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	
Bachelor’s	35.77%	19.91%	1.38%	30.48%	12.47%	100%
MBA	46.49%	23.35%	0%	21.05%	9.11%	100%
M.S. in Accountancy	64.36%	4.1%	0%	25.64%	5.9%	100%
M.S. in Taxation	13.4%	13.88%	0%	72.73%	0%	100%
M.S. in Information Systems	100%	0%	0%	0%	0%	100%
M.S. in Information Technology	75.44%	24.56%	0%	0%	0%	100%

Faculty Management Policies and Support

CSUF abides by a shared governance model. Faculty and administration work together on important policy issues, with the CSUF Academic Senate controlling all academic policies across the campus. The governing policies for academic matters, University Policy Statements (UPS), serve as a guide for academic governance, and include policies related to administrative and support procedures, faculty personnel procedures, student-related issues, curriculum, library, and research. See Appendix 2A.3.

The CBE has a similar shared governance structure at the college level with its own senate comprising two faculty members from each academic department (one of whom is elected as chair of the senate), as well as the department chairs. All curricular changes are initiated by faculty members and go through an approval process at the department and college level before being forwarded for university approval. CBE full-time faculty members actively participate in service activities and are members of various committees at the department, college, and university levels. While many of the committees within the departments and college are ongoing, the college also has taskforces, which generally have a shorter timeframe and a more specific mandate; for example, the Online Taskforce is responsible for formulating the online policy for the CBE.

At CSUF, faculty have input in different aspects of governance and policy creation, including election of the chair and retention tenure and promotion standards. UPS 211.100 outlines the process for electing department chairs, who serve a three-year term. All full-time and part-time department faculty may participate in the voting process to elect the chair.

Evaluation and feedback are essential components of performance management at CSUF. UPS 210 provides details on faculty personnel procedures. All tenured and tenure-track faculty members are expected to engage in scholarship, teaching, and service. During the evaluation process, faculty members upload their portfolios comprising curriculum vitae, narrative, student opinion questionnaires, and grade distributions on Interfolio. The online workflow for the evaluation process is managed by CSUF’s Faculty Affairs and Records. Expectations for faculty members are specified in the Department Personnel Standards for tenured and tenure-track faculty and in the Department Standards for Lecturer Faculty for lecturers (see appendicies 2A.4.1 and 2A.4.2). After obtaining tenure, faculty members at CSUF are reviewed periodically every five years (UPS 210.020). As part of the evaluation process, faculty members receive feedback on aspects of their research, teaching, and service from the different levels of review. This feedback process also helps our faculty maintain currency and relevance in teaching and their research. Figure 14 summarizes the tenure and promotion decisions in the past five years.

Figure 14: Tenure and Promotion Decisions

Academic Year	Tenure and Promotion			Rank Advancement to Full Professor		
	Withdraw	Recommend	Deny	Withdraw	Recommend	Deny
2018-2019	0	7	0	0	3	1
2019-2020	0	11	2	0	3	3
2020-2021	0	7	0	1	3	1
2021-2022	0	6	1	0	1	1
2022-2023	0	3	0	0	7	1
Total	0	34	3	1	17	7

Faculty Hiring

CSUF is located in a region with a high cost of living and operates in a highly competitive environment, which makes recruitment of faculty challenging. Additionally, the university abides by the faculty salary ranges set by the California State University system, which are not differentiated by discipline. This

places an upper limit on salaries that can be offered to business faculty, and this also puts the CBE at a competitive disadvantage for hiring and retaining faculty.

Given CSUF’s commitment to hiring a high-quality and diverse faculty, the university human resources division provides guidance to ensure that faculty searches are fair and nondiscriminatory. The steps for recruitment and appointment of tenure-track faculty are listed in UPS 210.001. For tenure-track hiring, academic departments within the CBE formally present their needs for hires to the dean in the spring semester. After reviewing the requests, the dean forwards the approved requests to the provost. Once approval from the provost is received, the search process is initiated. The number of faculty lines budgeted within the CBE and each department is typically dependent on the number of full-time equivalent students. The department chair is primarily responsible for the hiring process, working in conjunction with the Department Search Committee and with oversight from the dean. The CBE works with the university’s Human Resources, Diversity and Inclusion division to ensure all federal and state laws and university policies are followed.

Similarly, there are defined policies for temporary faculty recruitment specified in UPS 210.050. Temporary faculty includes all lecturers, and lecturers in the CBE are classified as full-time temporary faculty or part-time temporary faculty depending on their contractual time base.

Figure 15 shows the composition of the CBE faculty over the past five years.

Figure 15: Composition of CBE Faculty (AY 2018-2019 to AY 2022-2023)

Faculty Rank	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
Professor	42	40	45	46	44
Associate Professor	36	38	41	43	48
Assistant Professor	47	47	42	38	34
Total Tenured/Tenure-Track	125	125	128	127	126
Full-Time Lecturers	31	35	35	31	31
Total Full-Time Faculty	156	160	163	158	157
Total Part-Time Faculty	159	205	189	216	204

As mentioned, hiring and retaining high-quality faculty has been a challenge. While the overall number of full-time faculty has remained consistent, the number of part-time faculty has increased, and the number of assistant professors has decreased. Thus, hiring new tenure-track faculty is a priority for the CBE: In 2022-2023, ten new tenure-track faculty joined the college, and an additional seven new tenure-track faculty have joined the college in the 2023-2024 academic year. Below is a table showing tenure-track hires over the past five years.

Figure 16: CBE Tenure-Track Hires (AY 2018-2019 to AY 2022-2023)

Faculty Rank	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Total
CBE Tenure-Track Hires	6	3	6	3	10	28

Faculty Development and Support

The CBE is committed to recruiting and retaining high-quality faculty, and to achieve this objective, all incoming tenure-track faculty are awarded startup support in the form of a reduced teaching load, as well as summer startup funds: New faculty members are assigned a 2-2 course load (two courses

to teach per semester) each year, for three years. Summer startup funds of \$20,000 per year are awarded for their first three years. After the startup period, up until tenure, new faculty typically have a 3-3 teaching load; the teaching load may be lowered to 3-2 depending on research productivity as specified in the college’s assigned time policy.

Full-time faculty at the CBE receive multiple forms of support for their research, professional development, and development of innovative pedagogy. The college provides all full-time faculty with professional development funds (\$2,500 per year for tenured and tenure-track faculty and \$1,500 per year for full-time lecturers) that may be used for travel and presenting research at academic conferences, other training related to professional development, and memberships in professional organizations. One recent challenge faced by the CBE is the increasing number of states to which travel has been banned by the state of California. Currently, there are 26 banned states — travel to which cannot be paid for with state funds. Given these restrictions, the CBE has set aside funds from nonstate sources to allow for faculty to participate in leading academic conferences regardless of location. The CBE permits full-time faculty to use up to \$1,500 per year from the CBE’s nonstate funds for travel to banned states. This amount counts toward each faculty’s allotted annual professional development funds.

The college and departments also provide support for technology and data subscriptions. All full-time faculty can earn assigned time for research based on the college’s assigned time policy. Each academic year, faculty may receive up to three courses away from teaching to focus on research. Figure 17 shows the professional development funding received by CBE faculty over the past five years.

Figure 17: CBE Faculty Development Support Table

Academic Year	Faculty Travel		Software and Databases Purchases	Total
	Funds Spent	Faculty Recipients		
2018-2019	\$153,374	112	\$421,201	\$574,575
2019-2020	\$129,132	118	\$491,275	\$620,407
2020-2021	\$23,844	26	\$486,527	\$510,371
2021-2022	\$67,283	62	\$395,125	\$462,408
2022-2023	\$160,000	90	\$385,000	\$545,000
Total	\$533,633	408	\$2,179,128	\$2,712,761

As part of its efforts to recognize scholarship, instructional innovation, and service to students, the CBE also presents annual faculty awards. These awards include the following:

- **Executive Council Outstanding Faculty Award:** Recognizes a CBE faculty member who has enhanced the prestige of the college by demonstrating outstanding ability, with a focus on teaching, research, and service.
- **CBE Faculty Fellowships:** Recognize and support tenured and tenure-track faculty for outstanding performance in the areas of teaching, research, and service.
- **CBE Full-Time Lecturer Excellence Fellowships:** Recognize CBE full-time lecturers demonstrating excellence in the areas of teaching and service.
- **CBE Instructional Innovation Awards:** Recognize full-time faculty members demonstrating extraordinary instructional innovation.
- **CBE Faculty Student Service Awards:** Honor full-time faculty members for providing outstanding service to students.
- **CBE Scholars:** Awarded to full-time faculty members who have the best peer-reviewed publications during the previous calendar year.
- **CBE Outstanding Part-Time Faculty Awards:** Recognize part-time faculty members demonstrating outstanding teaching and service to students.

CBE faculty also receive support for their research and professional development from many different sources throughout the university. Figure 18 shows support received by CBE faculty from the university.

Figure 18: Professional Development Support for CBE Faculty from the University

	AY 18-19	AY 19-20	AY 20-21	AY 21-22*	AY 22-23
Junior/Senior Grant	\$74,856	\$18,386	\$44,655	\$60,701	\$97,822
Research Scholarship and Creative Activity (RSCA) Grant	\$8,780		\$14,976		\$14,997
Faculty Travel Grant		\$4,666			\$10,522
Office of Research and Sponsored Projects (ORSP) Innovative Research Grant			\$4,994	\$22,922	\$9,758
Advanced Grant Writing Academy				\$5,000	
Total	\$83,636	\$23,052	\$64,625	\$88,623	\$133,099

*In 2021-2022, a one-time amount of \$90,000 was provided as a special grant to help faculty negatively impacted by COVID-19.

To support research efforts, the Faculty Development Center (FDC) at CSUF partners with the Office of Research and Sponsored Projects to fund faculty fellows who facilitate workshops and meet with faculty in qualitative and quantitative research and design.

To help increase engagement and retention of faculty, the FDC provides support to new faculty with a five-day orientation in August and monthly support meetings. The FDC also offers virtual synchronous and online asynchronous workshops reaching lecturers and faculty who would like to participate in an alternative format. In alignment with our strategic objectives, the FDC creates programs intended to enhance faculty capacity in specific areas, including diversity, social justice, antiracism, high-impact practices, and mindfulness, with certificates offered for completion of participation hours.

During the review process, faculty receive feedback to ensure they maintain currency and relevance in teaching and research. In addition, the CBE employs an instructional designer who helps CBE faculty incorporate best practices in designing their courses, especially online courses. The FDC at CSUF also supports innovative teaching by providing in-person and online resources to help faculty incorporate innovative pedagogy and new academic technologies in their in-person and online classrooms.

CBE Staff

Professional staff are vital to the college, and CBE staff provide support to the college in the following three ways: student support, department support, and college operations support. The 23 student support staff work in academic advising, career services, and graduate programs. The 12 department support staff include the coordinators and assistants in each academic department. The 13 college operations staff members support the college’s budget, human resources, fundraising, alumni relations, marketing, and web development needs. Post-COVID, it has been a challenge to hire and retain quality staff. The figure at right shows the number of staff members hired and the staff members who resigned or retired each year.

The CBE strives to support its staff in multiple ways. The primary method of support is the provision of up to \$1,000 in professional development funds each year to all CBE staff; these funds may be used for training, workshops, or other forms of professional development.

Figure 19: CBE Staff Turnover

Year	Staff Hired	Staff Exited
2018-2019	12	9
2019-2020	7	9
2020-2021	2	4
2021-2022	14	20
2022-2023	18	24

B. LEARNER SUCCESS

Degree Programs

Within the scope of AACSB accreditation, CBE offers two undergraduate degrees: Bachelor of Arts in Business Administration (BABA) and Bachelor of Arts in International Business (BAIB), and five graduate degrees: Master of Business Administration (MBA), Master of Science in Accountancy (MSA), Master of Science in Taxation (MST), Master of Science in Information Systems (MSIS), and Master of Science in Information Technology (MSIT).

Undergraduate

Our Bachelor of Arts degree programs require a minimum of 120 earned units. Both the BABA and BAIB programs consist of core business courses, which cover functional areas in business, including accounting, economics, finance, operations, management, information systems, and marketing. Students in the BABA program may choose from 18 concentrations, positioning students to align their academic program with their professional aspirations; BAIB students may choose between two concentrations. Both programs include a required capstone course in which students apply the knowledge acquired throughout the whole of their program to solve real-world business problems. The BABA program includes a global awareness requirement in which students learn how to look at an organization from a global perspective. In 2019, the college introduced a three-unit practicum requirement in the BABA program, which exposes students to real-world business issues. The figure below outlines the general curriculum for the BABA program. The structure of each degree program included in this review may be found in Appendix 2B.1.1.

