2009 – 10 Annual Report
Anil Puri, Dean

Business Honors students from the fall 09 MCBE orientation.
Vision
We will be the choice of Southern California’s businesses and governments for college graduates, business solutions, and professional development.

Mission
We create and apply knowledge that transforms student lives, develops business leaders who shape the regional economy, and advances the intellectual capital of our diverse region.
Executive Summary

Introduction

The Mihaylo College of Business and Economics continued on its path to excellence in fall 2009, almost a year after moving to its new home. This new home is perhaps one of the most modern facilities in this part of the country. Students, faculty and staff are excited and energized about this facility and this is apparent in everyone's attitude.

The following are the highlights of the accomplishments for 2009-2010 and the planned initiatives for 2010-2011.

2009-2010

Achieving AACSB accreditation is a journey and not an end. As a part of this journey the College is strengthening its internal processes. Thus, Mihaylo College has hired a new full-time undergraduate senior advisor for the Undergraduate Advising Center. A similar action was taken at the MBA office by hiring a new associate director in charge of placement services. Mihaylo College is also in the process of hiring an associate director for graduate admissions and recruitment. These initiatives have been an appropriate response to the AACSB visitation team report.

To enhance faculty scholarly productivity a new assigned time policy has been approved. The new policy places more emphasis on long-term productivity of faculty rather than on a short-term one year performance. The policy gives credit to faculty for all their publications rather than only one per year. The main feature of this policy is requiring faculty to exceed Academic Qualification to receive assigned time. To further enhance the faculty support for teaching and research a new grant program was initiated for faculty research, faculty development and curriculum innovation. This new grant program supports all activities that are consistent with the Mihaylo College mission and goals. The grants are available to both tenured and tenure-track faculty members.

Our achievement in enhancing branding of the Mihaylo College has been remarkable. Mihaylo College of Business and Economics has been included in the 2010 Edition of Princeton’s Review’s “Best 301 Business Schools.”

Mihaylo College has established the Center for Leadership in collaboration with the College of Communications. The Center will play an important role in promoting the Mihaylo College brand in Orange County as a school associated with educating the future leaders of Orange County businesses. The Center will also be instrumental in providing classroom as well as experiential leadership opportunity for our students.
2010-2011

We believe in continuous improvement and long-term strategic initiatives. In pursuing this philosophy we will be actively working on the following goals:

To build on the brand recognition achievements, Mihaylo College plans on completing the development and implementation of our branding effort initiatives by providing all stakeholders with a consistent message across multiple channels. This entails increased presence in online media and an effective utilization of popular search engines for elevating the reputation of the Mihaylo College and its programs.

Continued acceptance and popularity of online programs compels the Mihaylo College to be a competitive force in this growing area. Thus we intend to utilize information technology as an enabler in designing and offering online courses and programs. Our goal is to be a formidable force in this area of business management education.

Our assessment program has been highly regarded and mentioned with distinction in our past accreditation and the visitation reports. To continue on this tradition of excellence and also make the process more efficient Mihaylo College intends to leverage its IT competency in the assessment area. This includes the experimentation with computer banks and online assessment tools in various courses.

Mihaylo College MBA Programs play an important role in promoting the Mihaylo brand. To capitalize on our accomplishments, we intend to continuously improve the quality of the programs by presenting innovative delivery options and rich content. We also intend to pursue placing our graduate students with high profile organizations which ultimately would be the driver for recruiting the best candidates for our programs.

Finally, to fulfill the Mihaylo College commitment to continuous improvements of our processes and providing high quality services to our students the College will be restructuring the existing Freshman New Student Orientation program by reducing the cycle time for graduation. We also intend to partner with Academic Advising in attracting undeclared majors to the Mihaylo College.
## College Goals for 2010-11

<table>
<thead>
<tr>
<th>Goals*</th>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete the development and implementation of branding of the college ensuring a consistent message across multiple channels</td>
<td>VII</td>
<td>Outreach</td>
<td>Create consistent message for all constituents; increase presence in online media, actively pursue search engine optimization; promote the reputation of the College and programs</td>
</tr>
<tr>
<td>2. Enhance use of information technology in classroom instruction and online courses</td>
<td>I.G</td>
<td>PQ, Outreach</td>
<td>Increase use of technology and software in the classroom, including audio recording of lectures, portable podcast content, use of smart board and tablets. Upgrade computers in classrooms</td>
</tr>
<tr>
<td>3. Enhance use of technology in assessment process</td>
<td>I.C</td>
<td>PQ</td>
<td>Utilize mobile computer banks and online assessment tools</td>
</tr>
<tr>
<td>4. Develop enhancement to MBA program</td>
<td>II</td>
<td>PQ</td>
<td>Develop new delivery options, improve recruitment and placement services</td>
</tr>
<tr>
<td>5. Restructure the Freshman New Student Orientation program, and improve time to graduation</td>
<td>IV, V</td>
<td>PQ</td>
<td>Complete and deliver new presentations and improve advising</td>
</tr>
<tr>
<td>6. Develop and coordinate with Academic Advising workshops for undeclared majors to promote MCBE programs</td>
<td>IV, V</td>
<td>PQ, Outreach</td>
<td>Complete workshops</td>
</tr>
</tbody>
</table>

**PQ** = Program Quality  
**BTP** = Balancing Theory and Practice  
**Outreach** = Expanding Outreach (Development) and Visibility  

**CSUF M&G** = numbering in University’s Mission and Goals Statement at:  
http://www.fullerton.edu/aboutcsuf/mission.asp

* Top three goals are #1, 2 & 3
# Departmental Goals for 2010–11

<table>
<thead>
<tr>
<th>Accounting Department</th>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish Research Seminar Series</td>
<td>II</td>
<td>PQ, BTP</td>
<td>Invite and host six external presenters</td>
</tr>
<tr>
<td>2. Develop joint accounting programs with high-quality Chinese universities</td>
<td>II</td>
<td>PQ, BTP</td>
<td>Propose programs</td>
</tr>
<tr>
<td>3. Apply for the Partner Level of Internal Audit (IA) Educational Partnership and promote the program nationally</td>
<td>II.A</td>
<td>Outreach</td>
<td>Offer internal audit internship. Develop the IA certificate requirements. Prepare promotional brochure and create website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Communication</th>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
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</thead>
<tbody>
<tr>
<td>1. Rewrite learning objectives for BUAD 201, BUAD 301 and BUAD 501 and enhance student ability to analyze and present strategies in writing and evaluate pedagogical “models” for BUAD 301, 501</td>
<td>II</td>
<td>PQ</td>
<td>Develop the learning objectives and the plan for the implementation by spring 2011</td>
</tr>
<tr>
<td>2. Prepare videos for faculty to address presentation skills, professional etiquette, and assess PowerPoint slides</td>
<td>II</td>
<td>PQ</td>
<td>Produce and have videos available for faculty for classroom use</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Economics Department</th>
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</thead>
<tbody>
<tr>
<td>1. Devise an assessment initiative for BA in Economics; outline all the Department’s learning objectives for all courses</td>
<td>II</td>
<td>PQ</td>
<td>Create learning objectives and implement the assessment plan by Spring 2011</td>
</tr>
<tr>
<td>2. Create a Multiple-Author Blog on current issues related to emerging economies</td>
<td>III.E</td>
<td>Outreach</td>
<td>Create the blog and have at least one monthly posting</td>
</tr>
<tr>
<td>3. Increase the number of student in Economics concentration</td>
<td>II.A</td>
<td>Outreach</td>
<td>Increase the number of students by 10 percent or more</td>
</tr>
<tr>
<td>4. Evaluate all global awareness courses for currency and relevance</td>
<td>VIII.A</td>
<td>PQ</td>
<td>Complete evaluation; make a decision about eliminating Econ 330 and 331</td>
</tr>
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</table>
5. Pilot use of pre-screening examinations in Econ 330 – Econ 336 to help students self-evaluate their readiness for course work

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<tr>
<td></td>
<td>I.C</td>
<td>PQ</td>
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Create sample exams and administer in Econ 330 – Econ 336

6. Map courses by demonstrating how the lower division classes (prerequisites) can best support upper division courses. Review and update departmental standards for GE writing-required courses

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<tr>
<td></td>
<td>VIII.A</td>
<td>PQ</td>
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</table>

Complete mapping; complete review of department-based prerequisites and update as needed

<table>
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<th>Finance Department</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Create Undergraduate Valuation Course in Finance</td>
<td>II.A</td>
<td>PQ</td>
<td>Obtain University approval by spring 2011</td>
</tr>
<tr>
<td>2. Hire new faculty with an emphasis on banking and fixed income securities</td>
<td>VIII.B</td>
<td>PQ</td>
<td>Complete proposal for this position and recruit.</td>
</tr>
<tr>
<td>3. Ensure usage of WRDS in FIN 340 and FIN 332</td>
<td>I.H</td>
<td>PQ</td>
<td>Monitor usage of WRDS in these classes and report number of students using the system</td>
</tr>
<tr>
<td>4. Pursue creation of MS in Finance</td>
<td>V.D</td>
<td>BTP</td>
<td>Complete proposal and obtain University approval</td>
</tr>
</tbody>
</table>

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<tr>
<th>International Business Program</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the number of MCBE students travelling overseas for a semester or longer</td>
<td>II.D</td>
<td>PQ, Outreach</td>
<td>20% increase in the number of students travelling overseas</td>
</tr>
<tr>
<td>2. Develop foreign exchange programs for faculty for a length of one week to one year</td>
<td>II.D</td>
<td>PQ, Outreach</td>
<td>Number of programs created and number of faculty in the program</td>
</tr>
<tr>
<td>3. Provide leadership in the College in enhancing globalization of curricula, programs and instructions</td>
<td>II.D</td>
<td>PQ, Outreach</td>
<td>Number of initiatives started and their progress</td>
</tr>
<tr>
<td>4. Develop exchange programs in Asia, Africa and Latin America</td>
<td>II.D</td>
<td>PQ, Outreach</td>
<td>Number of new exchange programs created and people involved</td>
</tr>
<tr>
<td>5. Continue developing an Advisory Board for the Center for International Business</td>
<td>II.D</td>
<td>PQ, Outreach</td>
<td>Recruit at least five business partners to serve on the Board</td>
</tr>
<tr>
<td>ISDS Department</td>
<td>CSUF M&amp;G</td>
<td>College Action Plan</td>
<td>Outcome Measures</td>
</tr>
<tr>
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</tr>
<tr>
<td>1. Increase the number of faculty attending professional seminars, workshops, and classes</td>
<td>I, II</td>
<td>BTP</td>
<td>Fund at least two additional faculty members</td>
</tr>
<tr>
<td>2. Create a New Center for Business Intelligence</td>
<td>II, III, VI</td>
<td>BTP</td>
<td>Commencement of Center operations</td>
</tr>
<tr>
<td>3. Advertise the MSIT Program in Developing Countries such as China, Viet-Nam, and India and increase MSIT enrollments</td>
<td>II, VI, VII</td>
<td>PQ</td>
<td>Increase overall MSIT enrollment by 50%</td>
</tr>
</tbody>
</table>

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<tr>
<th>Management Department</th>
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<tbody>
<tr>
<td>1. Establish a presence in Supply Chain Management--a) create the Supply Chain Management concentration, b) develop a proposal for a Center in Supply Chain Management, and c) identify FT and PT faculty interested in participating in the Center activities</td>
<td>I, VII</td>
<td>BTP, Outreach</td>
<td>Complete Supply Chain Management concentration and Center proposal</td>
</tr>
<tr>
<td>2. Collaborate with the College of Engineering, the SBDC, and/or the SBI to develop grant proposals</td>
<td>II, V</td>
<td>BTP</td>
<td>Number and amounts of grant proposals in the areas of energy efficiency or the transfer of knowledge to new ventures</td>
</tr>
<tr>
<td>3. Develop a course in conflict resolution</td>
<td>I</td>
<td>PQ</td>
<td>Course documentation and approval</td>
</tr>
<tr>
<td>4. Explore the possibility of a cross-departmental concentration in Sustainability in Business</td>
<td>II</td>
<td>PQ</td>
<td>Discussions and potential curriculum proposal</td>
</tr>
<tr>
<td>5. Develop a strategy to maintain the integrity and sustainability of BUAD 591 and review and update MGMT 440 – Emerging Issues</td>
<td>II</td>
<td>PQ</td>
<td>Review the courses documentation and take appropriate actions.</td>
</tr>
<tr>
<td>6. Develop student/industry mixer for Entertainment &amp;Tourism students</td>
<td>II, IV</td>
<td>PQ, Outreach</td>
<td>Organize at least one mixer</td>
</tr>
<tr>
<td>7. Develop a more cohesive introduction to the department--Update department website and bulletin board with faculty bios/resume and photo</td>
<td>VIII</td>
<td>PQ</td>
<td>Update website and bulletin board</td>
</tr>
</tbody>
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### Marketing Department

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Have faculty attend professional marketing seminars, workshops, classes</td>
<td>II, BTP Fund at least two faculty members - $2000 each. Present to the faculty; Prepare a report on how this will be used in research and for teaching.</td>
</tr>
<tr>
<td><strong>2.</strong> Increase the number of students in marketing concentration</td>
<td>III, PQ Increase the number of students by 10 percent</td>
</tr>
<tr>
<td><strong>3.</strong> Conduct joint research among faculty and students</td>
<td>IV, PQ In-class &quot;live&quot; cases and independent research with faculty. Expand to at least 5 &quot;live&quot; cases; expand to at least 3 student projects</td>
</tr>
<tr>
<td><strong>4.</strong> Establish Research Seminar Series</td>
<td>II, PQ Hold one per semester - 1) academics 2) practitioners 3) internal presentations of faculty research</td>
</tr>
<tr>
<td><strong>5.</strong> Develop a marketing GE Course</td>
<td>II, PQ Building relationships across campus, more faculty participation on Academic Senate Committees and get the course approved</td>
</tr>
<tr>
<td><strong>6.</strong> Review Strategic Plan</td>
<td>II, PQ Curriculum, faculty development: professional research</td>
</tr>
</tbody>
</table>

### MBA

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Develop recruitment communication sequence and coordination structures</td>
<td>VI.D, Outreach Develop and implement sequence and structures</td>
</tr>
<tr>
<td><strong>2.</strong> Examine and initiate improvements to curriculum, programs, and academic support initiatives</td>
<td>I.A, I.B, II.B, PQ, BTP Implement recommendations by Steering Committee</td>
</tr>
<tr>
<td><strong>3.</strong> Examine and evaluate strategies to improve the admission decision process, use of social media recruitment initiatives, and enrollment management</td>
<td>V.A, V.B, VI.D, PQ, BTP, Outreach Develop and implement strategies</td>
</tr>
</tbody>
</table>
4. Conduct feasibility study for possible new MBA programs