Figure 20: General Curriculum Outline for BABA Program

Freshman	Sophomore	Junior	Senior
Mostly Focused on GE <ul style="list-style-type: none"> Lower Division GE Business Calculus 	Business Lower Division Core <ul style="list-style-type: none"> Financial Accounting Managerial Accounting Microeconomics Macroeconomics Business Writing Business Legal Environment 	Business Upper Core Concentration Courses <ul style="list-style-type: none"> Business Analytics I Business Communication Financial Management Managing Operations Principles of Marketing Organizational Behavior Principles of Information Systems Courses in various concentrations 	Business Capstone Practicum Concentration Electives <ul style="list-style-type: none"> Business Analytics II Intermediate Business Microeconomics Strategic Management (Capstone) Practicum Concentration electives

Innovative Learning Opportunities

The college continues to offer innovative ways to provide engaging and impactful learning opportunities that ensure our students' workforce readiness. Two of our featured specialty programs are Business Honors and Titan Capital Management (TCM).

Business Honors

Business Honors is a cohort program with a minimum GPA requirement that follows the BABA curriculum, positioning undergraduates within the program to enroll in core courses with an exclusive and competitive peer group. These high-achieving students, who may declare a concentration of their choosing, gain a valuable network made up of both fellow honors students and the business leaders they interact with as a result of the professional development opportunities offered within the program.

Business Honors allows the college to recruit competitively, and each entering cohort consists of approximately 40 students — see Figure 21 below for an overview of the Business Honors application numbers and acceptance rates for the past four years. In addition to satisfying academic performance criteria, students applying for the Business Honors program must also demonstrate interpersonal skills, initiative, and leadership through supplemental materials and an interview. Each year, honors students may participate in an international study tour to better understand global business leadership. Currently, we have more than 130 students in the Business Honors program, and they are a good representation of our elite students and what they can achieve. Honors students are the ones employers seek the most, and with the attention Business Honors students garner, the perceived value of CBE graduates among regional employers is enhanced, thus opening the doors for the broader population of CBE students.

Figure 21: Business Honors Application Numbers and Acceptance Rates

Year	Total Accepted	Total # of Applicants	Acceptance Rate	Average Weighted GPA for Accepted Candidates
2020	45	278	16%	4.27
2021	42	279	15%	4.32
2022	40	337	12%	4.25
2023	44	434	10%	4.3

Titan Capital Management

For students seeking a career in finance, the one-year Titan Capital Management program provides real-world experience as they manage four portfolios for the CSUF Philanthropic Foundation valued at more than \$3.5 million total.

Normally attracting students in their senior year, TCM hosts 10 to 15 students in each cohort who are admitted following a rigorous application process. The program focuses on teamwork, oral and written communication, and leadership — these activities prepare program participants with the hands-on, real-consequences financial analysis experience that will be the foundation of their careers. Investment professional and alumnus Jeff Van Harte has been integral to the success of this program from the start; like many college alumni and regional professionals, he donates considerable time and resources to a number of CBE programs, including support of TCM.

This past year, the TCM program earned global recognition for the college. Over the course of six months beginning October 2022, a team of CBE finance students spent more than 600 hours (alongside existing school and work commitments) researching and analyzing a restaurant chain. They presented their analysis — a 20-page buy report and 10-minute oral pitch — at a series of competitions, and the team won the America Final in April 2023. Following the America Final, the CBE student team competed in the Global Final against five other elite teams from around the world. More information about the program can be found in Appendix 2B.1.2.

Admission Process

The undergraduate program admission remains controlled by the university; however, recently, the university has expressed an intent to establish a collaborative decision-making process, with the university and the college informing undergraduate admission decisions. There are two kinds of admission for our undergraduate programs: first-time freshmen (fall semester admission only) and transfer students (fall and spring admission).

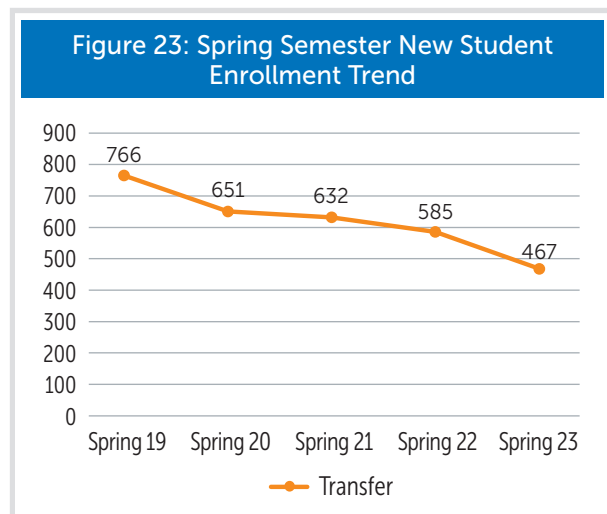
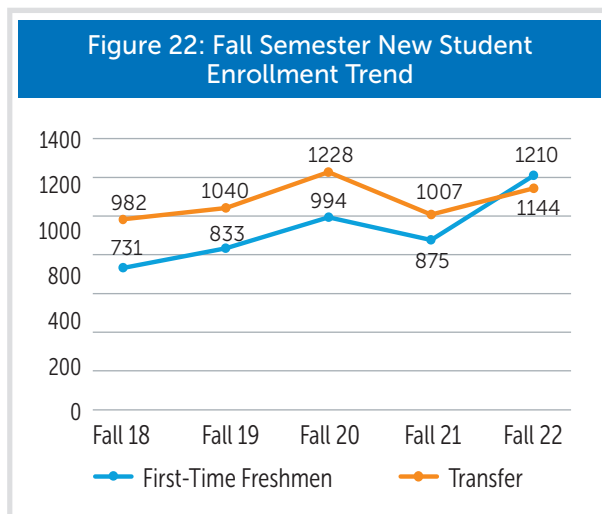
One change in the admission process during this review period is the removal of SAT/ACT scores for freshmen admission. Following the UC system, the CSU system officially removed SAT and ACT scores as an admission requirement in 2022. Since then, the university has implemented a multifactor

admission score criteria for freshmen admission, including academic requirements, institutional commitment, and application attributes. For transfer admission, the eligibility requirements include:

- Earn 60 semester/90 quarter transferable units;
- Complete 10 general education courses (30 semester/45 quarter units) with a grade of C- or better, including:
 - The “Golden Four” courses with a grade of C- or better:
 - ▶ Oral Communication
 - ▶ Written Communication
 - ▶ Critical Thinking
 - ▶ Quantitative Reasoning
- Earn a qualifying grade point average;
- Be in good standing at the last college or university attended (eligible to re-enroll).

Except for Business Honors and the Online BABA degree-completion program, all admission processes are handled by the university through the Admissions office. For both Business Honors and the Online BABA, applicants to the programs are evaluated by the college only after the university has determined that all university-level requirements have been met.

During the review period, the college has seen changes in both undergraduate admission and enrollment trends. Historically, college admissions have skewed heavily toward transfer students; however, in recent years, the college has observed a reversal of this trend: First-time freshmen admits exceed transfer student admits, and there has been a decline in spring transfer student admits — both have contributed to an overall decline in the transfer student population. The figures below provide new student enrollment trends for both fall and spring semesters:



Graduate

Our Master of Business Administration (MBA) degree program requires 40 to 45 units. We have two versions of this program: a Flex MBA and a Fully Employed MBA (FEMBA), which share a common business core consisting of courses across functional areas of business, including accounting, economics, finance, information systems, operations, management, marketing, and business communications; the same faculty teach across both MBA programs. FEMBA is a general management program, and the Flex MBA allows students to tailor the program to best meet their career goals by selecting one of 11 concentrations. Both programs culminate with a required capstone course during which students explore core strategic management and apply the knowledge gained throughout their course of study to an experiential consulting project with a local business. The Flex MBA allows students to complete the program requirements at their own pace — the majority of students take a

part-time course load and complete the program in approximately three years. The FEMBA is a cohort program and students complete one course in successive eight-week terms; the duration of the program is 34 months. The structure of the Flex MBA and the FEMBA may be found in Appendix 2B.1.1.

Our four specialized master’s programs — MSA, MST, MSIS, and MSIT — each require 30 units of coursework in addition to any prerequisite courses nonbusiness students may be required to take before starting the degree requirements. Generally, students enroll in the programs part time, take between six and nine units each semester, and complete their degrees in two or three years. Students with business backgrounds complete a degree closer to two years; students with an undergraduate degree in a program other than business typically complete the program in closer to three years. The structure of these degree programs may be found in Appendix 2B.1.1.

Admission Process

Graduate student eligibility for CSUF is set by the university. Master’s students should:

- Have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or shall have completed equivalent academic preparation as determined by appropriate campus authorities;
- Be in good academic standing at the last college or university attended;
- Have earned a grade-point average of at least 2.5 on the last degree completed by the candidate or have attained a grade-point average of at least 2.5 (A=4.0) in the last 60 semester or 90 quarter units attempted; and
- Satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate to the program of study. Additionally, applicants whose education was not in a majority English-language country must submit proof of English proficiency before an admissions decision can be made. The college requires a minimum score of 570 or 90 iBT for the TOEFL or equivalent scores on IELTS or PTE.

In addition to the CSUF criteria, each of our master’s programs requires a GMAT or GRE test score unless an applicant has met the specific waiver criteria:

Figure 24: GMAT/GRE Waiver Criteria

Program	
MBA	3.0 GPA or higher AND one year of professional work experience
MSA and MST	3.3 GPA or higher
MSIS	3.0 GPA or higher upon completion of an undergraduate degree program at an AACSB-accredited business school in the United States within the last three years AND a B grade or better in calculus and an upper-division undergraduate statistics or data analysis class
MSIT	3.0 GPA or higher upon completion of an undergraduate degree program at an AACSB-accredited business school in the United States within the last three years AND a B or better in calculus and an upper-division undergraduate statistics or data analysis class AND at least one year of professional work experience

Once an applicant is deemed admissible to the university, departmental committees review applicant materials and render admission recommendations based on established criteria, including GPA, test scores, work experience, and letters of recommendation.

Curriculum Management and Development

Consistent with the college’s mission, CBE faculty and staff continue to strengthen our curriculum by introducing up-to-date business practices into classrooms and developing cocurricular programs to foster students’ professional and personal growth.

Curriculum management is a faculty-driven process. We follow the procedures and processes defined by University Policy Statements (UPS) for any course or program-level changes, in particular, UPS 410.013, 410.104, 410.115 and 411.100 (see Appendix 2B.1.3). These processes include the academic departments, college curriculum committees (undergraduate or graduate), and the college academic senate; additional review of course and program curricular changes is conducted at the university level. The detailed process can be found in Appendix 2B.1.4.

Curriculum changes are normally driven by the assessment process, specifically from both direct and indirect measures, including employer feedback, advisory board feedback, curriculum review process and student feedback. Highlights in program curricular changes from the past five years are outlined below:

- **Adding Business Practicum to the BABA Curriculum**

Because of a GE curriculum change at the CSU system level, the college was able to add our ISDS 361A Business Analytics I course in the upper-division GE category. Therefore, the college was positioned to reallocate three units within the BABA program. Based on industry feedback, current trends in business education, and robust discussion within the curriculum committee and among all department chairs, the college decided to add a business practicum requirement (three units) to the curriculum. Considering the large number of students (more than 8,500) in the degree program, we made it flexible and provided three avenues for completion, allowing students to identify the opportunity that best aligned with their situation:

- BUAD 300 Professional and Career Development: This course focuses on soft-skill development and career exploration. Students who do not have clear direction regarding their intended concentration or career path are encouraged to select this course to fulfill the practicum requirement. The course uses active learning pedagogy in which lectures are kept to a minimum and most class time is allocated to activities, group discussions, and student presentations. A sample of the syllabus can be found in the Appendix 2B.1.5. Throughout the class, the students research various business areas and professional opportunities, decide upon an academic focus, and establish both short-term and long-term plans to accomplish related goals. The course also requires students to participate in one or more career fairs offered by the college and the university. Based on faculty feedback, 10% to 15% of students obtain their first internship or professional job due to the immersive activities in this course.
- Internship courses: We redesigned the internship courses offered by each department to include a class discussion portion and to require a letter grade. The class discussion component includes development of soft skills, as well as exploring issues and challenges students face at their internship site.
- Experiential learning courses in concentration: For all BABA concentrations, we have identified experiential learning courses based on the criteria developed by a group consisting of the department vice chairs. These experiential courses all have projects exploring real business problems and/or employing the most up-to-date technology to conduct analysis of real data sets, providing recommendations based on this analysis, or to develop solutions for a business problem. The work product from experiential learning courses is often appropriate for inclusion in a student's portfolio to be shared with prospective employers.