5. Development of matriculated student plan to impact academic success and student culture

6. Develop initial plan for creation of career services center and collect career resources for MBA students
<table>
<thead>
<tr>
<th>Accounting Department 2009-10 Goals</th>
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<th>College Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete BS in Accounting Proposal</td>
<td>I</td>
<td>PQ, BTP</td>
<td>Submit proposal</td>
<td>In process-rough draft ready. Will be presented to the faculty at dept. meeting on 3/12</td>
</tr>
<tr>
<td>2. Increase the number of special sections of business communications for accounting students</td>
<td>II</td>
<td>PQ, BTP</td>
<td>Number of sections offered</td>
<td>Three were offered this semester</td>
</tr>
<tr>
<td>3. Add new courses to enhance relevancy and currency</td>
<td>II</td>
<td>PQ, BTP</td>
<td>Submit proposal</td>
<td>Working on a valuation course. Incorporated IFRS into all financial courses</td>
</tr>
<tr>
<td>4. Increase the number of faculty and accounting students utilizing the WRDS databases</td>
<td>III</td>
<td>PQ</td>
<td>Number of faculty/students using WRDS</td>
<td>All faculty have been asked to use WRDS in their classes. It appears usage is up</td>
</tr>
<tr>
<td>5. Continue to seek outside funding for program development</td>
<td>VI</td>
<td>Outreach</td>
<td>Benchmark progress toward goals</td>
<td>Working on getting new donors</td>
</tr>
<tr>
<td>6. Develop an outreach program for community colleges and high schools (Student Affairs Committee)</td>
<td>VII</td>
<td>Outreach</td>
<td>Complete program plan</td>
<td>Chair serves on advisory boards of most local community colleges and attends board meetings</td>
</tr>
<tr>
<td>7. Keep website up to date</td>
<td>VIII.F</td>
<td>Outreach</td>
<td>Complete updates</td>
<td>Ongoing</td>
</tr>
<tr>
<td>8. Review the Constitution</td>
<td>VIII.B</td>
<td>PQ</td>
<td>Complete review</td>
<td>Ongoing</td>
</tr>
<tr>
<td>9. Better tracking of alumni</td>
<td>VI.B</td>
<td>Outreach</td>
<td>Conduct tracking reports</td>
<td>Working on this through the use of surveys</td>
</tr>
<tr>
<td>10. Encourage and support tenured faculty to become AQ</td>
<td>III.C</td>
<td>PQ</td>
<td>Meet an acceptable ratio of AQ/PQ faculty</td>
<td>The ratio has been met. More work needs to be done to inspire senior faculty to become AQ</td>
</tr>
<tr>
<td>11. Develop departmental personnel standards</td>
<td>III.C</td>
<td>PQ</td>
<td>Approve standards</td>
<td>This has been turned over to personnel committee. Not yet done</td>
</tr>
<tr>
<td>12. Explore on-line teaching</td>
<td>I.G</td>
<td>PQ</td>
<td>Enlist interested faculty; gather data; obtain needed training</td>
<td>No real interest by faculty except for the tax course, which will be included in the on-line program</td>
</tr>
</tbody>
</table>
### Accounting Graduate Programs 2009-10 Goals

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<thead>
<tr>
<th>Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIA, IVAC, PQ</td>
<td>Present proposal to appropriate Senate committees</td>
<td>In Process</td>
</tr>
<tr>
<td>II.A, V.A, Outreach</td>
<td>Increase enrollment by a set target</td>
<td>Target was not set. Enrollment is increasing</td>
</tr>
<tr>
<td>V.A, Outreach</td>
<td>Create and provide ongoing orientations</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Business Communication 2009-10 Goals

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<tr>
<th>Action Plan</th>
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</thead>
<tbody>
<tr>
<td>I.C, VIII.D, PQ</td>
<td>Complete diagnostic test using rubric and common exams</td>
<td>Workshop is scheduled later in March</td>
</tr>
<tr>
<td>II.B, PQ, BTP</td>
<td>Increase to 5 sections</td>
<td>At least 4 classes use projects</td>
</tr>
<tr>
<td>I.C, PQ</td>
<td>Complete assessment using SPEAKS rubric</td>
<td>Workshop is set to discuss it with the business communication faculty. A report was completed for Dr. Sharifi</td>
</tr>
<tr>
<td>Business Honors Program 2009-10 Goals</td>
<td>CSUF M&amp;G</td>
<td>College Action Plan</td>
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</tr>
<tr>
<td>1. Plan and execute first all-date Business Honors Orientation focusing on leadership, teamwork and competition</td>
<td>IV.A.</td>
<td>BTP</td>
</tr>
<tr>
<td>2. Develop 3 one-credit Intro to University courses</td>
<td>II</td>
<td>BTP</td>
</tr>
<tr>
<td>3. Develop and maintain working relationships with:</td>
<td>IV</td>
<td>Outreach</td>
</tr>
<tr>
<td>a. University Outreach</td>
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<tr>
<td>b. University Honors</td>
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<tr>
<td>c. Freshman Programs</td>
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<td>d. President Scholars</td>
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<td>e. Department Chairs</td>
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<tr>
<td>4. Create criteria for 2nd and/or 3rd year entry into Business Honors Program</td>
<td>V</td>
<td>PQ</td>
</tr>
<tr>
<td>5. Explore, develop and experiment with new recruitment methods</td>
<td>V.A</td>
<td>PQ</td>
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### 2009-10 Mihaylo College of Business and Economics Annual Report
Section B1: Progress Report on 2009-10 Departmental Goals

#### 6. Develop and maintain Honors website and explore social websites

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<tr>
<td>V</td>
<td>Outreach</td>
<td>Create and maintain website; establish a presence on social networks</td>
<td>Ongoing</td>
</tr>
</tbody>
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#### 7. Develop procedures for selecting and maintaining faculty for the Business Honors courses; including expectations for program participation

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<tr>
<td>II</td>
<td>PQ</td>
<td>Establish procedures</td>
<td>This area needs to be completed; but the Business Writing Program is using an excellent procedure for selecting faculty to teach their core course. These procedures should be completed by the end of CY 2010</td>
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### Economics Department 2009-10 Goals

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<tr>
<td>VIII.A</td>
<td>PQ</td>
<td>Complete evaluation; make a decision about Econ 330 and 331</td>
<td>Econ 331 is deleted and Econ 330 is updated. All other global Econ courses are in the currently in the evaluation process</td>
</tr>
<tr>
<td>I.C</td>
<td>PQ</td>
<td>Complete review</td>
<td>The review is near completion</td>
</tr>
<tr>
<td>I.C</td>
<td>PQ</td>
<td>Pilot exams; make decision about use in future semesters</td>
<td>In progress</td>
</tr>
<tr>
<td>VIII.A</td>
<td>PQ</td>
<td>Complete mapping exercise; complete review of department-based prerequisites</td>
<td>In progress</td>
</tr>
<tr>
<td>MA, Economics 2009-10 Goals</td>
<td>CSUF M&amp;G</td>
<td>College Action Plan</td>
<td>Outcome Measures</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>1. Develop a MA, Economics Education degree</td>
<td>VIII.A</td>
<td>PQ</td>
<td>Submit proposal</td>
</tr>
<tr>
<td>2. Formally integrate SAS into the program in collaboration with ISDS faculty</td>
<td>I.G, II.A, III.E</td>
<td>PQ</td>
<td>Complete integration</td>
</tr>
<tr>
<td>3. Coordinate with undergraduate advising to assist with internship activities and job fairs</td>
<td>II.B, II.G</td>
<td>BTP</td>
<td>Complete coordination of activities</td>
</tr>
<tr>
<td>4. Network with the Economics associations of neighboring colleges and universities to promote MA, Economics</td>
<td>VII</td>
<td>Outreach</td>
<td>Establish linkages</td>
</tr>
<tr>
<td>5. Investigate opportunity to partner with the Foreign Trade University of Vietnam</td>
<td>VII</td>
<td>Outreach</td>
<td>Decide if a study abroad partnership is possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance Department 2009-10 Goals</th>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement a concentration in insurance and risk at both MBA and undergrad levels, undergrad courses are in place; add FIN 560 &amp; 562</td>
<td>II.A</td>
<td>PQ</td>
<td>Obtain University approval spring 2010</td>
<td>This goal is almost finished. We have had a problem because Academic Programs seems to have lost our paperwork. Last time I heard it was on its way to being approved</td>
</tr>
<tr>
<td>2.  Add a valuation course at the 400 level</td>
<td>II.A</td>
<td>PQ</td>
<td>Obtain University approval spring 2010</td>
<td>We are still working on this course. I suspect it will be finalized next year</td>
</tr>
<tr>
<td>3.  Revise personnel documents</td>
<td>VIII.B</td>
<td>PQ</td>
<td>Complete necessary revisions</td>
<td>This has not been accomplished but is in the works and will be done next year</td>
</tr>
<tr>
<td>4.  Develop a joint Finance and IS concentration</td>
<td>II.A, IV.A, C</td>
<td>PQ</td>
<td>Develop the concentration; present the proposal to the appropriate Senate committees</td>
<td>This is in process. The finance department has approved it as has the ISDS department. I assume it will be finished or close to being finished by the end of this academic year</td>
</tr>
<tr>
<td>5.  Ensure usage of WRDS in key courses</td>
<td>III.E</td>
<td>BTP</td>
<td>List faculty and staff usage by May 2010</td>
<td>I am still working on this. Faculty find WRDS difficult to use in their courses</td>
</tr>
<tr>
<td>6.  Continue seminar series</td>
<td>III.B</td>
<td>Outreach</td>
<td>Continue with series; gauge quality &amp; # of outside speakers</td>
<td>We are continuing with are seminar series, which has been very successful. We have been running these workshops for years and have had great success in attracting major finance researchers to present their research to our department</td>
</tr>
<tr>
<td>7.  Introduce e–books into selected classes</td>
<td>V.D</td>
<td>BTP</td>
<td>List usage by May 2010</td>
<td>The faculty are starting to recommend e-books for their classes. The majority are letting students choose an e-book if they want to use one.</td>
</tr>
<tr>
<td>8.  Encourage more faculty to serve at University level</td>
<td>VII.C</td>
<td>Outreach</td>
<td>List faculty who serve</td>
<td>We have had great success here. Many of our faculty are on university committees of one kind or another</td>
</tr>
</tbody>
</table>

### International Business Program 2009-10 Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>CSUF M&amp;G</th>
<th>College</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure new curriculum for program is approved and included course catalog</td>
<td>IV.D</td>
<td>PQ, BTP</td>
<td>Implement revised IB degree</td>
<td>Continue to encourage students in international business to study abroad during the summer months, intersession, or for one semester</td>
</tr>
<tr>
<td>ISDS Department 2009-10 Goals</td>
<td>CSUF M&amp;G</td>
<td>College Action Plan</td>
<td>Outcome Measures</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>1. Update the ISDS department website to include more information as well as overview of courses given by faculty</td>
<td>I.E, G, II.A, V.A, VIII.F</td>
<td>Outreach</td>
<td>Complete updates</td>
<td>Working on this. Some progress already made, but more to come</td>
</tr>
<tr>
<td>2. Develop promotional materials for Joint IS and Accounting concentration</td>
<td>II.A, IV.A, C</td>
<td>Outreach</td>
<td>Create and distribute promotional materials</td>
<td>Done</td>
</tr>
<tr>
<td>3. Develop promotional materials for Joint IS and Marketing concentration</td>
<td>II.A, IV.A, C</td>
<td>Outreach</td>
<td>Create and distribute promotional materials</td>
<td>Done</td>
</tr>
<tr>
<td>4. Develop a joint IS and Finance concentration</td>
<td>II.A, IV.A, C</td>
<td>PQ</td>
<td>Develop the concentration; present the proposal to the appropriate Senate committees</td>
<td>In progress. The ISDS Dept. has recommended the courses to include. We are awaiting action from the Finance Dept</td>
</tr>
<tr>
<td>5. Develop a certificate program in SAS</td>
<td>II.E, VI.C, VII.B</td>
<td>PQ, BTP</td>
<td>Create SAS program</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Continue ISDS Research Seminar Series</td>
<td>III.A, VIII.G</td>
<td>PQ</td>
<td>Continue with research seminar series; bring in guest speakers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>7. Develop alumni events</td>
<td>VI.B</td>
<td>Outreach</td>
<td>Hold alumni events</td>
<td>Ongoing</td>
</tr>
<tr>
<td>8. Investigate on-line Decision Sciences track in MS in IS degree program</td>
<td>I.G, II.A, III.E</td>
<td>PQ</td>
<td>Decide on feasibility of graduate level on-line Decision Sciences track</td>
<td>In progress</td>
</tr>
</tbody>
</table>
9. Establish social networking sites for the Department and our programs

<table>
<thead>
<tr>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.A</td>
<td>Outreach, BTW</td>
<td>Create sites</td>
<td>Facebook and Twitter sites have been established</td>
</tr>
</tbody>
</table>

**ISDS Graduate Programs 2009-10 Goals**

<table>
<thead>
<tr>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.G, IIA, III.E</td>
<td>PQ</td>
<td>Complete investigation, make a decision on the viability of the program</td>
<td>In progress</td>
</tr>
</tbody>
</table>

**Management Department 2009-10 Goals**

<table>
<thead>
<tr>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.E</td>
<td>PQ</td>
<td>Conduct recruitments</td>
<td>Recruitment underway</td>
</tr>
<tr>
<td>II.A</td>
<td>PQ</td>
<td>Complete investigation; make a decision whether or not to develop curriculum based on this information</td>
<td>Underway--Discussions are occurring about the required process to implement it.</td>
</tr>
<tr>
<td>II.A</td>
<td>PQ</td>
<td>Complete proposal; present it to appropriate Senate committees</td>
<td>Underway--Courses have been identified; documents need to be completed.</td>
</tr>
<tr>
<td>VII.A.</td>
<td>PQ</td>
<td>Curriculum developed</td>
<td>Curriculum developed; will move forward to the committees shortly.</td>
</tr>
<tr>
<td>VI.A, VII.A</td>
<td>Outreach</td>
<td>Create advisory boards</td>
<td>Underway--faculty are identifying potential candidates.</td>
</tr>
<tr>
<td>Marketing Department 2009-10 Goals</td>
<td>CSUF M&amp;G</td>
<td>College Action Plan</td>
<td>Outcome Measures</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>1. Continue support of Sales Leadership Center</td>
<td>II.A</td>
<td>PQ, BTP</td>
<td>Offer certificate programs, support at least 3 competitions; provide scholarships-at least 4</td>
</tr>
<tr>
<td>2. Integrate experiential learning into the classroom</td>
<td>VIII.A</td>
<td>PQ, BTP</td>
<td>Solicit business projects and speakers to enhance courses</td>
</tr>
</tbody>
</table>
### MBA 2009-10 Goals

<table>
<thead>
<tr>
<th>MBA 2009-10 Goals</th>
<th>CSUF M&amp;G</th>
<th>College Action Plan</th>
<th>Outcome Measures</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop experiential instructional program which impacts “soft skills” of MBA students</td>
<td>IV.A, IV.C</td>
<td>PQ, BTP</td>
<td>Develop plan</td>
<td>Faculty development team met over Summer 2009 to study project and developed proposal; proposal was presented to Graduate Curriculum Committee which recommended it be developed further by a faculty committee of all disciplines; it was given to the MBA Steering Committee who developed it further and is currently determining direction and implementation</td>
</tr>
<tr>
<td>2. Develop multi-year marketing and recruitment plan</td>
<td>VI.D Outreach</td>
<td>Create marketing and recruitment plan</td>
<td>Single year marketing and recruitment plan, including expenditures was developed and implemented for FY2009-10; draft of multi-year plan was completed and is being revised for presentation</td>
<td></td>
</tr>
<tr>
<td>3. Continue revision of orientation program to incorporate more “boot camp” experiences</td>
<td>V.A PQ, BTP</td>
<td>Complete revisions for orientation program</td>
<td>Orientation program was revised to be a full two day program which debuted for Fall 2009 semester; additional seminars were implemented in using the case method, networking, job search strategies, and office politics. Additionally, the orientation emphasized networking with fellow students and faculty more and reworked the academic success strategies workshop. Student ratings of the event were 4.18 on a scale of 5 (5=excellent; 1=poor)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal Description</td>
<td>Responsible</td>
<td>Actions</td>
<td>Notes</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Develop and implement strategic enrollment management (SEM) system</td>
<td>V.A, PQ</td>
<td>Develop and implement SEM system</td>
<td>Overall understanding of enrollment management increased through staff training; implementation of EMS tactics include: use of 5 year averages for stage transition, development of student profile for use in admission decisions, communication plans for students in different stages, development of yield events, and use of data to better predict enrollment patterns</td>
</tr>
<tr>
<td>5</td>
<td>Develop an additional format for MBA programs focused upon the experienced business owners and operators market</td>
<td>II.B, II.G, PQ, BTP</td>
<td>Develop format focus</td>
<td>Presentation was made to MCBE Executive Board to gather input and direction; results were encouraging for developing focus for small business owners and other executives; discussions were held with UEE and Irvine campus administration for facilitation of the program; it was determined that the current site for Irvine campus was prohibitive for the type of program; will revisit as the Irvine site changes</td>
</tr>
<tr>
<td>6</td>
<td>Create student communication and programming calendar</td>
<td>VIII.F, PQ, Outreach</td>
<td>Complete communication and program calendar</td>
<td>Communication plans were implemented for students in the prospective (inquiry), applicant, and admitted categories; specific programming and events were implemented for students in the prospective and admitted categories; an overall events calendar for the office was created and is used internally for planning; work on a revised MBA website will include easier process for publishing events</td>
</tr>
</tbody>
</table>
Section A: Learning Objectives by Degree

The Mihaylo College of Business and Economics awards nine degrees.