- **New and Proposed Degree-Related Changes**

- New real estate concentration in the BABA program is currently under review and will start in spring 2024.
- New graduate certification in marketing analytics will start in spring 2024.
- Two new minors in finance business analytics: Both minors are designed for business and nonbusiness students. For business students, the minors provide additional functional skills; for nonbusiness students, the minors provide applied skills to give them an additional skillset in preparation for their first professional jobs.
- New concentrations within the MBA program were added: operations and supply chain (started fall 2019) and human resources (started fall 2021).

- **New Courses**

During the review period, the college developed 27 new courses among all departments — a reflection of the college’s mission to keep up with the industry and lead business education on the West Coast. Most of the courses were created to keep up with the current trends in the business world, such as ACCT 404 Emerging Technologies in Accounting, ISDS 373 Python for Business Analytics, FIN 379 Fundamentals of Cryptocurrencies, and FIN 479 Crypto Creation. Some of these courses reflect interdisciplinary needs, such as MGMT 477 Music Business and BUAD 130 Explore Core: Teens in Trouble. Other courses reflect a new program, such as MKTG 521 Introduction to Marketing Analytics, MKTG 531 Consumer Analytics and Social Media, and MKTG 541 Marketing Intelligence Dashboards. Most of these new courses have components for experiential learning; for example, students will use Python to analyze real datasets in ISDS 373; students will use Alteryx, Power BI, and other tools to analyze accounting datasets in ACCT 404; and students will create their own cryptocurrency and NFTs in FIN 479. A complete list of course and program changes for the review period may be found in Appendix 2B.1.6.

- **More Online Options**

With the impact of the pandemic, all students and faculty had a taste of online delivery, and our faculty are more comfortable now delivering classes online. Following the university’s return to campus, the college has kept 20% to 30% of offerings online in response to students’ needs. The majority of our courses have gone through the curriculum process to be offered online, if needed. The university modified the policy related to online instruction (UPS 411.104) to define four modalities offered by the university and provides principles for online instruction and an approval process to convert courses. More details may be found in Appendix 2B.1.3.

Assurance of Learning

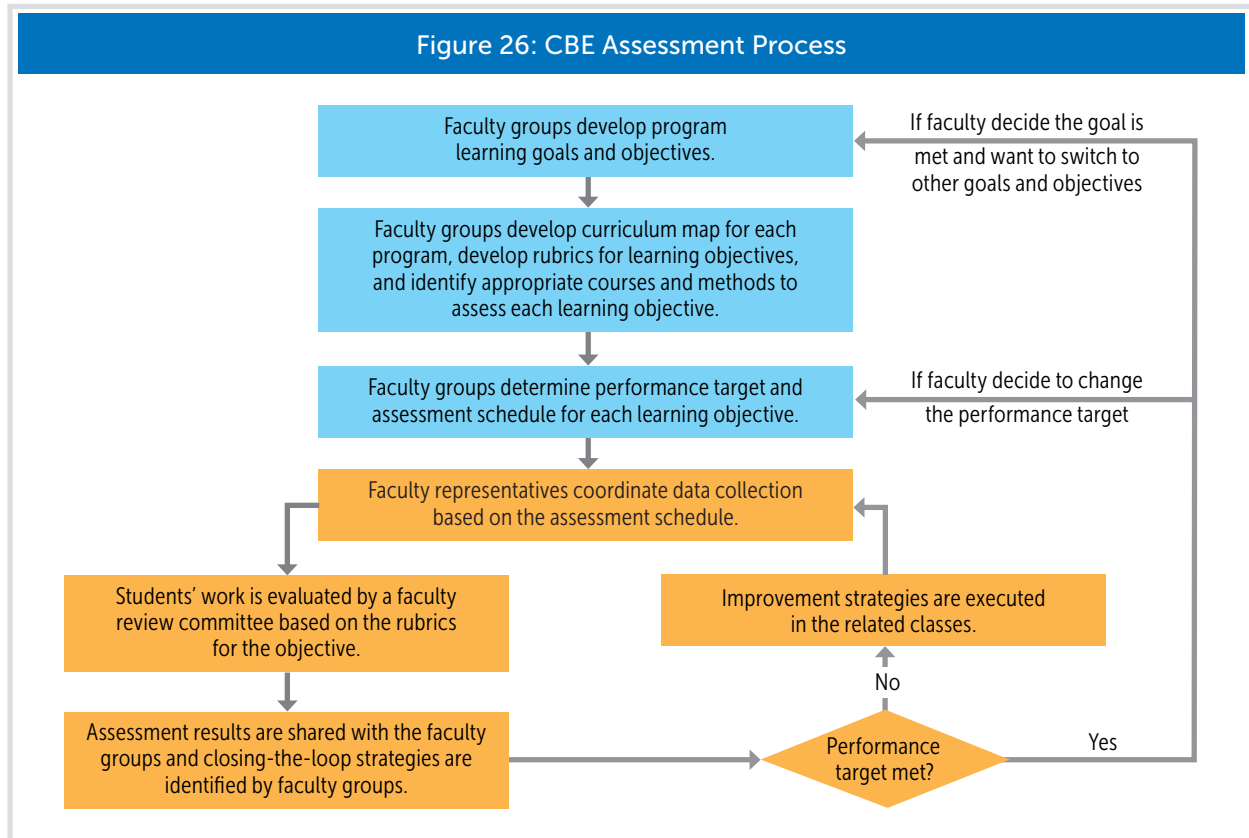
During our last AACSB team visit, the team highlighted a few issues with our assessment practice that they wanted us to address. After receiving the feedback, we reviewed our AoL process and structure for all programs and implemented changes beginning in fall 2019. For some programs, new committees were formed, and for others, existing committees were repurposed. For example, at the undergraduate level, the Core Course Coordinators Committee became the Undergraduate Assessment Committee charged with AoL activities for the BABA and BAIB programs. The figure below shows the group responsible for each program’s assessment. For all programs, development of new program learning goals and objectives began in fall 2019 and continued into spring 2020. When the campus went online due to the pandemic in March 2020, some of this work paused to focus on maintaining teaching activities online. With the changes to learning goals and objectives, as well as the pandemic, some assessment activities were paused in programs between spring 2019 and spring 2020, with a return to regular data collection and assessment activities in spring 2021.

Figure 25: Assessment Responsibilities

Faculty Group	Makeup of Committee	Programs Under Committee Charge
Undergraduate Assessment Committee	One faculty representative from each academic department	B.A. Business Administration, B.A. International Business
MBA Steering Committee	One faculty representative from each academic department	Master of Business Administration
School of Accountancy Assessment Committee	Six accounting faculty members	M.S. Accountancy, M.S. Taxation
Information Systems and Decision Sciences Assessment Committee	Department chair, vice chair, MSIS faculty advisor, MSIT faculty advisor	M.S. Information Systems, M.S. Information Technology

AoL Process

Although multiple committees are involved in assessment, we have one consistent process for the college. The general process is captured in the figure below and all activities are managed by the various faculty committees and supported by the university assessment liaison.



The first step is the development of student learning goals and objectives. The various faculty groups solicit feedback from the broader department faculty before the committee reaches a consensus and finalizes the goals and objectives. Below are the learning goals and objectives for each program.

Learning Goals and Objectives for BABA Program:

	Learning Goals	Learning Objectives
1	Graduates will have business functional knowledge.	a Students will demonstrate an understanding of each of the business disciplines: accounting, economics, finance, information systems and decision sciences, management, and marketing.
		b Students will apply knowledge from multiple business disciplines to understand business problems.
2	Graduates will have critical-thinking skills.	a Students will analyze and compare data, applying appropriate methodologies to support decision-making.
		b Students will identify effective solutions using appropriate concepts, techniques, and models.
3	Graduates will have interpersonal skills.	a Students will demonstrate effective oral communication skills.
		b Students will demonstrate effective written communication skills.
		c Students will demonstrate ability to effectively collaborate in a team environment.
4	Graduates will have awareness of the business environment.	a Students will develop global perspectives about the business environment.
		b Students will identify ethical issues and dilemmas in business and recommend potential responses.

Learning Goals and Objectives for BAIB Program:

Learning Goals		Learning Objectives	
1	Graduates will have business functional knowledge.	a	Students will demonstrate an understanding of each of the business disciplines: international economy, international finance, information systems, international management, and global marketing.
		b	Students will apply knowledge from multiple international business disciplines to understand business problems.
2	Graduates will have critical-thinking skills.	a	Students will analyze and compare between-country data, applying appropriate methodologies to support decision-making.
		b	Students will recommend strategic solutions by building on the between-country similarities and dissimilarities that influence the competitive advantage of doing businesses abroad.
3	Graduates will have interpersonal skills.	a	Students will demonstrate effective oral communication skills.
		b	Students will demonstrate effective written communication skills.
		c	Students will demonstrate ability to effectively collaborate in a teamwork environment.
4	Graduates will have awareness of the business environment.	a	Students will demonstrate an understanding of the differences between countries in the political/economic environment.
		b	Students will demonstrate an understanding of the differences between countries in the ethical/cultural environment.

Learning Goals and Objectives for MBA Program:

Learning Goals		Learning Objectives	
1	Graduates will have a strategic mindset.	a	Students will be able to understand key functions of business enterprises.
		b	Students will be able to evaluate business environment and opportunities with integrated knowledge from different business functional areas to set strategic directions.
2	Graduates will make effective decisions.	a	Students will be able to analyze and interpret business data to make recommendations to solve complex business problems.
		b	Students will be able to use appropriate theories and concepts in making managerial decisions in competitive and uncertain business environments.
3	Graduates will have effective communication skills.	a	Students will be able to verbally communicate ideas, analysis, and recommendations in an effective manner to a professional business audience.
		b	Students will be able to write effectively to communicate ideas, analysis, and recommendations to a professional business audience.
4	Graduates will have team and leadership skills.	a	Students will be able to recognize and identify effective leadership skills and articulate their leadership philosophy.
		b	Students will be able to demonstrate effective collaboration in team environments.

Learning Goals and Objectives for MSA Program:

Learning Goals		Learning Objectives	
1	Graduates will be critical thinkers.	a	Students will demonstrate the ability to think critically and apply solutions to advanced accounting issues.
2	Graduates will have effective research skills.	a	Students will design and execute accounting research projects.
3	Graduates will have effective communication skills.	a	Students will exhibit effective written communication skills relevant to the accounting profession.
		b	Students will exhibit effective oral communication skills relevant to the accounting profession.
4	Graduates will have an ethical mindset.	a	Students will demonstrate the ability to identify ethical issues and to suggest appropriate courses of action for resolution.

5	Graduates will develop data analytics skill sets.	a	Students will understand concepts and applications related to information technology.
		b	Students will understand concepts and applications related to accounting analytics.
6	Graduates will have team skills.	a	Students will demonstrate the ability to work effectively as part of a team.

Learning Goals and Objectives for MST Program:

Learning Goals	Learning Objectives
1 Graduates will be critical thinkers.	a Students will demonstrate the ability to think critically and apply solutions to advanced tax issues.
2 Graduates will have effective research skills.	a Students will design and execute effective research related to tax topics.
3 Graduates will have effective communication skills.	a Students will exhibit effective written communication skills relevant to the tax profession.
4 Graduates will have an ethical mindset.	a Students will demonstrate the ability to identify ethical issues and to suggest appropriate courses of action for resolution.
5 Graduates will develop data analytics skill sets.	a Students will understand concepts and applications related to accounting analytics.
6 Graduates will have team skills.	a Students will demonstrate the ability to work effectively as part of a team.

Learning Goals and Objectives for MSIS Program:

Learning Goals	Learning Objectives
1 Graduates will leverage technology in business and organizations.	a Students will identify and summarize problems and opportunities.
	b Students will prepare a development plan.
	c Students will make logical and reasoned conclusions.
2 Graduates will be effective decision-makers.	a Students will identify data sources to extract data/information, integrate and prepare data for analysis.
	b Students will analyze data using appropriate design and methods.
	c Students will interpret, recommend, and report business decisions.
3 Graduates will have effective communication skills.	a Students will demonstrate effective written communication skills.
	b Students will demonstrate effective oral presentation skills.