In spring 2010, new learning objectives for the MBA were developed and passed by the College Senate. Assessment for the new MBA objectives will begin in fall 2010.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Business Administration</td>
<td>Appendix A</td>
</tr>
<tr>
<td>B.A. International Business</td>
<td>Appendix B</td>
</tr>
<tr>
<td>B.A. Economics</td>
<td>Appendix C</td>
</tr>
<tr>
<td>M.B.A Business Administration</td>
<td>Appendix D</td>
</tr>
<tr>
<td>M.A. Economics</td>
<td>Appendix E</td>
</tr>
<tr>
<td>M.S. Information Systems</td>
<td>Appendix F</td>
</tr>
<tr>
<td>M.S. Information Technology</td>
<td>Appendix G</td>
</tr>
</tbody>
</table>

Section B: Methods

Programs that are under AACSB accreditation are organized, analyzed and monitored by the Center (BA BA, MBA, BA IB and MSIS). Assessment plans for the other degrees are monitored by their Departments (BA and MA, Economics; MS, Accounting and MS, Taxation; MS IT).

- **BA BA:**
  - Learning objectives are assessed on a two-year cycle. Methods used in spring 09 and fall 09 included several rubric-based methods used to score case analyses, oral presentations and writing assignments. Additionally, multiple choice questions, standardized exam (ETS Major Field Test); and Excel and Access exercises were used.

- **BA IB:**
  - Because the International Business program shares many of the same learning goals (objectives 1-7) and core courses as the Business Administration degree, International Business students are included in the same assessment activities. Learning goals 8-10 are concentration-oriented and are covered and assessed in the language core courses in the College of Humanities and Social Sciences.
  - In fall 2010, learning objectives 8-10 will be assessed. The assessment will consist of multiple-choice items relating to multicultural awareness, global awareness and foreign language competency.

- **BA, Economics:** please see report attached as Appendix H.
Section B2: Assessment of Student Learning Outcomes

- **MS, Accounting and MS, Taxation:**
  - Learning objectives are assessed on a two-year cycle. The preferred assessment methods for both are projects scored with a rubric. Analyses are conducted by the Accounting Department.

- **MBA:**
  - Learning objectives are assessed on a two-year cycle. Methods used in spring 09 and fall 09 included a standardized exam (ETS- MBA Major Field Test), short answer questions, and two rubric based methods measuring written assignments and oral presentations.

- **MS IS:**
  - Starting in fall 2008, the assessment cycle is a three-year cycle in order to assess fewer learning objectives per semester and due to fewer course offerings per semester. Methods used in fall 09 were: presentations, project reports, and multiple choice questions.

- **MA, Economics:** please see report attached as Appendix H.

- **MS IT:**
  - Each course contains a multi-modal assessment methodology to document learning via projects, demonstrations, applications, research papers, and examinations. Each learning goal is linked to specific course assignments and learning outcomes. The culminating experience includes research and a practicum grounded in the theoretical foundations covered in the study plan coursework. An electronic portfolio of culminating experiences and preparatory coursework is created by each student enrolled in the program. The student portfolios provide a comprehensive assessment of the program. The portfolios are submitted by the students at the end of the third term to the program advisor who is responsible for reviewing the portfolios and providing feedback to the students as well as to the instructors of the MSIT program. The instructors thus have an opportunity to assess the strength and weakness in the learning outcomes, and take appropriate measures to improve teaching and learning.

Section C: Follow-Up Action Examples

Data from the spring 10 assessments are currently being processed. Follow-up actions will be available for next year's report.

**BA IB:**
In fall 2010 new program requirements based on the last assessment will be implemented.

**MSIS:**
Two learning objectives were assessed in fall 2009. Due to fewer class offerings, no assessments were done in spring 2009. Overall the students satisfactorily meet the learning objectives. There has been no need for extensive follow-up actions except pedagogical changes. In fall 2009, for
example, students scored slightly lower on diversity issues, so the follow-up action is to emphasize diversity.

Detailed information is attached as the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Appendix</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA BA</td>
<td>fall 2009</td>
<td>Appendix I</td>
</tr>
<tr>
<td>BA BA</td>
<td>spring 2009</td>
<td>Appendix J</td>
</tr>
<tr>
<td>MBA</td>
<td>fall 2009</td>
<td>Appendix K</td>
</tr>
<tr>
<td>MBA</td>
<td>spring 2009</td>
<td>Appendix L</td>
</tr>
</tbody>
</table>

Section D: Assessment Infrastructure

The results of the assessment for each course are first shared with the Department’s coordinator and chair. Ideally, the semester after the assessment, the assessment coordinator and the course coordinator present the results to program committees and the core course coordinators council, if applicable. The coordinator and chair are encouraged to share the assessment results and begin a dialogue amongst the faculty in their Department. Follow-up ideas and actions are created and documented for continuous improvement. Additionally, the Center is monitoring the results and improvements with a two-year cycle assessment plan.
Mihaylo College of Business and Economics
California State University, Fullerton

BA, Business Administration Learning Objectives
Approved by the College Senate
February 27, 2006; amended January 29, 2007; amended December 14, 2009
The set of lower and upper division core courses taken by all business students has as its objectives:

1. **Problem solving and critical thinking skills** - Each student will be effective in using the following skills in a business situation
   a) Quantitative / Analytical
   b) Problem solving
   c) Critical thinking.

2. **Interpersonal Relations** – Each student will demonstrate a basic ability to apply concepts and models regarding how to
   a) Motivate themselves and others to achieve group and organizational goals.
   b) Diagnose and resolve conflict in group and organizational settings.

3. **Ethical awareness** - Each student will be aware of ethical issues and responsibilities.

4. **Functional knowledge** - Each student will understand and appreciate
   a) The principles and roles of each of the major business disciplines.
   b) The interrelationships of these disciplines within a strategic framework.

5. **Multicultural awareness** - Each student will appreciate diversity and understand how workforce and market diversity challenge, benefit, and influence the activities of the organization.

6. **Information technology skills** – Each student will use information technology to support business analysis and operations.

7. **Global awareness** – Each student will understand the impact of the global economy and business environment.

8. **Economic and legal environment knowledge** – Each student will gain knowledge about the economic and legal environments in which business operates.

9. **Communication skills** – Each student will demonstrate knowledge and skills to communicate effectively about business issues using
   a) Written communication
   b) Oral communication.
Appendix B

BA, International Business
Learning Objectives
Approved by CBE Senate on February 27, 2006; amended on January 29, 2007, amended on October 6, 2008

To provide the student with that body of knowledge common to all students in the field of international business, whatever the concentration, the set of lower and upper division core courses taken by all BA, International Business students has as its objectives:

1) **Problem solving and critical thinking skills** - Each student will use the following skills in a business situation
   a) **Quantitative / analytical reasoning**
   b) **Problem solving**
   c) **Critical thinking**

2) **People skills** - Each student will work effectively with others in a business situation, demonstrating knowledge and/or skills in
   a) **Working with and through others**
   b) **Working in teams**
   c) **Leadership theories and models**

3) **Ethical awareness** - Each student will interpret ethical issues and responsibilities in a business organization

4) **Functional knowledge** - Each student will understand and apply
   a) **The principles and roles of international economics, finance and marketing.**
   b) **The interrelationships of these disciplines within a strategic framework**

5) **Information technology skills** – To support business analysis and operations, each student will
   a) **Have a working knowledge of information technology**
   b) **Demonstrate information technology skills**

6) **Economic and legal environment knowledge** – Each student will understand the economic and legal environments in which business operates

7) **Communication skills** – Each student will demonstrate the knowledge and skills needed to effectively communicate about business issues in both the written and oral form

To provide students specific knowledge related to the practice of business in the international area:

8) **Multicultural awareness** - Each student will become familiar with
   a) **The cultural context of business practices**
   b) **The major industries and services in the countries using their target language**
9) **Global awareness** - Each student will interpret the impact of global issues on business organizations. Including
   a) **The theory, practice and institutions of the international economy**
   b) **Theories of international trade and the role of marketing decisions across national boundaries and markets**
   c) **Financing challenges of the multinational business**

10) **Foreign Language Competency** - To provide students with the capability of dealing directly with business persons in the country of their designated language, students will develop:
   a) **Foreign Language Professional Vocabulary**: Students will develop comprehension and correct usage of professional vocabulary in both written and oral communication
   b) **Foreign language Knowledge and Abilities**: Students will develop increasing sophistication in language structure usage to reach ACTFL advanced levels in both written and oral communication.
Appendix C

DEPARTMENT OF ECONOMICS, MCBE
Learning Goals for the B.A. in Economics
(Revised 2009-2010)

The following goals and learning outcomes have been established for students pursuing a degree in Economics:

Understand critical concepts

- To understand the economic challenge of allocating limited resources among competing uses in a global economy and across different market structures under conditions of limited information.

- To understand the behavior of consumers and producers in product and factor markets and the concept of efficient allocation of resources as a maximizing mechanism.

- To understand the role of government in the economy in the context of business activity, income distribution, economic growth, globalization and market failure.

Engage in policy oriented analysis

- To understand the theory used to analyze economic variables and how they are affected by public policy and other factors.

- To critically evaluate and compare alternative schools of thought and expected policy outcomes.

- To understand the interaction between goods, factors and financial markets.

Operate professionally

- To understand how to access, use and interpret economic data and apply theory to analyze and discuss economic issues and events.

- To understand how to access existing economic literature and analyze economic problems using theoretical, statistical, and quantitative methods.
Appendix D

Mihaylo College of Business and Economics
Learning Objectives – MBA

The educational objectives of the Masters of Business Administration (MBA) incorporate the objectives of the University and College.

Specific objectives of the foregoing elements include:

1. **Learning Goal:** Our graduates will demonstrate complex problem solving skills, supported by appropriate analytical and quantitative techniques to improve organizational performance.
   **Corresponding Objectives:**
   a. Our students will use a variety of analytical techniques to identify a complex business problem, generate and compare alternatives and develop a solution.
   b. Our students will select and implement the appropriate research skills and tools (information technology and/or quantitative analysis) to solve problems.

2. **Learning Goal:** Our graduates will possess functional knowledge and be able to integrate this knowledge in support of decision making.
   **Corresponding Objectives:**
   a. Our students will integrate their functional knowledge in applied settings (e.g. – case analyses, group projects, research papers).
   b. Our students will demonstrate knowledge relating to the concept of value creation and the role played by each functional area of the firm.

3. **Learning Goal:** Our graduates will have experience with project leadership.
   **Corresponding Objectives:**
   a. Our students will demonstrate a level of proficiency and self-confidence appropriate to be a team or project leader.
   b. Students will demonstrate an understanding of the primary principles of conflict resolution, organizational change management, and promoting ideas.

4. **Learning Goal:** Our graduates will possess the knowledge necessary to use frameworks in ethical analysis and decision making, understanding their personal responsibilities as business leaders.
   **Corresponding Objective:**
   a. Our students will identify an ethical dilemma in a scenario case and apply an ethics model or framework to propose and defend a resolution.
   b. Our students will be judged to apply appropriate ethical orientations by observers or peers.
5. **Learning Goal: Our graduates will have a global and multicultural perspective.**
   **Corresponding Objectives:**
   a. Our students will define key components of the business operating environment(s) and explain how these components impact organizational performance and decisions.
   b. Our students will diagnose cross-cultural issues in a case setting and propose appropriate solutions.
   c. Our students demonstrate knowledge of how issues and decision criteria change depending on cultural perspectives and location.

6. **Learning Goal: Our graduates will demonstrate key attributes associated with professional conduct.**
   **Corresponding Objectives:**
   a. Our students will apply appropriate business etiquette techniques in professional settings.
   b. Our students will demonstrate effective networking skills.
   c. Our students will demonstrate their ability to take responsibility for their actions.
   d. Our students will demonstrate highly effective oral communication skills in professional settings, including: professional presentations and persuasive presentations.
   e. Our students will demonstrate highly effective written communication skills in professional settings, including: memos, reports, and executive summaries.
Appendix E

Goals, Outcomes and Assessment for the MA in Economics

I. Understand Critical Economic Concepts and Their Relationship to Business and Public Policy

- Graduate students will understand how to use economic theory to generate testable hypotheses about economic relationships that have practical relevance to the business community and/or public policy.

- Graduate students will be able to summarize previous research findings from the scholarly literature.

II. Engage in Policy Analysis

- Graduate students will understand how to identify and motivate interesting and policy-relevant topics for study.

- Graduate students will understand how to use state of the art econometric methods to test hypotheses about economic relationships and to make business and/or public-policy recommendations.

III. Effective Communication Skills

- Graduate students will understand how to write reports and give presentations to disseminate research findings to business leaders, experts in the field, and to a broader audience.

Assessment of Expected Outcomes

I. Graduate students will obtain a grade of B or better in the graduate capstone course (Economics 595).

One assessment of expected outcomes will take place in a capstone course (Economics 595, Current Research in Economics). A grade of “B” or better in the capstone course indicates that the student has satisfactorily met the MA program objectives. The following are the specific tools that will be used to assess whether students have achieved the expected outcomes of the MA program.

- Graduate students will make three forty-minute presentations on scholarly articles published over the last three years in Contemporary Economic Policy or a comparable journal.
  - Students will be expected to demonstrate command of the economic theory and econometric methods used by the authors of the published article.
  - Students will be expected to convey the business or policy relevance of the published article.
• Graduate students will prepare one-page critiques of one of the three class presentations made each week.
• Graduate students will use a statistical package to replicate econometric estimates using a data set supplied by the instructor.
• Graduate students replicate the empirical results from an article in Contemporary Economic Policy or comparable journal, write up the results as a scholarly article, and make a class presentation.
• Graduate students will attend departmental research seminars and write a 3-page summary of one of the presentations.

II. A second assessment of expected outcomes will take place in the comprehensive examinations and the thesis.

• A graduate student will pass comprehensive examinations in microeconomic theory, macroeconomic theory, and econometrics.

OR

• A graduate student will complete and defend a thesis.
Appendix F

MS Information Systems
Learning Objectives

Student learning objectives covers the aspects of telecommunications requirements necessary to support an organization’s information technology needs, managerial aspects of an information technology organization, system development process, data needs of an organization, programming concept, collaboration, research, and communication skills. Each learning goal is described below:

1. Telecommunications requirements necessary to support an organization’s information technology needs—the ability to assess the telecommunications needs of an organization; the ability to supervise the development of a local or wide area data and communications network; the ability to use the Internet in support of operations, the ability to select the appropriate telecommunications hardware and software.

2. Managerial aspects of an information technology organization - get familiar with the terminology and basic principles of business information systems, and the Internet; understand Ethical issues; Global issues; Political, social, legal, regulatory and environment issues; Technology issues; and Impact of demographic diversity on organizations.

3. Systems development process – the ability to analyze the information systems needs of an organization; the ability to design an information system to serve the needs of an organization.

4. Data needs of an organization – the ability to design a database system to serve the needs of an organization; the ability to select appropriate software to operate a database system.

5. Programming concepts – the ability to write a computer program using the fundamental concepts of programming; the ability to document a program; the ability to select a particular computer language for a programming application.

6. Collaboration – the ability to work productively in a team or collaborative setting to achieve common goals.

7. Research – the ability to conduct, evaluate, and synthesize research and apply theoretical ideas to practical settings.

8. Communications – the ability to effectively present ideas in a logical framework in a variety of forms with proper language structure and mechanics.
### Appendix G

<table>
<thead>
<tr>
<th>Goals of the M. S. in Information Technology Program</th>
<th>Examples of Learning Objectives Linked to Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and managerial aspects of an information technology organization</td>
<td>The ability to prepare and interpret financial statements; the ability to deal with people and manage a complex organization; the ability to conform to the professional, legal, and ethical issues associated with an information technology operation; the ability to select among the appropriate software to support the information requirements of an organization; the ability to determine when a project should be outsourced versus developed in-house</td>
</tr>
<tr>
<td>Telecommunications requirements necessary to support an organization’s information technology needs</td>
<td>The ability to assess the telecommunications needs of an organization; the ability to supervise the development of a local or wide area data and communications network; the ability to use the Internet in support of operations, the ability to select the appropriate telecommunications hardware and software</td>
</tr>
<tr>
<td>Systems development process</td>
<td>The ability to analyze the information systems needs of an organization; the ability to design an information system to serve the needs of an organization.</td>
</tr>
<tr>
<td>Data needs of an organization</td>
<td>The ability to design a database system to serve the needs of an organization; the ability to select appropriate software to operate a database system.</td>
</tr>
<tr>
<td>Programming concepts.</td>
<td>The ability to write a computer program using the fundamental concepts of programming; the ability to document a program; the ability to select a particular computer language for a programming application.</td>
</tr>
<tr>
<td>Electronic commerce</td>
<td>The ability to incorporate electronic commerce into an organization; the ability to understand the marketing, legal, and supply chain issues associated with the successful implementation of electronic commerce; the ability to select appropriate software and systems to support electronic commerce.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>The ability to work productively in a team or collaborative setting to achieve common goals.</td>
</tr>
<tr>
<td>Research</td>
<td>The ability to conduct, evaluate, and synthesize research and apply theoretical ideas to practical settings.</td>
</tr>
<tr>
<td>Communications</td>
<td>The ability to effectively present ideas in a logical framework in a variety of forms with proper language structure and mechanics.</td>
</tr>
</tbody>
</table>
Appendix H

Documentation of Student Academic Achievement and Assessment Learning Outcomes for the BA, Economics and MA, Economics

A. In order to analyze the skills of graduating seniors, the Department administered the Educational Testing Service (ETS) subject exam in Economics in May 2008. Testing was voluntary, and graduating seniors were offered an incentive to participate. In this exercise, 18 students took the exam across two sittings. All students responded to over 50 percent of the questions. The exam involved two groups of multiple choice questions to be completed in two hours. The test questions were scaled, with final scores falling within the range of 120-200 points.

The CSUF mean total scaled test score was 141 (of 200). This translates into a 100 scaled score of 44, within the 17th percentile of institutional means. Care should be noted given the small sample size. The CSUF scores ranged from a minimum of 126 to a maximum of 171, with 44 percent scoring below 139. This is different than the national trend in individual total score distribution, in which 15 percent were at or below 139.

Among the categories within economics, the subscores are based on a 100 point scale. CSUF students averaged a mean of 41 (of 100) on the microeconomics questions and 44 (of 100) on the macroeconomics content. This placed the CSUF sub-group within the 15th percentile in the former area and the 20th percentile in the later.

Two other divisions of the questions were provided. Regarding Data Analysis-type questions, CSUF students achieved 38 percent correct, placing in the 20th percentile nationally. On International Issues-type questions, students achieved 35 percent correct placing in the 18th percentile. Since students appear to be doing slightly better in the areas of macroeconomics and data analysis, the data suggests that additional coursework in microeconomics and international economics would be most useful to majors.

For the graduate program, direct assessment is somewhat mixed because there are two mechanisms for completing the degree. Graduation rates seem to suggest a very mixed performance. Using fall cohorts from table 7 (which should not vary significantly from spring cohorts) from fall 1997 through fall 2002, only 11 of 24 students successfully completed the program in six years or less with cohort graduation rates varying between 20 percent and 75 percent. However, these rates appear to understate the number of students who complete the program as indicated by the 55 MA degrees awarded during the period 2002-2008. It seems the graduation rate tracking misses some element of the graduate student body. Possibilities include the exclusion of students who have enrolled in a seventh year, which may be higher than desired because of the part-time nature of the program for many students or students who may be admitted in another program and transfer.

Looking at the two mechanisms for completing the degree, comprehensive examinations or thesis, reveals some similarly mixed results. Using pass rates for the comprehensive exams, the evidence of learning is stronger. Most of the students who take the comprehensive exams successfully pass them, though one or two of the exams may require more than one sitting before a passing score is attained. Success in the thesis option is much more difficult to ascertain. Depending upon the
student and topic, these projects may stretch out for a number of years. What is unclear is whether unsuccessful or delayed completion of a thesis is a result of insufficient learning within the program or other factors.

B. The Department has taken two strong steps in order to assess and promote overall academic undergraduate achievement. The first step has been the use of a major field test to exiting majors. In its first iteration, the Department purchased exam questions from Educational Testing Service (ETS) and tested graduating majors on a volunteer basis. Plans call for on-going administering of the ETS (or similar exam) as part of the Department capstone course, but these efforts have been adversely affected in the past year or so by budgetary issues. Going forward, the departmental assessment plan calls for an analysis of the “pre-major” and “post-major” subgroups by looking at changes in the scores between the 400-level graduating seniors and the beginning students in the Economics 201/202 fall classes.

The second step has been the creation of Economics 490 to provide a capstone experience for undergraduate Economics majors. In this course, the students demonstrate familiarity with economic theory and quantitative methods by presenting selected teaching topics, summarizing news reports and scholarly journal articles, writing policy briefs on selected economic topics, and replicating empirical findings. During the course of the semester, students put together a portfolio of all written work, slides from teaching presentations, and computer output. They also receive continual feedback on the contents of the portfolio from the instructor as the semester progresses. The final portfolio is turned in for evaluation at the end of the semester. The course also contains a final assessment examination as part of our exiting major assessment plan.

In addition to looking at current and graduating students, the Department has chosen to survey alumni. Here, the Department will follow the procedure established by the Mihaylo College of Business and Economics (MCBE). The MCBE survey is administered to alumni one, three and five years after graduation. It measures alumni perceptions of the value and relevance of specific courses and the degree as a whole for career challenges. We anticipate adding additional questions to this survey to better measure specific outcomes associated with the study period at CSUF.

Graduate assessment takes place through two mechanisms. The first mechanism is a capstone course, Econ 595 Current Research in Economics, which is intended to be the last, or one of the last, classes taken by the MA students. The purpose of the class is to provide graduate students with a deep and thorough understanding of how professional economists analyze contemporary economic problems and issues. The course is designed around scholarly research published in Contemporary Economic Policy, a journal of the Western Economic Association International (though comparable articles and journals may also be used) with a main focus of demonstrating to students how professional economists do research related to public policy issues and then disseminate their research findings to a broad audience. Students will achieve these objectives by presenting scholarly work, critiquing class presentations, writing referee reports, and replicating empirical results.

The second mechanism is the final requirement for the degree. Students may complete their Master’s degree by passing three comprehensive exams in the areas of Microeconomic theory, Macroeconomic theory, and Econometrics. Alternatively, students may complete and defend a thesis.
C. Within the undergraduate major, the Department originally established a comprehensive listing of 15 primary goals with additional objectives linked to the major in 2005-2006. These 15 goals formed the foundation of the 2008 assessment plan adopted by the department. Most of these goals are covered within the major’s five core courses (Econ 201, Econ 202, Econ 310, Econ 320, and Econ 440) with the elective courses either reinforcing these goals or providing additional breadth and scope.

More recently, these 15 goals and accompanying objectives were deemed too unwieldy and the following goals and objectives were approved in the Fall Semester of 2009:

**Understand critical concepts**
- To understand the economic challenge of allocating limited resources among competing uses in a global economy and across different market structures under conditions of limited information.
- To understand the behavior of consumers and producers in product and factor markets and the concept of efficient allocation of resources as a maximizing mechanism.
- To understand the role of government in the economy in the context of business activity, income distribution, economic growth, globalization and market failure.

**Engage in policy oriented analysis**
- To understand the theory used to analyze economic variables and how they are affected by public policy and other factors.
- To critically evaluate and compare alternative schools of thought and expected policy outcomes.
- To understand the interaction between goods, factors and financial markets.

**Operate professionally**
- To understand how to access, use and interpret economic data and apply theory to analyze and discuss economic issues and events.
- To understand how to access existing economic literature and analyze economic problems using theoretical, statistical, and quantitative methods.

While the original 15 goals have been consolidated and collapsed into the above goals and objectives, they do continue to form the foundation of the learning objectives for the major.

As in the undergraduate program, several graduate learning goals and objectives have been laid out by the department. Specifically, the broad goals and objectives for the graduate program are the following:

**Understand Critical Economic Concepts and Their Relationship to Business and Public Policy**
- Graduate students will understand how to use economic theory to generate testable hypotheses about economic relationships that have practical relevance to the business community and/or public policy.
- Graduate students will be able to summarize previous research findings from the scholarly literature.
Engage in Policy Analysis

• Graduate students will understand how to identify and motivate interesting and policy-relevant topics for study.
• Graduate students will understand how to use state of the art econometric methods to test hypotheses about economic relationships and to make business and/or public-policy recommendations.

Effective Communication Skills

• Graduate students will understand how to write reports and give presentations to disseminate research findings to business leaders, experts in the field, and to a broader audience.

D. At the undergraduate level, the primary change in the program has been the creation and offering of an economics capstone course, Econ 490. This course requires that students demonstrate facility with economic theory and quantitative methods to deepen skills learned in Econ 340 (Economic Research Methods) and explicitly relate those analytical skills to current policy issues. It prepares them either to continue to graduate work, or to enter and succeed in the workforce.

In addition, new course offerings have been developed or proposed such as Econ 336 (Economies of the Middle East) and a 400-level course on Behavioral Economics. Econ 351 (European Economic History) has been resurrected after not having been offered for an extended period of time, and Econ 528 (Financial Economics) is now offered.

Through the Department Undergraduate Curriculum Committee, various course offerings of the Department have been periodically reviewed. In the past year, the Department decided that Econ 331 (Economies in Transition) no longer served its function as a global awareness course and discontinued it. Comparative Economic Systems, Econ 330, was also reviewed and the proposed content has been significantly revised.

Looking forward, course offerings will continue to be reviewed for currency and relevance. The Department will also continue to review courses that meet G.E. requirements, including monitoring to ensure that requirements, such as the writing component, for G.E. courses are met. There is also a need to develop or formalize a process to take the results of systematic assessment and use them to improve either instruction or course content. This might entail linking the learning objectives to specific courses. In the longer term (seven-years) it is likely that more courses will be offered in both the traditional classroom-format and online, or some combination of the two.

At the graduate level, the program is being modified to make the program more focused and workable. In general, the program has been revised so that it ensures a broader foundation of core theory and applied material applicable to a wider range of professional or academic pursuits. In particular, Econ 505 (Economic Models and Forecasting) is now a required course and the content of Econ 504 and Econ 505 have been revised to focus on separate areas of applied econometrics. Econ 504 (Econometric Analysis), which previously cut across a range of econometric topics, now focuses upon panel data methods and Econ 505 focuses upon time-series analysis and related topics.
Looking forward at the graduate level, the program is likely to continue to move more towards a strong fundamentals oriented program. While this is ongoing as part of changes in the curriculum, one specific change is to develop a track in the M.A. with greater emphasis on mathematics in order to serve students who expect to subsequently pursue a Ph.D. In addition, since a fair percentage of the current graduate students are seeking degrees as part of a teaching credential program, the Department is looking at creating a program for an MA in Economic Education. The program would be taught online to reach individuals in other states that mandate economics in high-school curricula, as is the case in California.

E. The Department has taken several steps to improve student learning, though there remains room for improvement in this area. In the spring of 2007, the Department initiated a series of best practice seminars. These seminars had two purposes: (1) to discuss methods to bring technology into the classroom, and (2) to introduce different or better ways of instruction. These efforts, however, were part of the department’s lottery fund initiative and came to an end when those funds were redirected towards addressing larger campus budget issues.

A second instrument grows out of the MCBE assessment activities. The core courses within the business degree curriculum, which include Econ 201(Principles of Microeconomics) and Econ 202 (Principles of Macroeconomics), are a part of the MCBE Core Course Curriculum Council (C4). While this council has several tasks, each course has a coordinator who is responsible for reviewing syllabi and certain assignments to ensure a sense of continuity across courses and content.

F. Though the Department has steadily increased its class offerings on-line, no formal Department level efforts have been undertaken to assess those courses. Indirect efforts to maintain quality have taken place as offerings of on-line classes are generally limited to instructors who are considered to be rigorous or proficient instructors.

Ad-hoc assessment has also taken place by faculty members as part of their research efforts. Specifically, Chiara Gratton-Lavoie and Denise Stanley have published an essay titled “Teaching and Learning Principles of Microeconomics Online: An Empirical Assessment in the Journal of Economic Education (Winter 2009) based upon four semesters of instruction at CSUF. Their findings suggest that though on-line students may perform better, there are a significant number of additional factors which make comparisons problematic.
## Objective 4b: Functional knowledge
- Each student will understand and appreciate the principles and roles of each of the major business disciplines.

<table>
<thead>
<tr>
<th>Student Learning Objective &amp; Outcome</th>
<th>Where Objectives Measured and How Monitored</th>
<th>Expectation for Satisfactory Performance</th>
<th>Observations of Student Performance</th>
<th>When and By Whom Were Results Analyzed?</th>
<th>Outcome of Analysis</th>
<th>Dept. or Program Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4b</strong></td>
<td>MGMT 449 Seminar in Strategic Management: Case analysis scored with a rubric</td>
<td>Scoring in progress</td>
<td>Scoring in progress</td>
<td>Undergraduate Program Committee meeting date TBD</td>
<td>In progress</td>
<td>Follow-up to be completed Fall 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CCC meeting date TBD</td>
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<td></td>
<td>Faculty analysis date and deadline Fall 2010</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Deadline met</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In progress</td>
<td></td>
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</tr>
</tbody>
</table>

### Outcome of Analysis
- Objective has been satisfied
- Continuous improvement strategies include:
  - Unify our approach to case analysis in BUAD 301.
  - Emphasize the differences among facts, inferences and assumptions.
  - Emphasize the effective use of topic sentences and supporting evidence.

### Objective 9a: Written Communication Skills
- Each student will demonstrate knowledge and skills to communicate effectively about business issues using written communication.