Learning Goals and Objectives for MSIT Program:

Learning Goals	Learning Objectives
1 Graduates will leverage technology in business and organizations.	a Students will identify and summarize problems and opportunities.
	b Students will prepare a development plan.
	c Students will make logical and reasoned conclusions.
2 Graduates will be effective decision-makers.	a Students will identify data sources to extract data/information, integrate and prepare data for analysis.
	b Students will analyze data using appropriate design and methods.
	c Students will interpret, recommend, and report business decisions.
3 Graduates will have effective communication skills.	a Students will demonstrate effective written communication skills.
	b Students will demonstrate effective oral presentation skills.

Once the objectives are identified, initial rubrics are created by the committees, identifying the key behaviors that need to be evaluated for each objective. Next, feedback is solicited from faculty in the departments to identify which courses cover material related to the various objectives and at which learning level (introduce, develop, mastery). These levels align with the university practice; however, our faculty often find the various levels difficult to define. The assessment leads for undergraduate programs (associate dean) and graduate programs (executive director) attended an AACSB AoL workshop in AY 2022-2023 and will be using learnings from the workshop to update our rubrics and adjust the definitions of learning levels.

When the curriculum map is established, the committees determine which course at the mastery level will be used to assess, and the committee develops the assessment schedule. Each objective is scheduled to be assessed every other year, so faculty have time to analyze the data collected and make necessary curriculum improvements before the next cycle. For most programs, the various faculty committees have decided to assess the majority of the learning objectives in the relevant capstone course for that program. The reasons for the decision:

- Students reach the capstone course when they are nearing graduation, so doing assessment at this stage is a true reflection of the level they have achieved for each learning objective.
- When conducting assessment at the capstone level, any recommended changes to the curriculum can be reflected in all courses that contribute to the learning objective, allowing for more impactful changes and better alignment in our curriculum.

This approach also allows faculty to see things beyond their own course or department and how the overall curriculum works together to help develop student skills. Curriculum maps for all programs can be found in Appendix 2B.2.2.

During the academic year, committee members begin planning for the scheduled assessment activity one semester in advance with faculty from their department teaching the course:

- Meet with the individual faculty or group of faculty to identify the methods to be used. Often this is either a written case study or essay questions during an exam.
- For undergraduate programs, we normally have more than 1,000 students taking a course in a semester, so we use sampling. We attempt to cover 30% of the sections ensuring representation across instructor qualifications (tenured, tenure-track, lecturers) and modalities. For assessments done in 2020 and spring 2021, all sections were online due to the pandemic. Our assessment results did not show much difference between online sections and in-person sections.

Once data is collected, the review team is determined. For undergraduate programs, it is normally faculty members who teach the course and are familiar with the case but whose sections were not used to collect data. A faculty lead is determined and holds a training session with the review team, so reviewers have high inter-rater reliability when scoring student work against the rubric. At the graduate level, the data is often analyzed by other faculty in the same department as the assessed course. For most objectives, we use both direct measures and indirect measures for the evaluation. The results are compiled into a report by the faculty lead and discussed in the assessment committees to determine closing-the-loop strategies. Some of the strategies might relate to process improvement, and others are curriculum related. This is another area we are looking to improve over the coming year to ensure broader faculty input on changes required and to more clearly identify the parties responsible for ensuring the changes are made.

Assessment Results and Closing-the-Loop Practices

Because of the revamping of our assessment process and the pandemic, the college was not able to complete assessment of all learning objectives for all programs. BABA was the first program where all learning objectives were assessed at least once, and some were reassessed a second time during the last review cycle. BABA SLOs are assessed against a set of rubrics with a minimum expectation of 70% at “meets expectations,” except for SLO 1A, where we utilize the Business Assessment Test (BAT) exam. Overall, from the most recent assessment results, our students met the target for all learning objectives

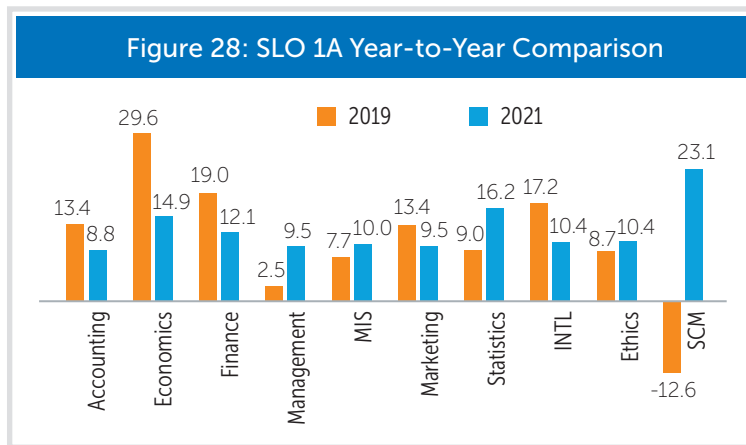
with a few traits in certain learning objectives below the target. Two specific undergraduate and graduate SLO results and closing-the-loop strategies are described in detail below; a summary of all assessment activity, results, and closing-the-loop strategies for all programs can be found in Table 5-1. A more detailed report on each program’s assessment activities can be found in Appendix 2B.2.3.

SLO 1A is assessed using BAT, and we have results for both spring 2019 and spring 2021 terms. BAT is administrated by CSU Long Beach, and the majority of CSU campuses are using the test for their assessment purposes. It evaluates students’ performance in 10 different business functional areas. For this objective, we compare our student performance with other CSU students. The table at right shows the rubric used for the test:

Figure 27: Rubrics

Results Comparative to Other Schools	
Higher than +10%	Excellent
Between 0% and +10%	Good
Between -10% and 0%	Acceptable, with room for improvement
Lower than -10%	Below expectations

The target is to have our overall rating in the good or excellent categories. The chart below shows the assessment result comparison from spring 2019 to spring 2021.



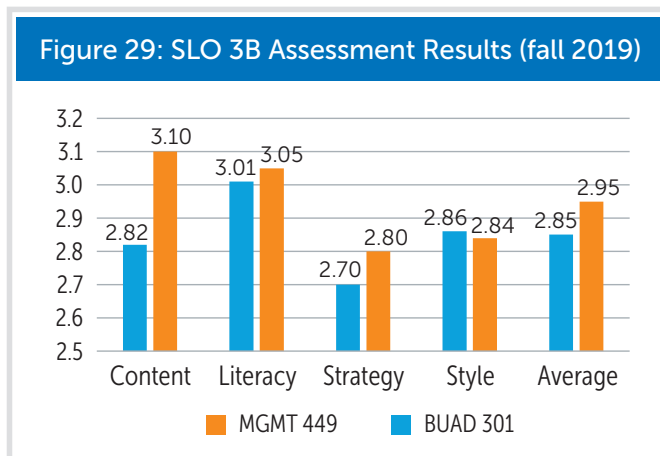
From the above chart, we can see that in 2019, our students performed better than other CSU schools except for the supply chain management (SCM) functional area. With that, the assessment committee identified the following two curriculum improvements:

1. The college worked with BAT administrative office to obtain questions for SCM area and presented the assessment result and the questions to operations and supply chain management faculty. The SCM faculty analyzed the specific areas of deficit on the BAT and implemented course changes to emphasize this content more in the core course MGMT 339 Managing Operations contents to address the gap. As a result of these course changes, the SCM area improved dramatically when reassessed in 2021, from -12.6% to 23.1%. These efforts were completed in fall 2019.
2. After further analyzing results by student concentration, it seems that marketing and HRM students showed lower performance than other concentrations. The result was presented to concentration faculty to understand the cause and identify opportunities for improvements. Both the marketing and HRM concentrations have also improved their performance compared to spring 2019.

Another example is our written communication learning objective, SLO 3B. This objective is measured in two courses: BUAD 301 Business Communication and MGMT 449 Strategic Management. Because of the college’s great number of transfer students, all business students primarily develop

written communication skills and are exposed to the case method in BUAD 301. The undergraduate assessment committee decided to assess student written communication skills twice during the program — BUAD 301 is often taken at the beginning of junior year, and MGMT 449 is the capstone taken in the last semester. This approach shows whether students improve their written communication skills through the upper division courses and how much they have retained at the beginning of their junior year. BUAD 301 scores are used as a benchmark, and the performance target of 70% of students achieving a minimum score of “average” in each category is measured in MGMT 449. The assessment was conducted in fall 2019 and fall 2021 during the review period. This learning objective is measured by four traits: content, literacy, strategy, and style. The rubric was developed by our business communication faculty group, and the rating is from 1 (unacceptable) to 5 (excellent), and 3 is average. Overall, **we did not meet** the target; only 46% of students in MGMT 449 obtained an overall score of 3 or higher. Our secondary goal — to compare the pre- and post-result — shows that students did, in general, perform better in MGMT 449 than BUAD 301. Figure 29 shows the assessment result on different traits and the overall average.

After we received the results, business communication faculty identified strategies specific to BUAD 301, and college faculty were involved in identifying and implementing improvement strategies spanning all other courses.



Business communications faculty identified and implemented improvements:

1. The BUAD 301 Curriculum Committee restructured the BUAD 301 course to provide more time to develop both logic and writing style. The new model went live spring 2020.
2. A faculty mentor led a workshop to review existing tools for “evaluating arguments” for all business communication faculty in fall 2018.
3. Faculty were encouraged to use examples of good and bad style from student papers when debriefing the class after a case analysis exam.
4. Faculty were also encouraged to provide more low-stakes writing experiences for students, rather than adding more exams or larger projects. Low-stakes writing tasks (shorter in length and worth less toward overall grade) are built into the new BUAD 301 model.
5. Based on reviewer and committee feedback, faculty also reviewed the grading rubric and made updates, which were applied in the fall 2021 assessment.

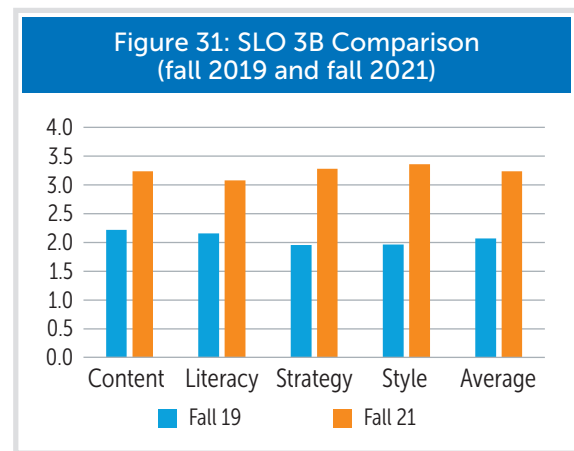
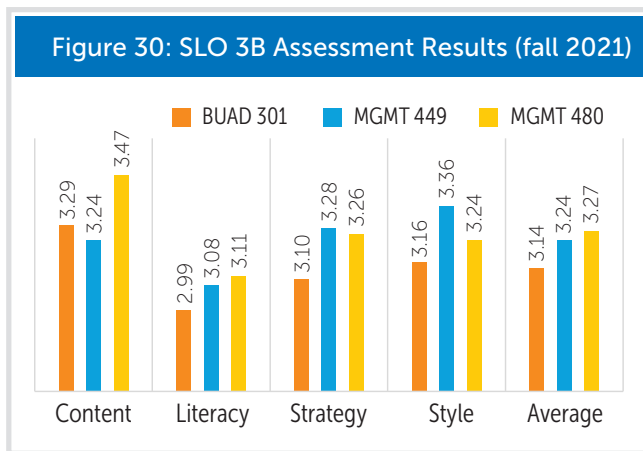
College faculty identified and implemented these strategies, which were discussed in March and April 2020 assessment committee meetings:

1. Business courses with written assignments were identified by departments and collected by assessment committee members at the end of spring 2020.
2. A Qualtrics survey to gather faculty feedback was developed, reviewed, and finalized in summer and early fall 2020.
3. Survey was deployed in September and October 2020.
4. Results were collected and analyzed in early November 2020.
5. Results were presented to CBE assessment committee in November 2020.
6. Based on the result, a writing workshop by Macmillian was held for CBE faculty on how to use the *Business Writing Handbook*, the textbook required by BUAD 301.
7. Tools and resources developed by business communication faculty were shared through assessment committee members.

The following process-related improvements were also identified, and new strategies were implemented:

1. There were several issues with evaluators in fall 2019, including inter-rater reliability. In fall 2021, the number of evaluators was reduced, and more concrete guidance was offered during the rubric training process. This significantly reduced the number of aberrant scores.
2. In fall 2019, the evaluators had a range of five scores to choose from: 1 is very poor; 3 is average; 5 is excellent. In fall 2021, the range was reduced to four scores to follow the standards used across the CBE: 1 is poor; 2 is average; 4 is excellent.

With all the effort, we did see improvement in the fall 2021 assessment: 93.8% of the students met the target. Figure 30 below shows the detailed results (MGMT 480 Global Strategic Management is where we assess the objective for BAIB program). Figure 31 shows the comparison of assessment results from fall 2019 to fall 2021. *Note: We have adjusted the fall 2019 score because the scale for the rubrics in place at that time was different.*



Our effort on written communication hasn't stopped yet, we are currently adding all the resources to our CANVAS faculty community so they're easier for faculty to access. The business communication representative is also in the process of going to different departments to provide more specific support needed by faculty.

Graduate

At the graduate level, progress has been made in all programs since the last review. All programs developed new learning goals and objectives, curriculum maps, targets, and rubrics between fall 2019 and fall 2020. MBA programs assess each goal biennially and have completed initial data collection on all goals. Additionally, two goals were assessed for the second time in spring 2023 with results still pending. MSA and MST also assess each goal biennially and completed the second round of data collection for all SLOs in spring 2023. At their annual spring retreat, the accounting department reviews results from the last year, and working as a group, the faculty develops strategies to improve student learning outcomes. MSIS and MSIT collected data on only one goal each academic year. In spring 2023, the department assessed three objectives to complete the first round of data collection. We recognize that the goals and objectives that were developed since the last PRT visit for MSIS and MSIT need to be reviewed and revised again. This will begin in fall 2023.

Two examples of results and improvement strategies for graduate learning outcomes are below. We are awaiting the second round of data collection for both of these objectives to determine impact of our strategies on improving student learning outcomes.

For MBA, SLO 3B relates to written communication. It is assessed in capstone BUAD 591, and a written essay question on an exam was used as the instrument. The performance target was 70% or more of our students earn a score of at least “developing” in each of the traits, as well as overall. In spring 2022, data was collected, and the targets were not met; specifically, the percentage of students who earned “developing” or higher for each trait: content, 70.1%; literacy, 70.1%; strategy, 21.0%; style, 15.7%; overall, 44.2%.

The MBA Steering Committee recommended and implemented the following improvements:

1. Utilize a new assessment instrument that is not under time pressure and more specifically focuses on writing.
2. Provide students with more writing resources.
3. Provide students with access to a set of video resources to better prepare for assignment and improve their writing skills.
4. Share results with BUAD 501 Managerial Communications instructors to increase focus on strategy and style in business writing.
5. Consider use of a dual performance target — one for native English speakers and one for non-native speakers.
6. Better training and calibration of scores for greater inter-rater reliability.

This objective will be assessed again in spring 2024.

In fall 2020, the MSA program assessed SLO 6 relating to accounting analytics in the recently redesigned MSA capstone course. Only 30% of students achieved a “good” rating or higher against a performance target of 70%. Students performed similarly across all rubric traits, including data processing and manipulation, presentation, visualization methods, and analysis and conclusions.

The accounting faculty acknowledged a learning curve for both students and faculty with the fully redesigned capstone course; however, the following strategies were also implemented:

1. Incorporate workshops on effective presentation to other classes prior to ACCT 597 Accounting Capstone.
2. ACCT 503 Seminar in Accounting Data Analytics should further emphasize data analysis and visualization methods.
3. Recommend visualization learning resources (e.g., R graph gallery)

This objective is being assessed a second time in spring 2023 with results forthcoming.

Future AoL Process Improvements

While the college has made many improvements since the last review period, we recognize we still have much work to do in this area, especially in involving more faculty in the process. Improvement actions for undergraduate programs and graduate programs for the next academic year are below with details on who is responsible and what action will be taken found in Appendix 2B.2.4:

Undergraduate Programs:

Start Term	Action
Spring 2023	Reevaluate and update learning goals and objectives for BABA and BAIB program.
Fall 2023	Develop a comprehensive curriculum map for both programs. Course alignment with program learning objectives will be reflected in the syllabus.
Fall 2023	Implement a new assessment result dissemination process.
Spring 2024	Develop analytical rubrics and update measurements and the performance target for each objective.

Graduate Programs:

Programs will continue to assess current goals utilizing existing targets, methods, and rubrics in AY 2023-2024 while these actions take place.

Start Term	Action
Fall 2023	Launch new Graduate Assessment Committee overseeing all graduate programs' learning goals and objectives.
Fall 2023	Review (and revise as necessary) learning goals and objectives for all programs.
Spring 2024	Develop analytical rubrics and update measurements and the performance target for each objective.
Spring 2024	Develop curriculum map and schedule revisions.
Fall 2024	Implement new assessment result dissemination process with learning from undergraduate programs.

Since our last PRT visit, we have made significant progress in advancing the maturity of our AoL system across most programs. All undergraduate and graduate programs immediately began conversations to update program learning goals, objectives, and curriculum maps. Data collection paused while this work was taking place, and all assessment-related activity paused in spring 2020 due to the pandemic. In spring 2021, all programs began data collection again on the updated objectives, and methods shifted from primarily multiple-choice to rubric-based assessment across all learning objectives. The BABA and BAIB programs have advanced the most in their process to achieve closing-the-loop activities, and this is an area of focus for graduate programs in the coming year, starting with the creation of the new Graduate Assessment Committee to ensure consistency of the assessment process across all graduate programs. The college recognizes that a critical area of focus for us relating to assessment is ensuring more faculty involvement. We are working through how to best share results across such a large faculty and to receive feedback on strategies to improve outcomes. We are confident that our plan will further advance our assessment systems and look forward to sharing our progress during our next cycle.

Learner Progression

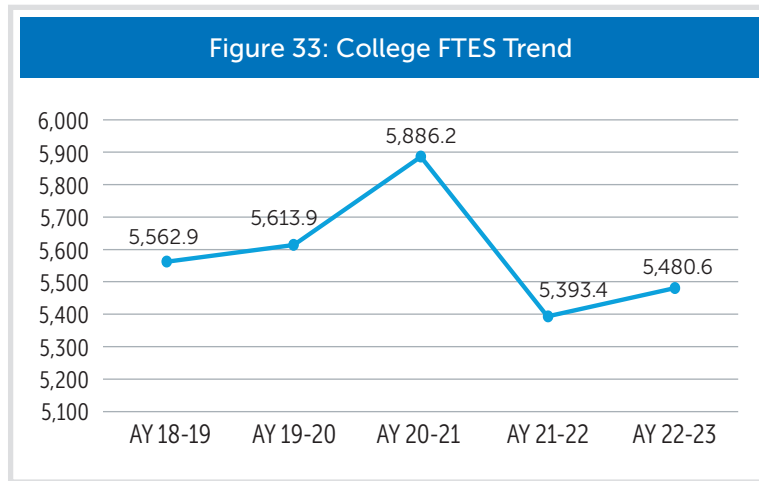
Headcount and Enrollment Trends

The total student headcount of CBE has been relatively consistent over the last five years, as shown in the figure below. The pandemic and related impacts for international students decreased graduate enrollment in AY 2019-2020 and AY 2020-2021; however, we recovered and grew the next two years. Specifically, MSIS dropped significantly during this time period as this program draws heavily from international students. In fall 2022, the university admitted a higher number of undergraduate students due to uncertainty in estimating admission and yield after the return from the pandemic, seen in our AY 2022-2023 numbers.

Figure 32: Headcount of Enrolled Students by Degree Program

	AY18-19	AY19-20	AY 20-21	AY 21-22	AY 22-23
B.A. in Business Administration	7,824	7,611	7,870	7,524	7,753
B.A. in International Business	229	233	223	202	222
MBA	260	247	252	296	287
M.S. in Accountancy	94	102	120	110	97
M.S. in Taxation	28	36	45	54	53
M.S. in Information Systems	167	122	75	62	119
M.S. in Information Technology	46	43	33	58	66

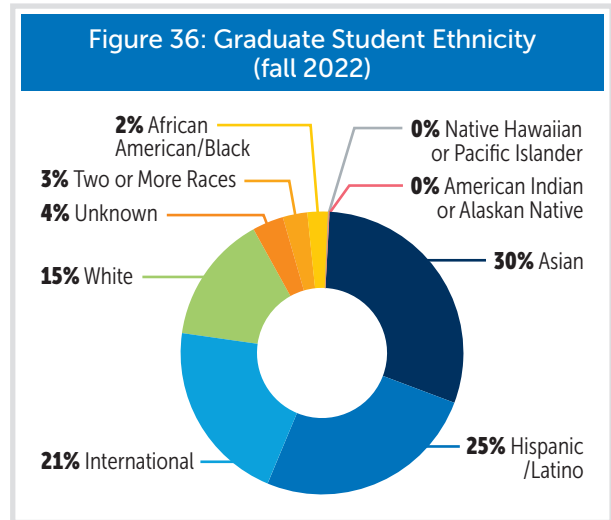
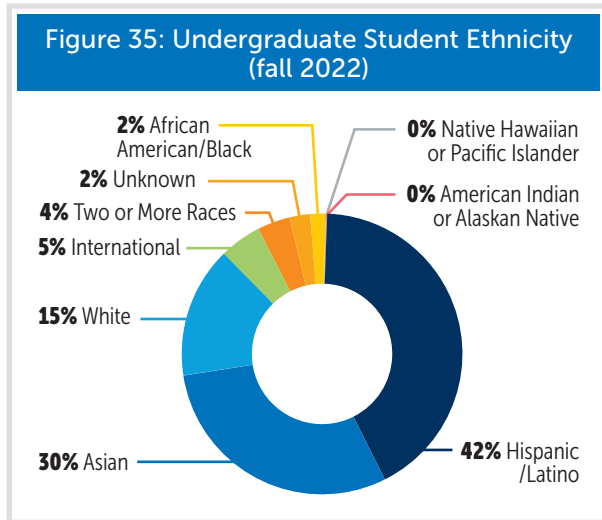
The figure below shows the full-time equivalent student (FTES) trends for the college. In AY 2020-2021, when academic instruction, as well as most workplaces, were remote, students took larger course loads due to additional free time, as well as fewer course conflicts. As in-person instruction returned in AY 2021-2022, our FTES decreased below pre-pandemic levels as some students were not ready to return to in-person courses; and our online sections were limited, so students were not able to take as large a course load. We continue to have increased demand for online classes, and the college and departments are in the process of increasing online offerings, while ensuring quality and equivalent learning experiences across modalities.



Student Demographics

As mentioned in the Executive Summary, we have a very diverse student body, not just by ethnicity; we also have many students who are first in their family to get a college degree and many students from low-income backgrounds. The college has almost equal numbers of male and female students; more than 30% of undergraduate students are first-generation college students, and about 45% of undergraduate students are Pell recipients. It's not surprising to see that most of the undergraduate students are full-time students while most of the graduate students are part-time students. Both undergraduate and graduate populations are quite diverse in terms of ethnicity.

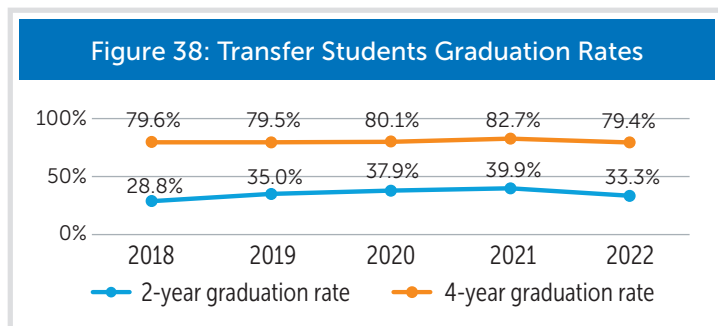
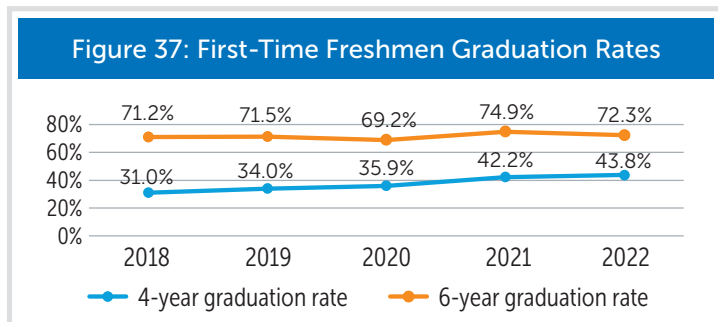
	Undergraduate Students					Graduate Students				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	43.93%	43.82%	44.39%	45.77%	45.7%	47.3%	44.46%	44.4%	44.04%	44.74%
First-Generation	31%	30%	31%	31%	32%	15%	17%	21%	22%	25%
Pell Recipients	45.2%	44.2%	42.9%	45%	43.3%	N/A	N/A	N/A	N/A	N/A
Full-Time	79.8%	81.5%	81.4%	79.7%	80.9%	47.3%	45.1%	47.8%	38.2%	42.5%