<table>
<thead>
<tr>
<th>Student Learning Objective &amp; Outcome</th>
<th>Where Objectives Measured and How Monitored</th>
<th>Expectation for Satisfactory Performance</th>
<th>Observations of Student Performance</th>
<th>When and By Whom Were Results Analyzed?</th>
<th>Outcome of Analysis</th>
<th>Dept. or Program Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 9a</strong></td>
<td>BUAD 301: Advanced Business Communication: Rubric evaluation of case-based writing assignments</td>
<td>Demonstrated written skills focused on content, literacy, audience, style and strategy</td>
<td>Percent of students Average or Above average overall: 78.5%</td>
<td>Undergraduate Program Committee meeting date TBD Fall 2010</td>
<td>Objective has been satisfied</td>
<td>Follow-up to be completed Fall 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric Categories: Above average Average Below average</td>
<td>288 TOTAL # of students</td>
<td>CCC meeting date May 14, 2010</td>
<td></td>
<td>Next assessment scheduled for Fall 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The results compared to 2007 are slightly lower.</td>
<td></td>
<td>Faculty analysis date and deadline Fall 2010</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Deadline met</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>In progress</td>
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<td></td>
</tr>
<tr>
<td><strong>Objective 9b:</strong> Oral Communication Skills</td>
<td><strong>BUAD 301:</strong> Advanced Business Communication</td>
<td><strong>Demonstrated presentation skills focused on structure, personal appearance, eye contact, articulation, kinetics and PowerPoint.</strong></td>
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<tr>
<td>Outcome: Each student will demonstrate knowledge and skills to communicate effectively about business issues using oral communication.</td>
<td><strong>Rubric evaluation of oral presentations</strong></td>
<td>Rubric Categories: Excellent = 4-3.6 Good = 2.5-3.5 Average = 1.6-2.4 Poor = 0-1.5</td>
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<tr>
<td><strong>Overall mean score:</strong></td>
<td></td>
<td>The results compared to 2007 are significantly lower in some areas. This may be due to different raters.</td>
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</tr>
<tr>
<td>2.77</td>
<td></td>
<td><strong>Undergraduate Program Committee meeting date:</strong> March 15, 2010</td>
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<td></td>
</tr>
<tr>
<td>**356 ** TOTAL # of students</td>
<td></td>
<td><strong>CCC meeting date:</strong> March 26, 2010</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Faculty analysis date and deadline:</strong> Spring 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Deadline met:</strong> Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective has been satisfied.</strong></td>
<td><strong>Continuous improvement strategies include:</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Incorporation of oral communication throughout coursework</td>
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<tr>
<td></td>
<td>- Development of video materials to support performance training</td>
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<tr>
<td></td>
<td>- Use a specific rubric for PowerPoint slides</td>
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<tr>
<td></td>
<td>- Publicize use of SPEAKS rubric throughout the College</td>
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</tr>
</tbody>
</table>

**Follow-up to be completed Fall 2010**

**Next assessment scheduled for Fall 2011**
Appendix J
## Objective 6) Information Technology Skills

**Outcome:** Each student will use information technology to support business analysis and operations.

<table>
<thead>
<tr>
<th>Student Learning Objective &amp; Outcome</th>
<th>Where Objectives Measured and How Monitored</th>
<th>Expectation for Satisfactory Performance</th>
<th>Observations of Student Performance</th>
<th>When and By Whom Were Results Analyzed?</th>
<th>Outcome of Analysis</th>
<th>Dept. or Program Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISDS 265 Intro to Info Systems &amp; Applications: Excel and Access exercises chosen by faculty</td>
<td>Demonstrated knowledge of technology skills using Excel and Access. Group standard scores were as follows (Needs Improvement 0-69%, Good 70-84%, Excellent 85-100% passed).</td>
<td>Excel scores by objective 5 objectives Excellent 2 objectives Good 1 objective Needs Improvement Access scores by objective 2 objectives Excellent 2 objectives Good 0 objectives Needs Improvement</td>
<td>Undergraduate Program Committee meeting date 11/3/09 CCC meeting date 11/6/09 Faculty analysis Date November 2009 Deadline met Yes</td>
<td>Objective wholly satisfied. Continuous improvement strategies include: 1. Continue holding meetings prior to the beginning of each semester to review the learning objectives and discuss areas needing supplementation with particular focus on “Protecting Data”. 2. Reviewing additional texts for better coverage. 3. Test online assessment tools. 4. Recommend that the faculty teach Access for the first part of the semester. 5. Include a breakdown of the overall scores in addition to the “passed” scores.</td>
<td>Follow-up to be completed Fall 2010 Next assessment scheduled for Spring 2011</td>
<td></td>
</tr>
</tbody>
</table>
Objective 4a) Functional knowledge

Outcome: Each student will understand and appreciate:

a) The principles and roles of each of the major business disciplines

Correctly answering functional knowledge questions on a standardized exam, specifically regarding the principles and roles of: accounting, economics, management, quantitative business analysis, finance, marketing, and information systems.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>2009 (%)</th>
<th>2007 (%)</th>
<th>Diff. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acct</td>
<td>51</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>Econ</td>
<td>52</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Mgmt</td>
<td>59</td>
<td>57</td>
<td>2</td>
</tr>
<tr>
<td>QBA</td>
<td>47</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>Fin</td>
<td>60</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>Mktg</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Legal/Social</td>
<td>48</td>
<td>43</td>
<td>5</td>
</tr>
<tr>
<td>Info. Sys.</td>
<td>55</td>
<td>56</td>
<td>-1</td>
</tr>
<tr>
<td>Intl. Issues</td>
<td>58</td>
<td>57</td>
<td>1</td>
</tr>
</tbody>
</table>

The scores by discipline are the mean % correct. 104 TOTAL # of students

These scores are satisfactory when compared with national scores. We are within one standard deviation of the national score.

Undergraduate Program Committee meeting 8/31/09

Deans & Chairs meeting 9/24/09

CCC meeting 11/6/09

Faculty analysis date F 09–Sp 10

Deadline met In progress

Objective wholly satisfied

Continuous improvement strategies include:

1. Order item analysis report to show how students performed on each question.
2. Offer an incentive for the next assessment: inform students that the highest scorer will be put on the College website.
3. Order custom comparative data report from ETS to compare our performance to a list of aspirant schools.
4. Deans & Chairs and core course coordinators will share the results and a summary of the weakest areas (based on the item analysis) with their faculty.
6. Add a subgroup question (major) to demographic sheet.

Follow-up to be completed Fall 2010

Next assessment scheduled for Spring 2011
<table>
<thead>
<tr>
<th>Objective 7) Global awareness</th>
<th>MGMT 449 Seminar in Strategic Mgmt: Multiple choice questions on the ETS Major Field Test on business knowledge</th>
<th>Correctly answering international-based questions on a standardized exam, specifically regarding: exchange rates &amp; currency, international operations, exporting, language differences, markets, laws, trade and monetary systems.</th>
<th>Undergraduate Program Committee meeting 8/31/09</th>
<th>Objective wholly satisfied. Continuous improvement strategies include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome: Each student will understand the impact of the global economy and business environment.</td>
<td></td>
<td></td>
<td>Deans &amp; Chairs meeting 9/24/09</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCC meeting 11/6/09</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty analysis date F 09-Sp 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deadline met In progress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2009 (%)</th>
<th>2007 (%)</th>
<th>Diff. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intl. Issues</td>
<td>58</td>
<td>57</td>
</tr>
</tbody>
</table>

104 TOTAL # of students

This score is satisfactory when compared with the national mean. We are within one standard deviation of the national mean.

Follow-up to be completed Fall 2010

Next assessment scheduled for Spring 2011
**Objective 8)**

**Economic and legal environment knowledge**

**Outcome:**
Each student will gain knowledge about the economic and legal environments in which business operates.

| Correctly answering legal and social-based questions on a standardized exam, specifically regarding: corporate, contract, intellectual property, criminal, labor and constitutional law. |
|---|---|---|
| Legal/ Social | 2009 (%) | 2007 (%) | Diff. (%) |
| | 48 | 43 | 5 |

The scores by discipline are the mean % correct.

**TOTAL # of students**

104

This score is satisfactory when compared with the national mean. We are within one standard deviation of the national mean.

| Undergraduate Program Committee meeting | 8/31/09 |
| Deans & Chairs meeting | 9/24/09 |
| CCC meeting | 11/6/09 |

**Faculty analysis date**

F 09-Sp 10

**Deadline met**

In progress

**Objective wholly satisfied.**

Continuous improvement strategies include:

1. Order item analysis report to show how students performed on each question.
2. Offer an incentive for the next assessment: inform students that the highest scorer will be put on the College website.
3. Order custom comparative data report from ETS to compare our performance to a list of aspirant schools.
4. Deans & Chairs and core course coordinators will share the results and a summary of the weakest areas (based on the item analysis) with their faculty.
6. Add a subgroup question (major) to demographic sheet.

Follow-up to be completed Fall 2010

Next assessment scheduled for Spring 2011

Assessment Center, Mihaylo College of Business and Economics, Cal State University, Fullerton

PO Box 6848, Fullerton, Ca 92834-6848

Email: mhuston-warren@fullerton.edu    Phone: 657/278-2642
Appendix K
<table>
<thead>
<tr>
<th>Student Learning Objective &amp; Outcome</th>
<th>Where Objectives Measured and How Monitored</th>
<th>Expectation for Satisfactory Performance</th>
<th>Observations of Student Performance</th>
<th>When and By Whom Were Results Analyzed?</th>
<th>Outcome of Analysis</th>
<th>Dept. or Program Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2a: Functional knowledge</td>
<td>BUAD 591: Business Strategy Capstone: Multiple choice questions on the ETS Major Field Test on business knowledge</td>
<td>Correctly answering questions on a standardized exam, specifically regarding the following major discipline areas: marketing, management, finance, and managerial accounting.</td>
<td>Mean % Correct Discipline</td>
<td>Graduate Program Committee meeting date March 16, 2010</td>
<td>Objective satisfied</td>
<td>Follow-up to be completed Fall 2010</td>
</tr>
<tr>
<td>Outcome: Each student will understand and appreciate a. the principles and role of each of the major disciplines b. the interrelationships of these disciplines within a strategic business framework.</td>
<td></td>
<td></td>
<td>CSUF MCBE 2009 (%)</td>
<td>Faculty analysis Date and deadline Fall 2010</td>
<td>Continuous improvement strategies include:</td>
<td>Next assessment scheduled for Fall 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marketing</td>
<td>56</td>
<td>Increase number of students assessed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Management</td>
<td>57</td>
<td>Order item analysis report to show how students performed on each question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Finance</td>
<td>47</td>
<td>Encourage committee members to discuss the test and review questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Managerial Accounting</td>
<td>49</td>
<td>Order custom comparative data report from ETS to compare performance to other specific schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL # of students</td>
<td>25</td>
<td>Implement ideas to get students to take the test seriously.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The results compared to the 2007 assessment and national levels are stable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objective 2b: Functional Knowledge

**Outcome:** Each student will understand and appreciate the interrelationships of these disciplines within a strategic business framework.

#### BUAD 591: Business Strategy Capstone
- Multiple choice questions on the ETS Major Field Test on business knowledge
- Correctly answering questions on a standardized exam, specifically regarding strategic integration.

#### Correctly answering questions on a standardized exam, specifically regarding strategic integration.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>CSUF MCBE 2009 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Integration</td>
<td>51</td>
</tr>
</tbody>
</table>

#### Mean % Correct

- **25** TOTAL # of students
- This is a slight improvement from the 2007 assessment and close to national levels.

#### Graduate Program Committee meeting date
- March 16, 2010

#### Faculty analysis Date and deadline
- Fall 2010

### Objective satisfied
- Continuous improvement strategies include:
  - Increase number of students assessed.
  - Order item analysis report to show how students performed on each question.
  - Encourage committee members to discuss the test and review questions.
  - Order custom comparative data report from ETS to compare performance to other specific schools.
  - Implement ideas to get students to take the test seriously.

### Objective 8: Local, regional and global awareness

**Outcome:** Each student will understand the impact of the global economy and business environment.

#### ECON 521: Managerial Macroeconomics
- Ten short answer questions on the final exam.
- Demonstrated knowledge of local, state, national and global economic issues.
  - Excellent (80-100%)
  - Good (70-79%)
  - Needs Improvement (0-69%)

<table>
<thead>
<tr>
<th>Overall Mean Student Performance</th>
<th>81.3% = Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>43 TOTAL # of students</td>
<td>This is an improvement from the 2007 assessment.</td>
</tr>
</tbody>
</table>

#### Graduate Program Committee meeting date
- February 23, 2010

#### Faculty analysis Date and deadline
- Spring 2010

### Objective satisfied
- Continuous improvement strategies include:
  - Strengthen student's use of mathematical formula and understanding statistics.
  - Adopt a scoring rubric for the next assessment.

### Follow-up to be completed
- Fall 2010
- Next assessment scheduled for Fall 2011

---

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Email: mhuston-warren@fullerton.edu  Phone: 657/278-2642
<table>
<thead>
<tr>
<th>Student Learning Objective &amp; Outcome</th>
<th>Where Objectives Measured and How Monitored</th>
<th>Expectation for Satisfactory Performance</th>
<th>Observations of Student Performance</th>
<th>When and By Whom Were Results Analyzed?</th>
<th>Outcome of Analysis</th>
<th>Dept. or Program Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 9a) Communication Skills</td>
<td>MGMT 516: Operations Management: One to three page papers scored with a rubric by a business communications professor.</td>
<td>Demonstrated written communication skills with emphasis on: content, literacy, audience, style and strategy. Rubric standard scores were as follows (Poor = 1.0, Satisfactory=2.0, Good= 3.0, Excellent= 4.0)</td>
<td>Mean Scores Range 2.01-2.68</td>
<td>Graduate Program Committee meeting date 12/1/09 Faculty analysis Date November 2009 Deadline met Yes</td>
<td>Objective not wholly satisfied. Continuous improvement strategies include:</td>
<td>Follow-up to be completed Fall 2010 Next assessment scheduled for Spring 2011</td>
</tr>
</tbody>
</table>

The results are much lower in content and strategy, although the comparability is questionable because the 2007 assessment had completely different scorers. In 2007, business communication tutors scored the papers (professor scored for content and strategy).

82 TOTAL # of students

The mean score range was 2.01-2.68.

Mihaylo College of Business and Economics Annual Report - 2010
Section B2: Assessment Report
<table>
<thead>
<tr>
<th>Objective 9b) Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Each student will demonstrate the knowledge and skills to communicate effectively about business issues in the oral form</td>
</tr>
</tbody>
</table>

| MGMT 516: Operations Management: Five to fifteen minute oral presentation scored by third parties |
| Demonstrated oral communication skills with emphasis on: structure, personal appearance, eye contact, articulation, kinetics and slides. |

Rubric standard scores were as follows (Poor, Average, Good, Excellent)

<table>
<thead>
<tr>
<th>Mean Scores Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.01-3.74</td>
</tr>
</tbody>
</table>

68 TOTAL # of students

The results are not comparable to the 2007 assessment because the scoring method was completely different. In 2009, a more appropriate oral communication method was utilized as mentioned above. In 2007, oral presentation content (not scored with a rubric), and group PowerPoints (scored with a rubric by external scorers) were used.

<table>
<thead>
<tr>
<th>Graduate Program Committee meeting date</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/1/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty analysis Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadline met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective wholly satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous improvement strategies include:</td>
</tr>
</tbody>
</table>

- Consider another class for assessment.
- Distribute rubric to all faculty before each semester and encourage their use in all classes.
- Encourage consistency in focus, depth, and complexity of assessment assignments, in order to make evaluation more consistent and comparable.
- Share rubrics with students before the assignment.
- Share weakest performance areas with students.
- Consider adding BUAD 501 as a core requirement.

Follow-up to be completed Fall 2010

Next assessment scheduled for Spring 2011
| Objective 6) Information Technology Skills | ISDS 514 Decision Models | Data was not collected this semester due to destroyed data. Assessment data will be collected spring 10 and analyzed summer 10. | N/A | Graduate Program Committee meeting N/A Faculty analysis date Spring 10 Deadline met In progress | N/A | Follow-up to be completed Fall 2010 Next assessment scheduled for Spring 2011 |

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Email: mhuston-warren@fullerton.edu Phone: 657/278-2642
## A. Online Programs

1. Master of Science in Information Technology
   - Fall 09 Student Headcount – 47
   - 2009 MSIT Degrees Earned - 17

## B. Off Campus Programs

1. FEMBA – Fully Employed MBA
   - Fall Student Headcount – 54
2. Masters of Science, Taxation
   - Fall Student Headcount - 14

## C. Blended

None

## D. Proposed Online

Bachelor of Arts in Business Administration, concentration in Professional Business, waiting for WASC approval.
Projects
Type: International Business Education Leadership Program (Training Program)
Places Visited: CSUF campus and local field trips
Who participated: 30 faculty members from Tianjin University of Finance and Economics and Jiangxi University of Finance and Economics, China

During fall 2009, the Center also recruited students for our short-term summer study abroad programs (BEST, Heidelberg, China).

Conference Activities
Harich attended the NAFSA Conference on May 27, 2009 in Los Angeles and met with several of the College’s partner universities from all over the world.