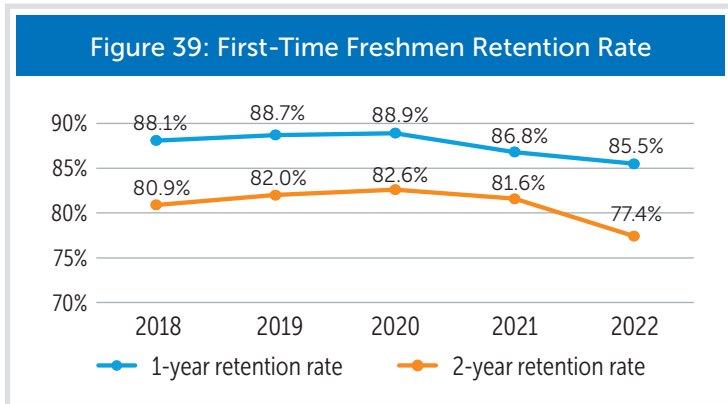
Undergraduate Student Success

At the undergraduate level, students are supported through their college journey in numerous ways. We offer professional services through Business Academic Advising and Business Career Advising, along with tutoring and supplemental instruction in addition to extracurricular activities, such as student clubs and organizations. These services help students acclimate to the college environment and support their personal and academic journeys, career exploration, recruitment process for internships, and postgraduation success. We measure student success from the following perspectives:

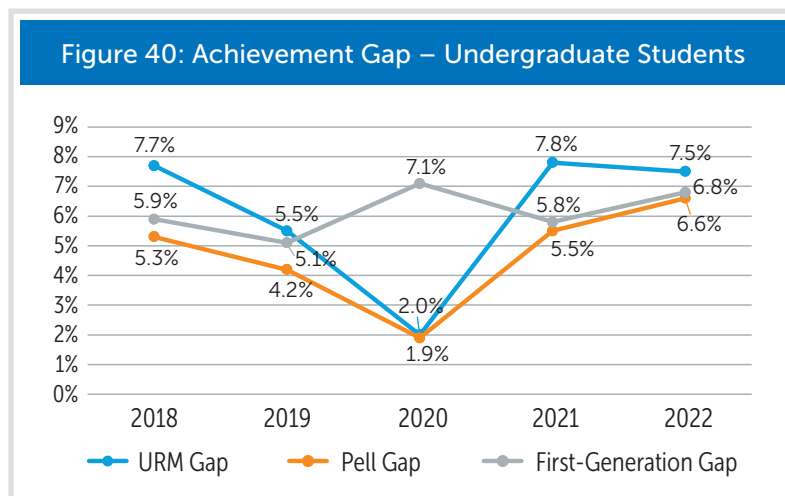
- 1. Graduation rate:** Specifically, we look at four-year and six-year graduation rates for first-time freshmen and two-year and four-year graduation rates for transfer students. In 2015, the CSU system launched Graduation Initiative 2025 to increase graduation rates and eliminate equity gaps. The ambitious goal is to have first-time freshmen graduation rates reach 40% for four-year students and 70% for six-year students, and transfer student graduation rates reach 45% for two-year students and 85% for four-year students. Figures 37 and 38 show the progress the college has made in reaching these goals, especially for the four-year graduation rate for first-time freshmen from 31% in 2018 compared to 43.8% in 2022. We did see a drop in graduation rates in 2022, primarily caused by the impact of the pandemic and the concerns students had when we returned to campus in fall 2021. Many students “stopped-out” or took fewer classes due to concerns around safety post-pandemic.



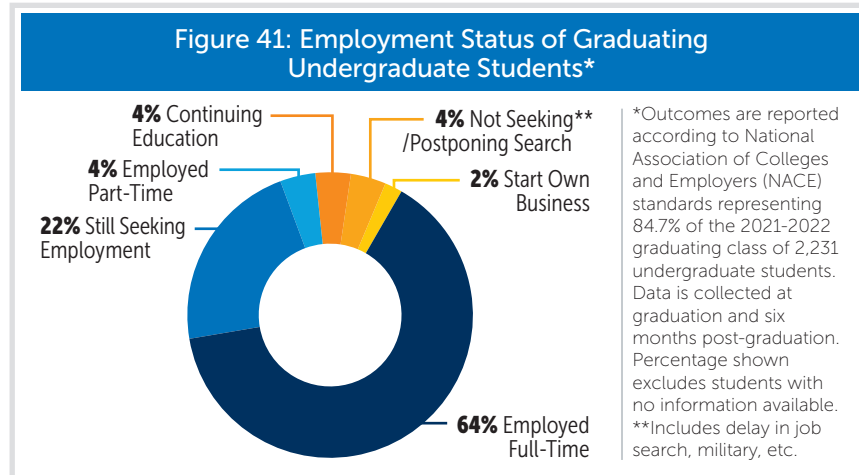
2. Retention rate: Our priority for retention is with first-time freshmen during their first two years at the university. As a large commuter school, it is often difficult for students to feel a sense of belonging, which impacts retention. Retaining these students is crucial to achieve our strategic goals. We have implemented communication campaigns, individual and group programming for students on academic notice, and a sophomore success workshop for all sophomore students to help improve retention. We saw a decrease in retention during and post-pandemic, aligning with national trends. To address this issue, we piloted a peer-mentor program for freshmen students in spring 2023 and will continue with a larger-scale pilot in fall 2023. This program will create small communities around peer mentors, which will increase students' sense of belonging and, therefore, retention. In addition, the university has expanded on-campus housing capacity, which allows more freshmen students to stay on campus and also builds community.



3. Achievement gap: Achievement gap refers to the disparity in academic performance between groups of students. Because of the diversity of our students, we consider three types of achievement gaps: underrepresented minority (URM) vs. non-URM students, first generation vs. non-first-generation students, and Pell recipients vs. non-Pell recipients. Figure 40 below shows the achievement gap over the past five years. We were making progress in this area prior to the pandemic; however, we have seen an increase in the gap since the pandemic began. In the coming years, we will be examining the reasons for specific gaps and identify key factors impacting these groups of students. As specific issues are identified, we will work with faculty and student support services to develop and implement strategies.



4. Career outcomes: When students choose to major in business, they expect to find a professional job after they graduate. Developing students for the workforce is the key driver of our curriculum and for Business Career Services. Figure 41 on the next page shows career outcomes for our undergraduate programs.



Appendix 2B.3.1 provides a more detailed picture of career outcomes for the college for AY 2018-2022.

Student Support Services

The college would not be able to support student success without a strong and cohesive student support services team. These services include the Business Advising Center, Business Career Services, Business Tutoring services, student clubs and organizations, and the Graduate Programs office.

Business Advising Center

The Business Advising Center (BAC) serves business undergraduate students exclusively. The BAC is made up of professional staff advisors and specialists, including a director, assistant director, six general advisors, two graduation specialists, one retention specialist, a department coordinator, and several student ambassadors. We also have an assistant director and an advisor for our online BABA degree completion program which is a self-support program.

The BAC advises prospective, newly admitted, and continuing undergraduate students on their major degree requirements, course selection, graduation requirements, evaluation of transcripts, and general university policies and procedures. They support students on academic notice and develop strategies to assist students to achieve good academic standing. In collaboration, they develop and implement comprehensive plans to improve retention and graduation rates of students, such as new student orientation and seminars, registration, a non-enrolled campaign, graduation check workshops, an undeclared campaign, and sophomore success programming.

During the past two years, the BAC has struggled with the turnover of advisors and hasn't had a full team. With the recent university initiatives on advising structure, the college was given four more advisor positions, which will enable the center to support students fully and with timely service. We are currently in the recruitment process, and we are looking forward to this positive change in the near future.

Despite staffing shortages, the center continuously develops and refines innovative approaches delivered across multiple channels to reach and best serve the high number of undergraduate students enrolled in the CBE. Services the center provides:

Advising Services

Live chat: Live Chat was implemented in November 2021 and provides students with an opportunity to ask advising questions and engage in a real-time back and forth conversation with a professional staff advisor. Students may drop in virtually during the Live Chat sessions, which

are offered three hours a week, to ask any question. During registration, Live Chat sessions are expanded to eight hours a week to support our students' quick questions. From November 2021 to June 2022, the center was able to support 1,491 students in 155 hours, which allowed us to support 10 students on average per hour.

Appointments: Appointments provide students with an opportunity to schedule a 30-minute appointment to discuss more in-depth advising issues. For AY 2021-2022, the advisors completed 2,865 appointments.

Centralized email: Our centralized email is staffed by our professional advisors. We have created an advisor of the day (AOTD) responsible for responding to questions and processing forms, declarations, and evaluations in the order received. By centralizing the email process, we are able to respond to advising questions within three business days. For AY 2021-2022, the AOTD responded to 23,021 emails.

Registration

Registration is a peak time for the BAC, and, in addition to our existing advising services, we implement additional programming to support our students. During this time, our students' questions focus mainly on whether they are on track to graduate and to confirm their semester schedules. We added two additional ways to connect with an advisor: check-my-schedule emails and pop-in scheduling:

Check my schedule: Students submit a class schedule via email for review and approval from an advisor. During AY 2021-2022, we approved 729 requests.

Pop-in scheduling: An in-person workshop, students may walk in and have their schedules reviewed in person prior to registration. During AY 2021-2022, we offered six sessions and supported 133 students.

Orientation

The BAC is responsible for onboarding our newly admitted first-time freshmen and transfer students. This is supported through university orientation and the college's new-student registration workshops.

Academic Notice

In collaboration with our retention specialist, the BAC supports students whose GPAs falls below a 2.0 and are placed on academic notice (AcN). Students on AcN go through a university self-paced Canvas workshop called RESET and are provided additional support by BAC. Advisors are assigned a case load and directly reach out five times with an invitation for the student to connect. They cover topics, such as the initial note regarding GPA, self-care and prioritizing mental health, check your grades and ask for help, tips for better study habits, and scheduling for the coming semester.

Non-Enrolled Campaign

The retention specialist, after registration, reaches out to students who have not enrolled to see if there is support that may be provided to assist with their enrollment. Last year, we reached out to 842 students, and 458 (54%) registered after the campaign.

Grad Check Workshops

BAC reaches out to students who have not filed their graduation check. Once the graduation check is filed, students are invited to an in-person or Zoom workshop. In September 2022, we moved to a self-paced workshop in Canvas.

Sophomore Success Program

The Sophomore Success program is a collaborative effort between the BAC and Business Career Services and is intended to help students find the best fit for their concentration, understand what

classes to register for, and explore skill sets. Business Career Services will help students explore concentration options, and the BAC will help students navigate their path to graduation.

Experience CSUF: Become a Titan

For the CBE, student success support begins at the time of admission. Every spring, the college participates in the university's Experience CSUF: Become a Titan admission yield event. Students who have been admitted to the university are invited to campus and encouraged to explore the programs and resources offered. The BAC organizes the CBE's portion of the event, and admitted students and parents connect with business advisors, career advisors, faculty, and students.

Business Career Services

Business Career Services (BCS) is located in the college and serves business undergraduate students exclusively. BCS collaborates with campus career services closely on career advising practices and works with employers to help them reach the student population. BCS is run by a director and supported by career advisors and employer relations associates.

Career advisors interact with students, offer career advising sessions, visit classrooms to provide career-related content, and organize and conduct career workshops. Employer relations associates work with employers to bring more internship and job opportunities, involve employers in career fairs, and connect with departments and centers to support their employer relations efforts. The career advisors and employer relations associates also supervise BCS student employees.