Visitors to CSUF

<table>
<thead>
<tr>
<th>Dates of Visit</th>
<th>Visiting Delegation (from)</th>
<th>Number of Visitors</th>
<th>Nature of Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23, 2009</td>
<td>Gerhard Schmuecker, Hochschule fuer Wirtschaft und Umwelt, Nuertingen-Geislingen (one of the College’s partner universities)</td>
<td>1</td>
<td>Lunch meeting to discuss business at hand (i.e., BEST Program)</td>
</tr>
<tr>
<td>May 30, 2009</td>
<td>Dorte Suechting, Baden-Wuerttemberg Cooperative State University Stuttgart</td>
<td>1</td>
<td>Explore future collaboration</td>
</tr>
</tbody>
</table>

International Activities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type of Activity</th>
<th>Place(s) Visited</th>
<th>Who Participated</th>
<th>Value-Added Benefits of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2009</td>
<td>Meeting</td>
<td>CSUF</td>
<td>Katrin Harich and representatives from the Austral Group (Santiago, Chile)</td>
<td>Discuss possible student study abroad program in South America</td>
</tr>
<tr>
<td>May 2009</td>
<td>Meeting</td>
<td>CSUF</td>
<td>Katrin Harich and representatives of the University of Adam Mickiewicz in Poznan, Poland</td>
<td>Explore possible future collaboration</td>
</tr>
<tr>
<td>June 2009</td>
<td>Meeting</td>
<td>CSUF</td>
<td>Bruce Xiao and representatives of the Champagne School of Management, France</td>
<td>Discuss possible future collaboration</td>
</tr>
</tbody>
</table>
Accounting

Grant, Gerry H. (Associate Professor)

*Refereed Journal Articles*

Article in refereed journal (Published)

Luzi, Andrew D. (Full Professor)

*Refereed Journal Articles*

Article in refereed journal (Published)

Mande, Vivek (Full Professor)

*Refereed Journal Articles*

Article in a second-tier refereed journal (Published)

Smith, Ephraim (Full Professor)

*Books*

Textbook (revision) (Published)

Scholarly book (revision) (Published)

*We use Digital Measures to track intellectual contributions. Right now we don't have an item for faculty to track faculty/student collaborations, so we have added this item to track for next year.*
Son, Myungsoo (Associate Professor)

Refereed Journal Articles

Article in a third-tier refereed journal (Published)

Article in a third-tier refereed journal (Published)
Business Communication

No intellectual contributions available.
Economics

Buzdar, Nek M. (Lecturer)

Books

Scholarly book (Published)

Farka, Ermira (Assistant Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Fleissig, Adrian R. (Full Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Article in top-tier refereed academic journal (Published)

Gill, Andrew M. (Full Professor)

Refereed Journal Articles

Article in refereed journal (Published)
Gratton-Lavoie, Chiara (Lecturer)

**Refereed Journal Articles**

*Article in refereed journal (Published)*

*Article in refereed journal (Published)*

Kleinjans, Kristin J. (Assistant Professor)

**Refereed Journal Articles**

*Article in refereed journal (Published)*

*Article in refereed journal (Published)*

Lartey, Emmanuel K.K. (Assistant Professor)

**Refereed Journal Articles**

*Article in a second-tier refereed journal (Published)*

*Article in top-tier refereed academic journal (Published)*

Michaels, Robert J. (Full Professor)

**Other**

*Research monograph for nonprofit foundation (Published)*
Stanley, Denise L. (Associate Professor)

**Refereed Journal Articles**

*Article in refereed journal (Published)*
Finance

Agrawal, Vipin K. (Assistant Professor)

*Refereed Journal Articles*

*Article in refereed journal (Published)*

*Article in refereed journal (Published)*

Chang, Carolyn W. (Full Professor)

*Refereed Journal Articles*

*Article in top-tier refereed academic journal (Published)*

*Article in top-tier refereed academic journal (Published)*

DaSilva, Amadeu (Lecturer)

*Refereed Journal Articles*

*Article in a second-tier refereed journal (Published)*

Li, Yuming (Full Professor)

*Refereed Journal Articles*

*Article in top-tier refereed academic journal (Published)*
Lu, Weili (Associate Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Article in top-tier refereed academic journal (Published)

Xie, Xiaoying (Assistant Professor)

Refereed Journal Articles

Article in refereed journal (Published)

Yang, Jing (Assistant Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)
Information Systems & Decision Sciences

Alrushiedat, Nimer (Lecturer)

**Refereed Journal Articles**

*Article in refereed journal (Published)*

Drezner, Tammy (Lecturer)

**Refereed Journal Articles**

*Article in a second-tier refereed journal (Published)*

*Article in a second-tier refereed journal (Published)*

*Article in top-tier refereed academic journal (Published)*

**Book Chapters**

*Chapter in scholarly book (Published)*

*Chapter in scholarly book (Published)*

Drezner, Zvi (Full Professor)

**Refereed Journal Articles**

*Article in top-tier refereed academic journal (Published)*
Article in a second-tier refereed journal (Published)

Article in a top-tier refereed academic journal (Published)

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in top-tier refereed academic journal (Published)

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in a third-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in top-tier refereed academic journal (Published)
Article in a second-tier refereed journal (Published)

Article in top-tier refereed academic journal (Published)

Article in a second-tier refereed journal (Published)

Article in top-tier refereed academic journal (Published)

Book Chapters

Chapter in scholarly book (Published)

Chapter in scholarly book (Published)

Kalczynski, Pawel J. (Associate Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Kung, Mabel T. (Full Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)
Marcoulides, Laura (Lecturer)

Refereed Journal Articles

Article in a third-tier refereed journal (Published)

Sherif, Joseph S. (Full Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Singhania, Ram P. (Full Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Soper, Daniel S. (Assistant Professor)

Book Chapters

Chapter in scholarly book (Published)

Turel, Ofir (Associate Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)
Article in top-tier refereed academic journal (Published)

Article in top-tier refereed academic journal (Published)

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in top-tier refereed academic journal (Published)

Article in a second-tier refereed journal (Published)

Yang, Samuel C. (Full Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Zerom, Dawit (Associate Professor)

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)
Law

Apke, Thomas M. (Full Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Parry, Richard O. (Associate Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)
Management

Beenen, Gerard

Refereed Journal Articles

Article in top-tier refereed academic journal (Published)

Jones, Wayne D. (Assistant Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Khanin, Dmitry M. (Assistant Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Kleiner, Brian H. (Full Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)
Manoochehri, Ghasem (Full Professor)

Refereed Journal Articles

*Article in a second-tier refereed journal (Published)*


Muse, Lori A. (Associate Professor)

Books

*Published book review (Published)*

Marketing

Broyles, Samuel A. (Associate Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in a third-tier refereed journal (Published)

Forman, Howard (Associate Professor)

Refereed Journal Articles

Article in a third-tier refereed journal (Published)

Kohli, Chiranjeev S. (Full Professor)

Refereed Journal Articles

Article in refereed journal (Published)

Book Chapters

Chapter in scholarly book (Published)
Lancellotti, Matthew P. (Associate Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Article in top-tier refereed academic journal (Published)

Thomas, Sunil (Associate Professor)

Refereed Journal Articles

Article in a second-tier refereed journal (Published)

Article in a third-tier refereed journal (Published)

Article in a second-tier refereed journal (Published)

Article in refereed journal (Published)

Book Chapters

Chapter in scholarly book (Published)
Assessment Center

Contact Information
Mila Huston-Warren, Assessment Coordinator
Ext. 2642
Funded through the Dean’s Office, under the supervision of associate dean, Mohsen Sharifi, ext. 2230.
m huston-warren@fullerton.edu

Website
http://business.fullerton.edu/centers/CollegeAssessmentCenter/

Major Projects
There were several major projects for 2009–10 including, course-embedded assessments (CEA) to measure the learning objectives (LO’s) and surveys.

Completed BA BA & MBA activities for 2009-10

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Learning Objective</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 09</td>
<td>ISDS 265</td>
<td>Information technology skills</td>
<td>100% of sections</td>
</tr>
<tr>
<td>Spring 09</td>
<td>MGMT 449</td>
<td>Functional knowledge, global awareness and economic and legal environment</td>
<td>17% of sections</td>
</tr>
<tr>
<td>Spring 09</td>
<td>ISDS 514</td>
<td>Information technology skills</td>
<td>100% of sections</td>
</tr>
<tr>
<td>Spring 09</td>
<td>MGMT 516</td>
<td>Communication skills: oral and written</td>
<td>100% of sections</td>
</tr>
<tr>
<td>Fall 09</td>
<td>BUAD 301</td>
<td>Communication skills: oral</td>
<td>24% of students</td>
</tr>
<tr>
<td>Fall 09</td>
<td>BUAD 301</td>
<td>Communication skills: written</td>
<td>33% of sections</td>
</tr>
<tr>
<td>Fall 09</td>
<td>MGMT 449</td>
<td>Functional knowledge: interrelationships within a strategic framework</td>
<td>45% of sections</td>
</tr>
<tr>
<td>Fall 09</td>
<td>ECON 521</td>
<td>Local, regional and global awareness</td>
<td>100% of sections</td>
</tr>
<tr>
<td>Spring 10</td>
<td>MGMT 340</td>
<td>Interpersonal relations a &amp; b</td>
<td>In progress</td>
</tr>
<tr>
<td>Spring 10</td>
<td>MGMT 340</td>
<td>Multicultural awareness</td>
<td>In progress</td>
</tr>
<tr>
<td>Spring 10</td>
<td>MGMT 524</td>
<td>People skills</td>
<td>100% of sections</td>
</tr>
<tr>
<td>Spring 10</td>
<td>MGMT 524</td>
<td>Multicultural awareness</td>
<td>100% of sections</td>
</tr>
</tbody>
</table>

Completed BA IB (Bachelor of Arts in International Business) Activities for 2009-10

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Learning Objective</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 09</td>
<td>BA IB students concurrently being assessed with BA BA students</td>
<td></td>
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<tr>
<td>Fall 09</td>
<td>BA IB students concurrently being assessed with BA BA students</td>
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</table>
Other Projects
Surveys conducted by the Center included the graduating senior survey, graduate exit survey, accounting student surveys, tutoring center survey, and undergraduate advising center survey. The results were processed and shared with faculty, associate deans and committees. The results are compared from year to year and used in decision making, tracking performance and student perceptions.

Results for each course-embedded assessment and survey are presented to the Undergraduate and Graduate Programs Committees and the Core Course Coordinators Council (C4).

Special presentations/events
The 14th Annual Western Assessment Conference was held on March 25, 2010. To manage costs due to the current state of the economy, the Committee decided on a shorter, panel-based format in three sections for the conference this year. The keynote speaker was Sorel Reisman Managing Director of the international, higher education consortium, MERLOT.ORG at the CSU Office of the Chancellor, and Professor of Information Systems at CSU Fullerton. His presentation was on assessment of online programs. The second presentation was on methodology/e-portfolios. The third panel discussed using assessment results for improvement. Conference attendance was smaller than last year with about 55 attendees.

For the third time, The College hosted the CSU Business Schools Assurance of Learning Meeting. Thirteen faculty and administrators from CSU campuses throughout the state attended this one day meeting. Assessment best practices, standardized assessment tools, and accreditation visits were the focus of the discussions. Presentations were made throughout the day.

Conference Presentation: The Assessment Coordinator presented at the 2010 WASC Academic Resource Conference, April 21-23, 2010. The presentation was titled “Continuous improvement through the use of standardized assessment tools”. The presentation was well-received by the audience.

Funds Received
Not applicable. Part of the baseline budget for the College.

Plans for 2010-11

BA, BUSINESS ADMINISTRATION*

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>F10</th>
<th>F10</th>
<th>S11</th>
<th>S11</th>
<th>Coordinator</th>
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</thead>
<tbody>
<tr>
<td>LO 1) Problem solving and critical thinking a, b &amp; c</td>
<td>ECON 315</td>
<td></td>
<td></td>
<td></td>
<td>D. Stanley</td>
</tr>
<tr>
<td>LO 1) Problem solving and critical thinking a, b &amp; c</td>
<td>FIN 320</td>
<td></td>
<td></td>
<td></td>
<td>A. DaSilva</td>
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<tr>
<td>LO 3) Ethical awareness</td>
<td>MGMT 246</td>
<td></td>
<td></td>
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<td>C. Smith</td>
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<tr>
<td>LO 8) Economic and legal environment</td>
<td>MGMT 449</td>
<td></td>
<td></td>
<td></td>
<td>TBD</td>
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<tr>
<td>LO 4a) Functional knowledge</td>
<td>ISDS 265</td>
<td></td>
<td></td>
<td></td>
<td>TBD</td>
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<tr>
<td>LO 7) Global awareness</td>
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*Includes BA, International Business
### MBA

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<th>F 10</th>
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</thead>
<tbody>
<tr>
<td>LO 1a) Problem solving- analytical skills</td>
<td>ECON 515</td>
<td></td>
<td>B. Michaels</td>
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<tr>
<td>LO 4a&amp;b) Ethical analysis and decision making</td>
<td></td>
<td>MGMT 518</td>
<td>TBD</td>
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</table>

The spring 2011 assessment schedule for the new learning objectives needs to be confirmed.

### BA, International Business

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<th>Learning Objective</th>
<th>F 10</th>
<th>S 10</th>
<th>Coordinator</th>
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</thead>
<tbody>
<tr>
<td>LO 8a&amp;b) Multicultural awareness</td>
<td>MGMT 480</td>
<td>Other objectives will be measured concurrently with the BA BA</td>
<td>M. Huston-Warren</td>
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<tr>
<td>LO 9a, b &amp; c) Global awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 10 a &amp; b) Foreign language competency</td>
<td></td>
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</table>

Other assessment activities will include: the graduating senior survey, graduate exit survey, 3, 5 & 10 year survey, undergraduate advising center survey, department of accounting surveys, and the tutoring center survey. In addition to assessment measures, the Assessment Center is involved in reporting results to several committees.

The main events in which the Assessment Center participates and plans will be the 15th Annual Western Assessment Conference and the 4th CSU Business Schools Assessment Conference.
Contact Information
Vivek Mande, Director
Ext. 7659
ccrg@fullerton.edu

Website
http://business.fullerton.edu/centers/ccrg
About the Center

The Center for Corporate Reporting & Governance (CCRG) addresses corporate reporting and governance topics that affect board members, executives, and other decision makers, as a result of a mandate from the business community. In 2003, the College of Business and Economics created a new program that focuses on the current issues facing corporations and their auditors in this changing financial environment.

CCRG trains and educates corporate boards, accounting professionals, and investors on topics relating to ethics, accountability, reporting and governance in several ways. CCRG holds annual conferences on current financial reporting topics that bring nationally recognized individuals and experts in the areas of corporate reporting and governance to CSUF.

CCRG and its director have been featured in the Orange County Register on an array of topics, including the backdating of stock options, lawmaker pensions, and our conferences. Each summer CCRG works with the Orange County Register on an Orange County executive compensation study.

As an accredited member of both the National Association of State Boards of Accountancy (NASBA) and RiskMetrics/Institutional Shareholders Services (ISS), CCRG offers Continuing Professional Education (CPE) credit to professionals who attend sanctioned events. CCRG also disseminates information on current financial reporting issues, interpretations of financial rules, and research results of studies sponsored or conducted by CCRG.

The Center expects to serve a key community need and will provide the Mihaylo College of Business and Economics increased visibility and international and domestic recognition of its Department of Accounting.

The Center for Corporate Reporting and Governance is registered with the National Association of State Boards of Accountancy (NASBA) as a sponsor of continuing professional education on the National Registry of CPE Sponsors. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit. Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Suite 700, Nashville, TN, 37219-2417. Web site: www.nasba.org.

The Center for Corporate Reporting and Governance is accredited by Institutional Shareholder Services; the world’s leading provider of proxy voting and corporate governance services.

The Center also entered into a co-sponsorship agreement with the CalCPA. All CCRG programs will be offered in coordination with
Academic & Professional Boards
CCRG has two boards: academic and professional. The role of the Board is to provide advice and assist the Director in achieving the objectives of CCRG.

Eligibility for appointment as an academic board member is met by academics who have achieved national recognition, Commissioners and senior staff members of federal and state agencies, such as the Securities and Exchange Commission. Eligibility for appointment to the professional board is generally met by managing partners of accounting firms, CFOs and CEOs of major companies.

Nominations to the Board are made by the Director of CCRG and are approved by the Dean of the Mihaylo College of Business and Economics. Appointments to the Board are for initial terms of 3 years. Renewals of board membership for additional terms are made by the Dean of the Mihaylo College of Business and Economics on the recommendation of the Director. The appointments are staggered so that one third of the board members are new members.