BCS supports students in their career development with these services:

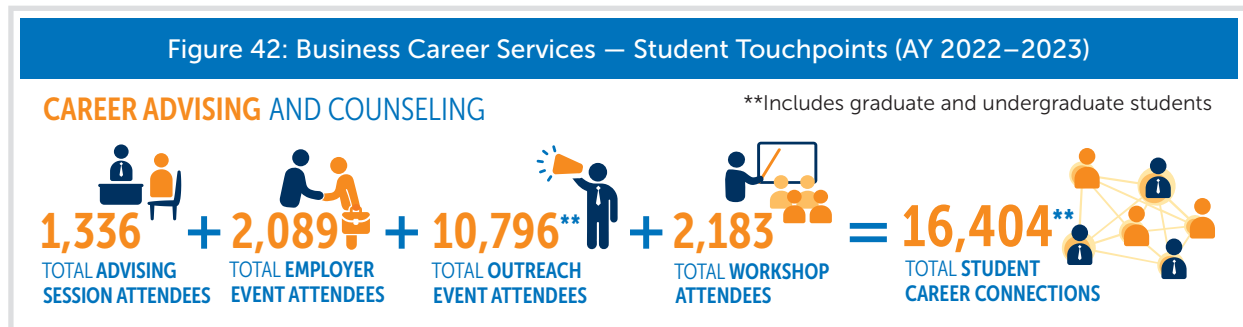
- **Individual career advising sessions:** Students may make an in-person or online appointment with a career advisor to discuss career options.
- **Internship advising:** Students interested in an academic internship may make an appointment with the internship advisor to discuss the positions, the process for approval, and to enroll in the appropriate internship class. The internship advisor also offers internship workshops multiple times per semester to help students start the process and use campus resources to look for internship opportunities.
- **Virtual and in-person workshops:** During the pandemic, BCS continued to provide career-related workshops virtually, and since returning to campus, BCS offers workshops both in person and virtually to make sure students are able to participate. In AY 2021-2022, career-development workshops were attended by 2,607 undergraduate students and 310 graduate students.
- **Classroom visits:** The center has good partnerships with faculty, and advisors are invited to their classes to discuss career options and the resources available to students at the college and on campus.

The BCS also establishes strong relationships with employer partners and hosts career fairs to introduce career opportunities to students. BCS provides:

- **Career Fairs:** CBE started organizing a college-run fall career fair in 2015. During the pandemic, the career fair was moved to a virtual platform, and as we returned to campus, we have hosted both in-person and virtual career fairs. In fall 2022, BCS organized a very successful in-person career fair with 76 employers and 660 students in attendance and a virtual career fair with 27 employers and 117 students in attendance. Each spring, BCS works with the University Career Center to provide a career fair. BCS also joined forces during the pandemic with CSU Long Beach, CSU Northridge, and San Diego State University and started the virtual Hire CSU Business Career Fair every March. The most recent event hosted 29 employers and 86 CSUF business students.
- **Career-related employer events:** BCS also organizes career-related employer events throughout each semester working with individual employers to provide informational sessions and other events for students. In AY 2021-2022, career-related employer events were attended by 1,910 undergraduate students and 200 graduate students.

The college has also invested in multiple software platforms to support student career-development efforts, including Handshake, where students can search for jobs and internships, submit their applications and résumés, and register for events that the center offers; VMock system, a virtual résumé-review tool, where students receive personalized feedback; and Big Interview, where students may practice interview skills.

The figure below illustrates how BCS supports students:



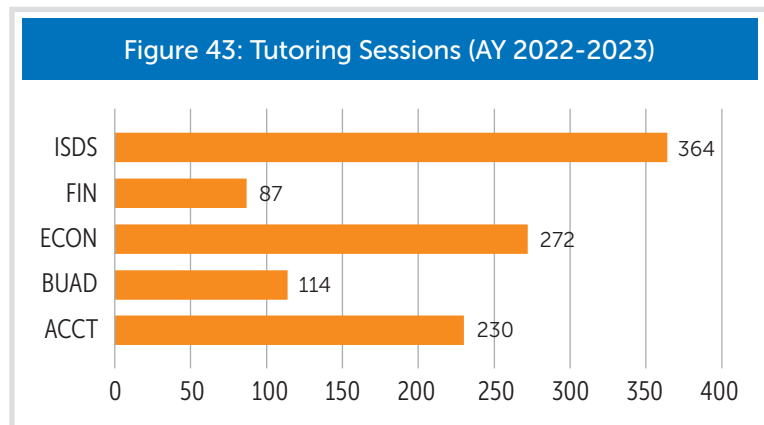
Other Student Support Services and Activities

Besides business advising and careers, the college also provided college-level tutoring services to students for business core courses and major bottleneck courses in accounting. We also have a graduate tutor helping students with classes that have extensive writing components. The tutoring appointments are available online and in person to fit different student needs. In the 2022-2023 academic year, the tutoring center provided 1,067 tutoring sessions in various subjects. Of these sessions, 60% were conducted in person, and 40% transpired online. Figure 43 illustrates the number of sessions conducted per subject.

Accounting, economics, and information systems and decision sciences courses also leverage supplemental instruction and departmental tutors to support student learning needs.

In spring 2020, we introduced a new mentoring program, Executive in Residence, where current and former executive-level business leaders mentor junior, senior, or graduate students on a yearly basis. The program started with eight mentors and 30 mentees and has

grown to 30 mentors and nearly 70 mentees at different levels. The program was started with Mike Groff, CBE alumnus and former CEO for Toyota Financial Services. Groff, who currently serves on the Dean’s Advisory Board, is passionate about giving back and saw a gap that an academic program could not offer: guidance on how to navigate workplaces and what to do to get a job. Many mentees do not have the highest GPAs, but many are first-generation or international students. Despite their differences, each student shows a commitment and desire to be successful. The program exposes students to opportunities they may never have without their mentors and adds tremendous value to the mentees and their current and future families.



We have continued to improve the program and now include an orientation and mandatory career advising so students understand campus resources and how to be professional as they interact with executives. We've also added two webinars each semester (four for each cohort) focused on career-related topics. Generally, these webinars are in a panel format and allow students to gain perspectives from a career advisor, students (former mentees), and employers (mentors).

We also started a peer-mentor program in spring 2023 as a pilot program for our first-time freshmen. The program is designed to support incoming freshmen so that they better understand college life and utilize campus resources with the help of a peer mentor (junior or senior business student). We are finding current freshmen lack confidence and are more anxious due to their high school experience during the pandemic. We hope this program will help our freshmen students feel at home on campus, be more confident and persistent, and aware of various university and college resources and opportunities.

Graduate Student Success

At the graduate level, students are supported from their time as a prospective student through graduation by the Graduate Programs Office (GPO). GPO is led by a senior assistant director and supported by recruitment and admissions specialists and student advisors. Each graduate program has a faculty advisor responsible for advising matriculated students on study plans, elective choices, and the faculty advisor approves any course exceptions and graduation checks.

Student and faculty advisors work individually with each student to create an initial study plan, including approving course waivers, prerequisite needs, and an anticipated course map so students have a clear outline of the courses they need to register. Graduate students generally complete their degrees part-time, within two to three years depending on the program requirements, and they receive a course map outlining course registration recommendations.

Each semester, students are monitored for academic progress. Students are notified by the campus Graduate Studies office if they are on first or second semester academic notice (a GPA less than 3.0). Graduate academic advisors contact these students and meet with them to discuss their academic status and return to good standing and build an academic plan and a communication plan between the advisor and student to ensure ongoing support throughout the semester. If students do not return to good academic standing after their second semester academic notice, they are academically disqualified, and advisors support them with instructions on the appeal process.

While most of our graduate students work full time and attend school part time, many are still looking to make changes in their careers. Business Career Services has a dedicated graduate business career advisor and hosts individual appointments and group workshops for graduate students. Additionally, graduate students attend many of the workshops and career fairs mentioned previously. Outcomes for graduate students are strong. Full details may be found in Appendix 2B.3.1. For AY 2021-2022, 86% of MBA students and 80% of MS students were employed by three months post-graduation. MBA students had a mean salary of approximately \$87,000, while MS students had a mean salary of approximately \$75,000.

As we look to increase our graduate enrollment and better support our students, we have engaged a higher education research firm to assist in benchmarking our programs against regional competitors and other regional schools located in other markets. We believe this will allow us to better identify the areas of support our students need, as well as areas of growth for our programs.

C. THOUGHT LEADERSHIP, FACULTY ENGAGEMENT, AND SOCIETAL IMPACT

Intellectual Contributions: Alignment, Quality, and Impact

Cal State Fullerton was recently designated an R2 Institution: Doctoral University — High Research Activity by the Carnegie Classification of Higher Education. This designation recognizes the increased research activity at Cal State Fullerton and the impactful research conducted by our faculty. At the College of Business and Economics, the more than 150 full-time faculty conduct high-quality research that is impactful within their professions. In addition, many of our faculty conduct sponsored research for business and community partners, which creates positive impact regionally. For example, the Annual Economic Forecast presented by two of our economics faculty is followed closely by the business community in Orange County and allows us to provide thought leadership to the region. Another example of sponsored research conducted by Anil Puri, director of the Woods Center for Economic Analysis and Forecasting, examines the regional impact of a \$1 billion investment planned by Disneyland, and this research was referenced by California Gov. Gavin Newsom recently in the news as he discussed the importance of the investment by Disneyland to the region and the state of California.

In the past five years, CBE faculty members made more than 1,200 intellectual contributions, including 510 peer-reviewed journal articles. As an R2 institution, we value high-quality and impactful research at the College of Business and Economics. In line with the college mission, 58.7% of the CBE faculty's intellectual contributions are categorized as basic or discovery scholarship; 30.4% are applied; and 10.9% are teaching and learning scholarship. Eighty-three percent of the participating faculty contribute toward the research activity at CBE, and this indicates that a majority of the CBE faculty are intellectually engaged with their professional field. We have also become intentional in the type of faculty we recruit. The recent recruitment record at the College of Business and Economics shows that we have recruited faculty with strong research potential or research record. We support new faculty with a reduced teaching load (2-2 teaching per semester) and a summer stipend for the first three years, so they are well positioned to be productive during their initial years here at the college in addition to being successful in their tenure and promotion.

Quality and Impact of Intellectual Contributions

CBE faculty publish their research in the highest-quality journals. The journals are categorized in A, B, and C levels, with A-level being the highest quality (see Appendix 2C.1 for a full list). These classifications build on the Australian Business Dean Council Journal Quality list. In the last five years, CBE faculty had 150 publications in A-level journals and 264 publications in B-level journals (See Appendix 2C.2). Many of these publications are in premier journals in their respective field of teaching. These publications have also received a significant number of citations as provided by SCOPUS and Google Scholar. In its list of the top 2% of globally cited scholars published in 2021, Elsevier listed multiple CBE faculty, including Zvi Drezner, James Primbs, and Ofir Turel. Per SCOPUS, since 2018, CBE faculty members were cited collectively 31,378 times. Many of our faculty are authorities in their area of research and serve on several editorial boards. Scholarship produced by CBE faculty also has high societal impact, including topics such as corporate tax disclosure, the impact of hurricanes on housing markets, the role of authentic workplaces in fostering more ethical employees, the cognition gap among elderly women Mexican migrants to the U.S, gender differences in treatment for opioid addiction, and the importance of having a socially responsible CEO. You will find data in figure 44 and 45 in support of the quality of impact of the research published by CBE faculty.

To support faculty research efforts, the CBE has a detailed assigned-time policy (see Appendix 2C.3) through which CBE faculty get points based on research productivity. These points are calculated on a five-year rolling basis. Based on which tier their points fall, faculty may be released from up to three classes of their annual teaching load, providing our most highly published faculty time away from the

Figure 44: Total Publications by Journal Rank (AY 2018-2023)

Journal Rank	5-Year Total Publications (AY 2018-2023)
A	150
B	264
C	50
Other	46
Total	510

Figure 45: Faculty Citations by Discipline (2018-2023)

Departments	SCOPUS Citations	Google Scholar Citations
Accounting	1,631	4,618
Economics	1,248	3,431
Finance	1,694	4,232
ISDS	12,073	25,501
Management	11,427	31,051
Marketing	3,305	7,919
CBE Total	31,378	76,752

classroom to work on research.

CBE faculty also receive funds (\$2,500 for tenured/tenure-track faculty and \$1,500 for full-time lecturers), which may be used for professional development activities, such as travel, to present research at conferences, purchasing software, and hiring graduate assistants.

Faculty Engagement

CBE faculty engage with their profession by serving on editorial boards, reviewing articles for journals, and participating in academic conferences. Many of our faculty serve as ad hoc reviewers for several journals in their area of expertise. Faculty also engage with regional businesses and the community through sponsored research, student consulting projects, serving on community boards, and through our Centers of Excellence. Several examples of faculty engagement with the community and the profession:

Professional Engagement

- Gerard Beenen serves as the editorial review board member for the *Academy of Management Learning and Education*.
- Zvi Drezner serves as the editor for the journals *Discrete Optimization*, *IMA Journal of Management Mathematics*, and *Journal of Management Science and Regional Development* and is the area editor for operations management for the *Journal of Applied Mathematics and Decision Sciences*.
- Ryan Gottfredson serves as editorial review board member for the *Journal of Organizational Behavior*.
- Neil Granitz serves on the editorial review board for the *Journal of Marketing Education*.
- Jeff Jolley serves on the board of directors of The Institute of Applied Actuarial Science in California.
- Pawel Kalczyński serves as the editor for the *International Journal on Computer Science and Information Systems*.
- Dayoung Kim serves as the editorial review board member for the *Journal of Korean Management Review*.
- Weili Lu serves as a board member for Spencer Education Foundation and the Insurance Industry Charitable Foundation; is president-elect for the American Risk and Insurance Association, a national organization; and serves as the research fellow at the China Center for Insurance and Social Security Studies, Beijing University.
- Vivek Mande serves as the editorial review board member for *Research in Accounting Regulation Journal* and was formerly the editor-in-chief of the *Managerial Auditing Journal*.
- Sean Pichler serves as the editor of the *Human Resource Management Journal* and on the editorial board of the *Journal of Occupational and Organizational Psychology*.
- Anil Puri serves on the California State Fullerton Philanthropic Foundation Investment Committee and advises the investment activities of the university's endowment.
- Dipankar Purkayastha serves as the associate editor for the *International Journal of Environmental Science and Technology*.
- Rommel Salvador serves as the editorial review board member for the *Journal of Management*.