Academic Board

Dr. Sanjay Kallapur
Professor of Accounting
Purdue University

Dr. Marc Massoud
Robert A. Day Distinguished Professor of Accounting
Claremont McKenna College

Dr. K.R. Subramanyam
Associate Professor of Accounting
Leventhal Fellow
University of Southern California

Dr. Jonathan Sokobin
Deputy Chief Economist
Office of Economic Analysis
Securities & Exchange Commission

Dr. Andrew D. Bailey, Jr.
Senior Policy Advisor
National Policy and Strategy
Group-Institutional Acceptance
Grant Thornton, LLP.
Professional Board

John Belli
Managing Partner
Ernst & Young

James Moloney
Partner & Co-Chair
Securities Regulation and Corporate Governance Practice Group
Gibson & Dunn

Anthony Cherbak
Chief Operating Officer
Resources Global Professionals

Wayne Pinnell
Managing Partner
Haskell & White

Susan Cimbaluk
Managing Partner - Audit
Deloitte & Touche

Dean Samsvick
Managing Partner
Orange County Practice
KPMG

Bala Iyer
Board of Directors
Conexant Systems & QLogic

Roger Weninger
Managing Partner
Orange County Practice
Moss Adams

Ron Kent
Managing Partner
RSM McGladrey

Randall Wick
Vice President & General Counsel
Emulex Corporation

Knute Kurtz
Managing Partner
Orange County Practice
PricewaterhouseCoopers

Gary Wilson
West Region Partner-in-Charge
Business Advisory Services
Grant Thornton

Joe Moderow
Senior Vice President and Group Manager
Legal and Public Affairs (Retired)
United Parcel Service

Dean Yoost
Board of Directors
Emulex & Pacific Life Insurance

Stephen Masterson
Executive Vice President and Chief Financial Officer
Pacific Capital Bancorp
Completed Activities for AY 2009-2010

2009 Corporate Reporting and Governance Conferences
CCRG held its “Eighth Annual SEC Financial Reporting Conference: Meeting the Challenge in Volatile Financial Market” on September 18, 2009 at the Hyatt Regency in Irvine, California. Over 400 people attended, including business leaders, accounting professionals, academic researchers, and students.

The conference began with a keynote presentation from James Kroeker, Acting Chief Accountant of the Securities & Exchange Commission (SEC), Craig Olinger, Deputy Chief Accountant of the SEC, Mark Fagel, Regional Director of SEC’s San Francisco Regional Office, Jonathan S. Sokobin, Director of the agency’s Office of Risk Assessment (ORA) in SEC, Greg Fletcher, Associate Chief Auditor of the Public Companies Accounting Oversight Board (PCAOB) and Thomas Linsmeier, member of the Financial Accounting Standards Board (FASB) spoke on the recent activities within FASB. A Q&A after each presentation followed.

Informational panels on Valuation & Impairment, Executive Compensation, and Financial Reporting “Hot Topics” respectively featured representatives from various firms including Resources Global Professionals; Ernst & Young; Gibson, Dunn, & Crutcher; Emulex Corp.; Pacific Life Insurance Co.; Qlogic/Conexant; PricewaterhouseCoopers; Grant Thornton; and Deloitte & Touche.

Accounting professionals attending the event were able to earn up to eight hours of Continuing Professional Education (CPE) credit. This conferences were self-supporting; the revenue from conference registration fees met and exceeded the conference expenses.

Finances
The Center’s activities were financially self-supporting. During the 2009-10 academic year, our conference fees brought in $59,750 and our outgoing expenses totaled $59,052. The remaining balance in the Center’s account will be used to defer expenses for the upcoming conferences in the 2010-11 academic year as well as to support the operation of the Center.

Planned Activities for AY 2009 –2010
The 2010-2011 Academic Year is shaping up to be the biggest year ever for the Center for Corporate Reporting and Governance. CCRG will organize several major events over the course of the academic year.

2010-2011 Corporate Reporting and Governance Conference
CCRG will hold its Ninth Annual SEC Financial Reporting Conference on Friday, September 24, 2010 at the Hyatt Regency Hotel in Irvine, California. The conference will continue to focus on timely topics in corporate governance and financial reporting. The Center will continue to use its contacts within the regulatory agencies, the accounting firms, and industry to bring high-caliber keynote speakers and panelists, and make the conference attractive to the broad-based audience we have served in the past: corporate executives and board members, public accountants from firms of all sizes, attorneys practicing securities and corporate law, and academics in accounting, economics and finance. In addition to Friday’s conference, the Center will host its Seventh Annual Academic Seminar on Thursday, September 23. At the seminar, academics from all over the world will be invited to present their papers on accounting, finance and economics.

The event is anticipated to be financially self-supporting.
Center for Economic Education

Contact Information
Radha Bhattacharya, Director
Ext. 3652
rbhattachary@fullerton.edu

Website
http://business.fullerton.edu/centers/econcenter/

Mission and Goals
The major objective of the Center is to promote economic literacy in the schools (K-12), institutions of higher learning, and in the larger community. The center seeks to achieve this objective through curriculum development and consultation, workshops and courses, materials dissemination, and education research.

The increasing complexity of economic issues and problems requires that students develop decision-making skills and an understanding of the economic system within which they must operate as consumers, producers, and citizens. Thus, economic literacy should be an important part of the basic skills emphasis. Through the California Council on Economic Education (CCEE) and the National Council on Economic Education (NCEE), a comprehensive program is available to California classrooms via the Center for Economic Education.

Serving as the program arm of the NCEE and CCEE, and as one of the Centers of Excellence of the Mihaylo College of Business and Economics, the Center provides important services to meet the economic education objectives of the MCBE, the NCEE and its affiliated institutions. These services include: regular offering of on- and off-campus workshops and instructional programs in economics; providing consultation for schools, colleges, and community organizations; developing and/or distributing economic education materials; and conducting research in economic education. The activities of the Center contribute to increase regional and national awareness of the University and the Mihaylo College of Business and Economics (Objective 6, MCBE Strategic Plan AY 04/05).

Major Projects
Fall 2009: Director, Chiara Gratton Lavoie
Fall 2009 was a difficult semester for the University and for the Center. Furloughs, budget cuts (at the University level as well as in the K-12 public school system statewide), and permanent elimination of the part-time Center assistant position, all contributed to alter the normal course of our activities. Despite these difficulties, the Center was able to offer two of its long-standing programs to the high schools in the region, the Stock Market Simulation and the Econ 100 Bridge program. Two hundred and sixty-five students from three high schools enrolled in Econ 100. The online market simulation had 259 teams (753 students) and 15 teachers. The Center was awarded a mini grant (maximum amount $2,000) by the National Council for Economic Education (NCEE) to host a one-day workshop for high school teachers in Fall 2010, but the workshop was postponed due to the budgetary situation. In October 2009, as Director of the Center, Dr. Chiara Gratton-Lavoie attended the 2009 Council for Economic Education / NAAE / GATE Annual Conference in Washington D.C., where she presented her latest research on economic education, “Retention of High School Economics Knowledge and the Effect of the California Mandate” (co-authored with Andrew Gill).
Fall 2009 Funds
$800 of the $2000 NCEE grant mentioned above

Spring 2010: Interim Director, Radha Bhattacharya
Radha Bhattacharya served as interim director in spring 2010 and was voted as director by the Economics Department in May 2010.

- Several email announcements were sent out to high school teachers encouraging participation in the Center’s stock market simulation game. Two hundred and fifty teams participated in the spring 2010 game that ran from Feb 22 to April 30.

- Continued the implementation of the Econ 100 Bridge program.

- Interim director attended a MoneyWise Teen workshop for teachers in March, conducted by Jim Charkins in the Orange County Department of Education (OCDE) Office in Costa Mesa. Here I learned how such workshops are performed and introduced myself to the group of high school teachers who had attended.

- Interim director attended a MoneySmart train-the-trainers workshop in March conducted by the FDIC in Santa Ana. Contacts were established with several constituent leaders whom can be contacted to be trainers for similar workshops hosted by the Center in the future.

- Interim director met informally with the Troy High School students in March to go over the state of the economy in preparation for the Capital Market Contest competition.

- Interim director met with Michele Cesca, Senior Director of Development, MCBE, to discuss a grant proposal for USBank. Michelle submitted a grant proposal with input on the Center’s role and request for funding.

- Interim director had phone discussions with Debra Granger, OCDE Social Science and History Program Coordinator, with a view to increase teacher participation in Center workshops. The Center will work with district superintendents of education to develop its workshops into a program that would fetch our attendees with professional growth points.

- Interim director attended Social Science Subject Matter meetings at CSUF over the semester and helped the committee streamline their program and choose suitable economic courses to integrate into their program.

- Interim director attended the MBA presentation in May that evaluated the role of the various MCBE Centers of Excellence and highlighted the need for Center Directors to work in a coordinated fashion to further the mission of the College.

- Interim director attended workshops put forth by the Office of Grants and Contracts at CSUF to obtain external funding.
Spring 2010 Funds
$4,845 as payments of fees by students who participated in the Stock Market Simulation (SMS).

Net Funds expected after payment of expenses for running the stock market site, payment of coordinator fees, and payment for prizes: $877.5. (Some teams have not paid yet. The Center has not received this money as yet from the coordinator, California Stock Market Simulation.)

Planned projects and major activities for fall 2010- spring 2011

Expand Center’s role in promoting financial and economic literacy
The need for economic and financial literacy is critical in today’s environment of the subprime housing crisis. Negative equity and near-negative equity mortgages accounted for nearly 29 percent of all residential properties with a mortgage nationwide (First American Core Logic, 2/23/2010.) Financial literacy would have reduced the number of homeowners who opted for subprime loans that they could not repay.

Economic and financial literacy promotes
- stability of families and communities
- knowledge of credit and banking services
- responsible homeownership and debt management
- increased savings, overall financial health, and well-being

Implementation of Educational outreach in K-12 schools in Low-Middle-Income (LMI) neighborhoods:
- Expand the number of teams that participate in the Stock Market Simulation (SMS) Game.
- Apply to banks for grants that fund payment of SMS registration fees for schools in LMI (Low to Middle-income) neighborhoods.
- Update the existing website [http://fullerton.csusms.com](http://fullerton.csusms.com) with pictures of Mihaylo Hall and MCBE classrooms. Provide a link to business and economic majors since hundreds of students see this website.
- Apply for grants to fund an annual competition for high school students on a current topic in economics or for predicting the next policy move of the Federal Reserve.
- Serve as a coach for the California Council’s Capital Market Contest
- Promote the economics major at CSUF in local high schools.
- Train teachers: organize economics workshops to bring home to high school students basic economic principles in a lively and engaging manner. The Social Science subject matter content of high school teachers is heavily geared toward history, with Principles of Macroeconomics and Microeconomics being the only two required economics classes. This creates a role for the Center to strengthen the teaching skills of high school economics teachers by using classroom experiments and modules (prepared by the Council for Economic Education) that explain economic concepts in a way that engages the student.
- Work with assistant superintendents of instruction in school districts to obtain professional growth points for high school teachers who attend our workshops.
• Young Adult Money Smart workshops: Serve as the liaison between trainer and young adults in high schools. Credit unions and banks have representatives who are willing to train the youth in high schools in issues such as credit card management, identity theft, and starting a small business. A lot of this training material is produced by the FDIC and is available at Young Adult Money Smart: http://www.fdic.gov/consumers/consumer/moneysmart/young.html. FDIC trains the trainers.

Financial literacy in the community

• The unbanked and under-banked community:

Apply to banks for grants to promote financial literacy in the community. Use the FDIC Money Smart program and serve as a liaison between the trainer and community wide representatives from groups such as Headstart, Church Groups, Realtors working with Low Income community, PTA groups of LMI schools, and the Hispanic Chamber of Commerce. FDIC Money Smart is a training program “…to help adults outside the financial mainstream enhance their money skills and create positive banking relationships.” http://www.fdic.gov/consumers/consumer/moneysmart/overview.html

According to the FDIC Survey on Banks’ Efforts to Serve the Unbanked and Underbanked, published in February 2009:

An estimated 7.7 percent of U.S. households, approximately 9 million, are unbanked. These households do not have a checking or a savings account. In addition to the unbanked households, an estimated 17.9 percent of U.S. households, roughly 21 million are underbanked. These households have a checking or savings account but rely on alternative financial services. Specifically, underbanked households have used non-bank money orders, non-bank check-cashing services, payday loans, rent-to-own agreements, or pawn shops at least once or twice a year or refund anticipation loans at least once in the past five years.

• Use the data on pre and post training responses to financial literacy questions for the publication of peer reviewed research on the efficacy of Money Smart training.
• Promote economic literacy in community groups such as WISE (Women Investing in Security and Education)
The Center for the Study of Emerging Financial Markets

Contact Information
Joe Greco, Director
Ext. 2375
jgreco@fullerton.edu

Website
www.thecsem.org

Major Projects AY 2009-2010

- Completed U.S. Department of Education grant, “Confronting Outsourcing by Your Competition,” and creation of Institute for Research and Education in Outsourcing (IREO) according to grant requirements.
- Completed 3rd round of annual outsourcing surveys of Southern California firms, especially the medical device manufacturers, chipmakers and software development companies of Orange County
- Created of Emerging Market Composite Index Program – a project that employed volunteer MBA students (6) to create an index of an indices.
- Major expansion of Center’s website by adding international knowledge content
- Launched the Center’s Business Plan and Donor Program
- Publications:
  - Outsourcing Book of Readings
  - Case Studies in Outsourcing Offshore
  - China and Outsourcing in the Next Ten Years
- Conducted the Seminar Series:
  - Tech America Seminar: this association was our grant partner. Results of the Outsourcing Surveys delivered in a January, 2010 seminar
  - International Association of Outsourcing Professionals (IAOP) Master Class Trainings – first training scheduled for May but postponed until September 2010.
- Created an academic partnership with the IAOP to create joint ventures in courses and research in the field of offshore outsourcing.

Funds Received – Amounts and Sources
The funds used to finance operations were for the most part received from the U.S. Department of Education grant in 2007-2008, matching funds from the College, and the remaining operations used student volunteers. No funds were received during the 2009-2010 academic year.

For 2010-2011, the expected U.S. Department of Education grant will provide approximately $80,000 for operations. Also, the Donor Project is expected to provide approximately $50,000 in the coming year.
Plans for AY 2010-2011

- New grant award from U.S. Department of Education, “Orange County Global Retrofit.”
- Fourth annual outsourcing survey of Orange County firms – plan to survey by telephone and internet over 1,000 Orange County firms
- IAOP Master Class Training Series – continue offerings every two
- Launch of Quarterly CSEM Newsletter – authored by student articles, especially those articles related to Emerging Market Index
- Second stage of Donor Project – form a Board of Advisors and collect $50,000 from donors
- Website database project continued – expand the content, include a blog
- Launch Intern program
  - Research/publication opportunities for undergraduates and graduate students
  - Participation of student interns in the new federal grant program (no.1)
  - Update/incorporation of social media marketing techniques in CSEM website
- Institute for Research and Education in Outsourcing seminar series with IAOP Southern California Chapter
- Launch of the OLLI Volunteer program to hire two volunteers: administrative assistant and business development officer.
Center for Entrepreneurship

Contact info
John Bradley Jackson, Director
Ext. 3464
jjackson@fullerton.edu

Website
www.csufcfep.org

Mission
The Center for Entrepreneurship (CFE) is an outreach center and entrepreneurship support organization at California State University, Fullerton that assists entrepreneurs throughout Southern California.

The Center creates and applies knowledge that enriches student lives, develops business leaders who shape the regional economy, and creates economic impact in Southern California. The Center strives to provide students and entrepreneurs with the knowledge and skills to create, launch and grow new ventures; additionally, our purpose is to help businesses improve their operations and increase their profits.

The formal study of entrepreneurship as an academic concentration is now ten years old at the College, reflecting the importance of entrepreneurship to our region's economy. However, CSUF Entrepreneurship has a thirty-year, nationally recognized track record beginning with the establishment of the CSUF Small Business Institute in 1974. SBI student consultants have served over 1,700 businesses. In 2010, this team will serve over 110 clients through its consulting services.

Goals and Activities
The Center for Entrepreneurship supports entrepreneurial education, outreach programs such as the Small Business Institute, and research. The Center serves as a focal point for student, alumni, and local entrepreneurs. The Center is building an exciting entrepreneurial culture within the Mihaylo College of Business & Economics.

The Center is a self-sustaining entity through its program fees, individual donations, and corporate sponsorships.

Students develop product and service concepts for new ventures, test the concepts, set business strategy, design and operating systems and develop financial forecasts, while complying with related laws and regulations. Venture teams will launch new ventures with a final report and oral presentation on venture results before a panel.

2009-2010

Orange County Entrepreneurship Study: This study compared Entrepreneurship in Orange County to a multiple county peer made up of counties in California (Los Angeles, San Diego, and Santa Clara) and counties out of state (Travis County, Texas and Middlesex County, Massachusetts). The study has received rave reviews from corporate, media, and government sources.
Corporate Identity Video Program: A cooperative effort between the Center and a student lead organization, the Corporate Identity Video Program is a cutting edge digital media effort designed to assist local firms promote their brands with video. The offering leverages digital video technology and social network tools such as YouTube and Vimeo.