- Jie Zhou serves as the editor-in-chief for the *Managerial Auditing Journal* and oversees more than 400 submissions every year for the journal.

Community Engagement

- Jake Beniflah served as content curator and advisor for ThinkLA Diversity Summit (fall 2023).
- Div Bhagia serves as a committee member for the GATE Advisory Board, Placentia-Yorba Linda Unified School District.
- Sabrina Cho is a co-founder and the workshop organizer for Southern California Tax Reading Group, which promotes high-quality tax research among Southern California universities.
- Mira Farka serves as the regional program organizer for the *Orange County Business Journal*.
- John Jackson serves as the regional committee member for Orange County CEO Leadership Alliance.
- Pureum Kim serves on the board of directors of East Los Angeles College Foundation and on the board of directors of Korean American Family Services, Los Angeles.
- Yinfei Kong’s work on grants from the National Institutes of Health has had an impact on eliminating disparities in access to treatment in Los Angeles County.
- April Morris serves as a trustee for Pacific Legal Foundation.
- Sridhar Sundaram serves on the board of Orange County Goodwill and Orange County United Way.

Creating Positive Societal Impact

The CBE is uniquely positioned to create positive societal impact in Orange County through our academic units and the Centers and Programs of Excellence housed within the college. One of our stated priorities in the current strategic plan is to “engage with the community” and create positive impact by sharing knowledge and thought leadership and by providing impactful services through intentional engagement with our community partners. CBE has embraced two United Nations sustainable development goals as pathways to create societal impact in the communities we serve.

The first U.N. goal is “quality education,” which focuses on “ensuring inclusive and equitable quality education for all.” The CBE serves roughly 8,500 undergraduate and graduate students, and one-third of our students are first in their families to attend college. More than 50% of our students come from a Hispanic heritage and another 25% come from an Asian heritage. More than 60% of CSUF students receive financial aid — an indicator that these students come from humble beginnings. Given our diverse student population, a business degree that creates a clear pathway to a career in their area of study is critical for the success of the student and, in many cases, their families. To achieve academic success, these students need a college that supports them with academic knowledge and career advising along with services that include wellness and the guidance of mentors to navigate higher education and their careers ahead. The college has developed various programs and services that allow our students to receive needed support during their time here at the college. Below, are brief descriptions and the primary purpose of each program:

Programs of Excellence:

Program Name	Purpose
<p>Business Honors Program</p>	<p>The Business Honors Program provides a socially and professionally stimulating academic environment to a select group of business administration students. The program accepts less than 10% of the applicants, and each cohort admitted is around 35 students. Today, we have more than 130 students in the program, and we plan to expand the program in the future. These students have achieved placements in some of the top companies in finance, accounting, and consulting.</p>
<p>Women’s Leadership Program</p>	<p>The Women’s Leadership Program explores the challenges of underrepresentation of women within top leadership positions and offers creative solutions and training for students, preparing future leaders for advancement into such positions. This structured program has been very impactful for our students as they gain knowledge to navigate potential challenges ahead and receive guidance from a designated mentor/coach during the program.</p>

<p>Titan Capital Management Program</p>	<p>The Titan Capital Management (TCM) student teams spend 12 months managing more than \$3.5 million in either a stock or bond portfolios using funds from the CSUF Philanthropic Foundation with support from generous CSUF alumni. TCM teaches students to apply the knowledge learned in the classroom in a real-world, real-time setting, and each portfolio is overseen by highly qualified faculty and advisory boards comprising local investment practitioners. Recent graduates have been placed in top investment firms, such as Goldman Sachs.</p>
<p>Executive in Residence Program</p>	<p>Juniors, seniors, and graduate students may apply to the Executive in Residence program; those accepted into the year-long program are matched with a mentor and receive an applied professional perspective through one-on-one mentoring, small-group discussions, class lectures, and network-focused speaking engagements. The professionals who serve as mentors include C-suite executives, entrepreneurs, and nonprofit leaders. The executives provide students coaching on soft skills and assist their mentees in navigating the corporate world, often guiding students to obtain their first professional placement. Many students participating in the program are first-generation students. The impact of the guidance and mentorship they receive is life-changing to many of our students.</p>
<p>Peer Mentoring Program (piloted in spring 2023)</p>	<p>The CBE will offer an expanded Business Peer Mentoring program in fall 2023, which will foster engagement for first- and second-year students in meaningful relationships with a peer mentor. These mentorships will create a sense of community and help increase retention of our first- and second-year students.</p>
<p>The Social Capital Academy (piloted in spring 2023)</p>	<p>The Social Capital Academy (SCA) bridges the opportunity gap for college students from first-generation and underrepresented backgrounds by providing them with the tools to build their social capital and empower them to find internships, careers, and career-related jobs in fields of interest. SCA's team of educators and career professionals guide students through well-structured interactions, providing them with more extensive in-person professional support and engagement than they would typically receive throughout their entire college life.</p>

The second U.N. goal is “decent work and economic growth,” which focuses on “promoting inclusive and sustainable economic growth through productive employment and decent work.” The college is positioned well to achieve this goal through its Centers and Programs of Excellence. The centers’ three foundational pillars creating impact are academic connections, thought leadership, and community engagement.

- **Academic connections** are the center-supported academic programs that position students to develop skills and refine talents needed for their chosen careers in specific industries. The CBE centers engage the business community to ensure that CBE graduates are workforce ready and to proactively combat anticipated employment gaps. Examples include the Sales Leadership Center, the Center for Entertainment and Hospitality, the Center for Real Estate and the School of Risk Management and Insurance.
- **Thought leadership** consists of all intellectual contributions made by the faculty and staff associated with a center, including research publications, presentations to the community, and facilitating leadership discussions on key social and economic issues. Examples include the annual SEC Hot Topics Conference presented by the Center for Corporate Reporting and Governance, the annual economic forecast provided by the Woods Center for Economic Analysis and Forecasting, and the professional workshops offered by the Giles-O’Malley Center for Leadership.
- **Community engagement** is the intentional engagement by the centers with business and community partners to serve the region. Examples include the Small Business Development Center and the Center for Entrepreneurship and their work with community partners to create economic impact in the region.

An overview of each of the Centers of Excellence along with its purpose and how it creates societal impact in Orange County and the broader Southern California region is presented on the following pages.

Centers of Excellence:

Purpose	Social Impact
Center for Corporate Reporting and Governance	
To advance high-quality corporate reporting and governance through education, research, and collaboration with the business community	<p>The annual SEC Hot Topics Conference connects academic and industry members over current topics — nearly 500 people participate each year.</p> <p>The Haskell & White Academic Conference brings researchers from across top universities to participate in this conference.</p> <p>The center works closely with all accounting firms in Orange County to provide continuing education and needed talent.</p>
Center for Economic Education	
To promote economic and financial literacy in K-12 schools and in the community with a focus is on youth and low-income communities	The center offers “financial fitness” workshops for K-12 students and adults and computer literacy workshops at shelters.
Center for Entertainment and Hospitality Management	
To link students to the entertainment media and hospitality industries	The center connects students from the entertainment and hospitality management concentration with industry professionals through the Center Advisory Board and the Entertainment Exclusive and Hello Hospitality networking events.
Center for Entrepreneurship	
To teach, coach, and lead the principled, cross-disciplinary practice of entrepreneurship	<p>The center is committed to fostering and promoting social entrepreneurship. Recently, the center received a \$500,000 grant to develop regional infrastructure for social enterprises.</p> <p>The center conducts the annual Titan Fast Pitch Competition for all CSUF students to support student startups.</p> <p>The center’s CSUF Startup Incubator works closely with student and community startups.</p> <p>The SoCal Celebrates Entrepreneurs annual event recognizes various startups in the region.</p>
Center for Family Business	
To create transformative environments, experiences, and opportunities that help leaders thrive in all stages of the family business lifecycle while creating a positive impact on the family business community we serve.	<p>The center offers bimonthly workshops for members. It also facilitates various affinity groups for the different generations of members.</p> <p>The Annual Hall of Fame Awards recognizes the best performing regional family-owned businesses.</p> <p>The center also supports the Family Business Dynamics course and faculty research focused on family businesses.</p>
Center for Information Technology and Business Analytics	
To research security-related technologies and map them to relevant business domains	The center forms strategic partnerships with data analytics firms, such as Alteryx, to offer students expertise in technology and business analytics.
Center for Real Estate	
To promote and advance real estate education and provide a neutral and consistent source of real estate research, analysis, and data to the real estate community. In addition, the center provides a forum for professionals to address real estate and land use issues.	<p>A real estate concentration is offered by the college, and the center works closely with the students providing relevant training and internships.</p> <p>The Real Estate Student Club has more than 100 student members and is one of the largest and most successful clubs on campus.</p> <p>CBE faculty with real estate expertise publish high-quality research in peer reviewed journals.</p> <p>The center bridges academia and industry through its advisory board of more than 20 members from the region.</p>

Decision Research Center	
To promote research on fundamental problems of human judgement and decision-making	The center hosts annual the Edward Bayesian Research Conference with featured speakers from industry and academia.
Gianneschi Center for Social Impact	
To focus on the study and support of social enterprises in the profit and nonprofit sectors and to develop a framework to measure social impact of companies	<p>The center is in its formative stage as it organizes around its new mission to support social enterprise startups.</p> <p>The center is collaborating with the University of Northampton to develop a measurement of the social impact framework.</p>
Giles-O'Malley Center for Leadership	
To become the leadership voice of Orange County. The center connects students, industry, and faculty; develops students and industry through premiere education, training, and outreach; and serves students, industry, and faculty. Excellence is achieved through connections, development, and service.	<p>The center offers the Leadership Scholars Program to CSUF students to develop professional skills and offers scholarships.</p> <p>The center offers training workshops to firms in the region through its Bringing Learning/Solutions to Work programs.</p> <p>The center recognizes top leaders and executives from the region at its annual Leadership Awards event.</p>
Orange County Inland Empire Small Business Development Center (SBDC)	
To be the premier growth resource for small businesses and a trusted partner in the delivery of economic development throughout the communities we serve	<p>From 2018-2022, the center served nearly 25,000 clients and helped nearly 1,500 business startups.</p> <p>SBDC helped raise more than \$1.4 billion in capital for these small businesses.</p> <p>The center helped create and retain more than 120,000 jobs in the region.</p>
Sales Leadership Center	
To provide resources for students of all majors interested in pursuing sales careers.	<p>The center provides many workshops for students in the sales concentration to develop their sales skills.</p> <p>The center also trains students to participate in sales competitions and gain valuable skills needed for a sales career.</p>
School of Risk Management and Insurance (SRMI)	
To attract and educate talented individuals who are committed to professional careers in the insurance industry	<p>SRMI offers a concentration in insurance and risk management and an MBA concentration in risk management and insurance.</p> <p>SRMI offers annual scholarships of \$50,000-plus for students studying insurance.</p> <p>SRMI connects students to the industry through its E&S Day and through internships.</p>
Woods Center for Economic Analysis and Forecasting	
To issue economic forecasts and analyses at the national and regional level, provide advice on economic issues, and conduct research in related areas	<p>The center provides biennial economic forecast reports and presentations for the national and regional economies.</p> <p>The center conducts a quarterly survey of business sentiments for Orange County firms and reports the results.</p> <p>The center develops an International Trade Forecast report annually in collaboration with the SBDC.</p> <p>The center conducts sponsored research for various governmental agencies and private firms on economic impact and related issues.</p>

In AACSB Table 9-1, we have captured examples of how the college pursues these United Nations sustainable development goals. Examples of the outcomes are provided for easy reference. This table has been uploaded to myAccreditation along with all required AACSB tables.