Corporate Partnership with Wells Fargo: In an effort to assist small to medium sized businesses in Orange County, the Center and Wells Fargo launched a three conference series offering education and assistance. The first of three such events was held on May 5, 2010; it was called “Advancing Small Business Financing Practices”; this event gathered over 100 executives from local businesses. The second event is scheduled for Aug 4, 2010 will study the growing importance of social media. A third event is planned for November 9 and will be focused on the healthcare and bio-medical industries.

Intellectual product and/or special presentations and events undertaken during 2009-10

The Center launched a social media campaign that leveraged a totally redesigned website; this new look included Facebook, LinkedIn, and Twitter. The goal is to create an online community dedicated new venture creation and continuous innovation.

CFE established the first ever collaborative blog in the global university community. Authors included University faculty, current and past students, Entrepreneurs in Residence, and executives from local companies. The goal is to create an online dialog about new venture creation, continuous innovation, and entrepreneurship.

The Center Director was a keynote presenter at the Irvine Entrepreneurship Forum held on June 1, 2010. The event focused on new venture creation and was attended by over 500 executives.

The Center sponsored “Catch a Wave” with TriTech, SBDC agency, on April 22, 2010 in Riverside, California. The event included a fast-pitch business plan presentation.

The Center Director was a presenter at the SCORE CEO Forum in October 20, 2010. The event focused on social media and was attended by over 40 CEOs.

In keeping with a long tradition, our student teams placed in the top ten in the Small Business Institute student consulting project competition. Our Undergraduate Small Business Institute project placed 2nd at the National Small Business Institute awards. Our Graduate level project entry placed with a respectable honorable mention.

The Center once again sponsored the Annual Business Expo & Job Fair with Fullerton Chamber of Commerce. This effort yielded a new relationship with the Fullerton Chamber of Commerce; both organizations have pledged to assist the other in joint community economic development projects.

The Center Director was a presenter at the City of Fullerton MISAC Forum on April 19, 2010. The event focused on social media and was attended by over 100 executives.

The Center was given the spotlight at the Midyear Economic Forecast on April 20, 2010 when the Orange County Entrepreneurship Study was debuted.

The Center Director was a presenter at the Family Business Council conference on Feb 10, 2010. The event focused on Entrepreneurship and was attended by over 50 executives.
A new relationship was established with the CSUF organization known as OLLI. The OLLI volunteers will mentor in the Entrepreneurship classes. The two organizations have joined forces to promote Entrepreneurship in Orange County.

**Funds Received – amounts sources**
1. William Taormina - Signed a 5 year commitment for $25,000.00.
2. Raj Manek – Signed a 5 year commitment for $25,000.00.
3. Mike Ames – Renewed for one year commitment for $5000.00.
4. Alan Mannason – Signed a one year commitment for $5,000.00.
5. Kristen Llorente – Signed five year commitment for $25,000.00.
6. Ken Guchereau - Renewed 5 year agreement for $25,000.00.

**Planned projects or major activities anticipated for 2010-11**
The Strategies & Solutions Series in conjunction with Mihaylo College of Business & Economics and Wells Fargo was launched. New events will include:

- August 4, 2010 – “Using Social Media as a Small business Revenue Generator”
- November 9, 2010 – “Growth Opportunities in Healthcare and Bio-medical industries”
Center for Insurance Studies

Contact Information
Weili Lu, Director
Ext. 3679
wlu@fullerton.edu

Website
www.centerforinsurancestudies.com

Major projects undertaken during 2009-2010

- Had Risk Management approved as a concentration and as an MBA
- Improved students’ research abilities
- Participated in two CIS contests (approximately 1,000)
- Participated in both the OC CPCU and the OC RIMS Education Days where Dr. Lu made presentations and announced the new MBA program and other opportunities for industry employees.
- Participated in a Jim Gutmann Speaker Series with nine speakers including: Jim Gutmann, Khanh Tran, CFO and EVP at Pacific Life, Stephen D’Arcy, Professor Emeritus at the University of Illinois at Champaign-Urbana, Steve Wilder, VP of Risk Management at Walt Disney Company, Grace Crickette, Chief Risk Officer and the University of California, and more.

Intellectual product and/or special presentations and events

- “Risk Management and Insurance” was approved as a concentration
- MBA in “Risk Management and Insurance” was approved
- A group project was designed for students to use their research/survey capabilities. As a result, Sam Cargill, Chairman of Aon Risk Services, offered $3000 to the team who made the best presentation, called the Cargill Insurance Marketing Innovation Award.
- Created the first MBA level course, Fin 560 - Seminar on Corporate Risk Management and Insurance
- Created the second course, Fin 562, which will be offered in spring 2010
- Dr. Don Crane completed the CFP accreditation for the Certified Financial Planning Program, a big opportunity for students and industry employees.
- Dr. Lu has been awarded with the Walter Gerken Award of $25,000 by the Pacific Life Foundation.
- CIS hosted Insurance Day in September. Approximately 600 participants, including industry representatives attended and spoke to students. The students came through the courtyard where the company tables were set up. CIS provided two panel discussions and two meals.
- CIS hosted Actuary Day with two guest speakers, in November 2009.
- CIS held the annual Scholarship Awards Ceremony with about 200 participants at the end of April 2010.


Funds received – amounts and sources
Please see attached document

Planned projects or major activities anticipated for 2010-2011.

- One of our professors is modifying one of the Fin 360 classes in order to prepare students and industry employees to pass the license exams.
- Research Projects:
  - Asian Insurance Competency Project
  - Global Climate and Catastrophic Research Project

Summary Discussion
The most important achievement for CIS in the last year was that Risk Management and Insurance was approved as a concentration, which made us the unique Insurance concentration in California, and an MBA in Risk Management and Insurance was also approved, which made us the only MBA in Insurance in California.

Faculty members worked hard to improve the quality of the FIN 464 course in order to attract more students. To this end, Professor Gotts and Dr. Lu designed a new group project idea with the help of Bill Ross, CEO of IICF.

In order to strengthen the quality of our insurance marketing course and provide students with more job. Dr. Lu worked as an intern at Partee Insurance in the summer. With the help of independent brokers, she completed the new intern course proposal for the Insurance Marketing Entrepreneurship Program.

Due to the current economic situation, the Center lost one of the three annual contests conducted. However, the remaining two contests went well and approximately 1,000 students participated. The enhancement of our curriculum attracted a record high number of students into the insurance and financial services program.

CIS was invited to participate in the O.C. CPCU and RIMS Education Days. Dr. Lu presented an update on the CIS achievements and shared the potential for the new MBA program and other opportunities for industry employees to take insurance courses through Open University at CSUF.

Dr. Don Crane completed the CFP accreditation for the Certified Financial Planning Program. This program attracts many industry employees to Cal State Fullerton to take classes in order to pass the CFP exam. Dr. Lu and Latisha Cole are currently working on a plan for continuing education to develop a sequence of workshops and seminars to satisfy the need of agents and brokers for CE credit.

The fifth CIS scholarship ceremony was conducted successfully and was enjoyed by all who attended. Over $63,000 was awarded to over 60 students. More than 200 students, along with families, friends, faculty, donors and HR managers from the member companies celebrated the accomplishments of our students.
Due to the current economic condition, students are pessimistic about the possibility of a career in the insurance and financial services industry. CIS designed the GIFT program to help more students to find jobs and internships.

Business Week 2009 began with Insurance Day, featuring three symposiums. All three symposiums were successful and well attended.

On October 17, 2008, California Insurance Commissioner Steve Poizner visited Cal State Fullerton for the second time; this time as the keynote speaker for a special event. Poizner, along with U.S. Congressman Ed Royce, were present for the dedication of the Steven G. Mihaylo Hall, new home of the Mihaylo College of Business and Economics.

In order to prepare our students for insurance careers, CIS scheduled field trips for the insurance classes. Finance 464 students took a tour of Tutton Insurance Services and the Auto Club of Southern California.

The proposal to establish risk management and insurance (RMI) as a concentration was approved by the Academic Senate. Dean Puri chose Insurance as one of the two programs at MCBÉ to be the College “name brand”. In order to build the brand, CIS has to significantly improve its program ranking in United States. There are approximately 50 RMI programs. The CSUF program is the largest and most active program west of the Mississippi. However, to achieve “first class” status such as Wharton, Georgia State and the University of Georgia, a long way is ahead.

The ranking goal is to be in the “top twenty” insurance programs within the next five years and to be ranked by US News and World Report in the top ten RMI programs in the next ten years.

Another research project is our Global Warming and Catastrophic Risk Management Initiatives. CIS submitted a grant proposal to the University and were awarded a Mission and Goals Grant for seed money. CIS will contact other foundations, insurers and reinsurers for more extensive funding. There will be a nine faculty, multi-disciplinary research team to conduct the project. All the research results are expected to be published in the top actuary and insurance journals, which, in turn, will significantly improve the ranking nationwide.

The actuary program continued to attract a stable student enrollment of approximately 15. Several students passed the actuary exams. This success is the result of two outstanding actuary professors: Professor Jeff Jolley and Dr. Andrew Nguyen.

The CIS international program will host the third TUFE (Tianjin University of Finance & Economics) group as part of the”100 Academic Talents in the 21st Century” training agreement between Cal State Fullerton and TUFE.

Due to the state budget cut, the Center lost two part time positions and one fulltime lecturer position. However, the insurance enrollment is far exceeding our teaching capacity. The challenge is to generate enough funds to support the program.
To improve our ranking and help our faculty to be more productive, the Center needs to recruit more reputable researchers, such as Dr. Steve D’Arcy, into our faculty pool. This requires more funding support. The Center plans to award research grants and awards to encourage high quality academic publication.

To teach the new MBA courses more faculty with PhD’s with strong insurance, actuary and finance background would be needed.
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<th>10403 General Acct</th>
<th>10405 Educational Events</th>
<th>10446 Scholarship Acct</th>
<th>10447 Doomey Scholarsh</th>
<th>10450 Wang Memorial</th>
<th>10465 Quasi Distribution</th>
<th>10416 Endowment Account</th>
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<td>Ins Day - Frasier Fin ($250); State Comp Fund ($500)</td>
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<td>9/3</td>
<td>FAME (F 09 - Sp 10 - now on track for first fall then spring?)</td>
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<td>5,000.00</td>
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<td>9/17</td>
<td>Nike (matching Becky Edington; see 3/20)</td>
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Note: At the BOD meeting of 9/30/09, Anil promised to match every dollar brought in by CIS until Dec. 31, 2010, up to $1 million

<p>| 1/26/2010 | Pacific Life Foundation | 30,000.00                           |
| 2/10      | Brown and Brown         | 10,000.00                           |
| 2/10      | Partee Insurance        | 500.00                              |
| 2/15      | Terlecky (ck 3973)      | 500.00                              |
| 3/1       | Impact SGW LLC (Prudential) - Ins Day | 500.00                           |
| 3/15      | The Zenith              | 50,000.00                           |
| 3/15      | IICF (scholarships)     | 3,000.00                            |
| 3/23      | Pacific Life (Terlecky match) | 500.00                           |
| 3/29      | Surety Underwriters     | 1,000.00                            |
| 3/30      | OC RIMS                 | 5,000.00                            |
| 3/30      | Tamim Hessabi (from donation envelope to Mihaylo/CIS per Victoria S.) | 50.00                            |
| 4/12      | Partee Insurance - Kelley Young Mem Scholarship | 500.00                            |
| 4/12      | LA RIMS                 | 5,000.00                            |</p>
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<td>Hayward Tilton &amp; Rolapp</td>
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<tr>
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<td>Steve Moriyama</td>
<td>500.00</td>
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<td>4/28</td>
<td>Marumoto</td>
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<tr>
<td>5/4</td>
<td>Eva Nqan Fun Nq (from donation)</td>
<td>100.00</td>
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<tr>
<td>5/4</td>
<td>Pacific Life match</td>
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<td>Insurance Professionals of OC</td>
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<tr>
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Blue signifies member companies

**TOTALS** 183,300.00 16,050.00 55,000.00
Center for International Business

Contact Information
Katrin R. Harich, Director          Bruce Xiao, Associate Director
Ext. 4674                        Ext. 3329
kharich@fullerton.edu          bxiao@fullerton.edu
SGMH 5109                       SGMH 4210D

Website
http://business.fullerton.edu/centers/cib/

Major activities and accomplishments AY 2009-2010

Student Short-Term Study Abroad

- BEST 2010:
  - Recruited students for the summer 2010 BEST Program.
  - Finalized all administrative requirements/contracts/procedures for the BEST 2010 Program.
  - Had to cancel BEST 2010 Program due to lack of student interest. We could not get a sufficient number of students to commit.

- Heidelberg 2010:
  - Recruited students for the summer 2010 Heidelberg Program.
  - Finalized all administrative requirements/contracts/procedures for the Heidelberg 2010 Program.
  - Eight (8) business students are participating in the Heidelberg 2010 Program.

- China 2010 Summer Program:
  - Finalized the development of a summer study abroad program in China in collaboration with the College’s partner university in Tianjin, China.
  - Recruited students for the summer 2010 China Program.
  - Finalized all administrative requirements/contracts/procedures for the China 2010 Program.
  - Eight (8) business students are participating in the China 2010 Program.

Student Long-Term Study Abroad

- Harich served as evaluator/interviewer for the Office for International Education and Exchange, assisting in the selection of study abroad candidates.

Faculty Exchanges

- China Bridge Program
  - In collaboration with the Center for Insurance Studies, completed the development of the China Bridge Program. This program takes one faculty member per department to China where faculty visit a number of partner universities in Tianjin, Beijing, and Shanghai, present their research and teaching philosophies, and plan future collaboration.
  - Prepared faculty members for the program and completed all administrative requirements.
Faculty Development and Training

- Faculty from China
  - In collaboration with the Center for Insurance Studies, hosted a third and fourth group of faculty members from TUFE (Tianjin University of Finance & Economics) and JUFE (Jiangxi University of Finance & Economics). These faculty members spend six months at CSUF for English language training and training in their respective disciplines.
  - Managed all facets of this faculty development program, including housing, instruction in English and Business, field trips, and graduation ceremonies.

Funds Received

- The only funds received during the past academic years are payments from our partner universities in China (TUFE and JUFE) in connection with the Faculty Development and Training Program for its faculty members. The Center’s account is with CSUF Auxiliary Services, project code 57356.

Scholarship Support

- Received a scholarship in the amount of $1,500 to support a student who is participating in the 2010 China Summer Program and then staying on for a 6-week internship in Beijing. This internship was made possible by Bob Taylor, REMM Group. Michele Cesca was instrumental in securing the sponsor of the scholarship.
- Received a grant in the amount of $5,000 from the Target Corporation, to be used for student scholarships (Study Abroad). Funds were used for seven scholarships in the amount of $500 for students participating in the 2010 China Summer Program and six scholarships in the amount of $250 for students participating in the 2010 Heidelberg Program.

Other

- Harich prepared a comprehensive Self-Study Report for the Center, per University requirements.

Tentative Plans for AY 2010-2011

- Appoint a director for BEST (2-year appointment)
- Recruit of class of students (12 to 15) for the 2011 BEST Summer Program
- Recruit a group of students (8 or more) for the 2011 Heidelberg Summer Program
- Recruit a group of students (8 or more) for the 2011 China Summer Program
- Plan the 2011 China Bridge Program for MCBE Faculty (one from each department and from business communication)
- Develop further the plan to create an Advisory Board for the Center. Recruit at least two business partner to serve on this Board (at this point, we have tentative commitments from Bob Taylor and Tam Nguyen).
In collaboration with the Dean’s Office, develop a fundraising program (funds to be used for scholarships for student study abroad) for the Center.

Recruit a fifth group of Chinese faculty members from partner universities in China for training at MCBE.

Further develop strategic direction for the Center, in collaboration with Dean and Department Chairs.
Center for Leadership

Contact Information
Tom Mayes, Director
Irene Matz, Associate Director
leadership@fullerton.edu
Ext. 5170
SGMH 5357

Website
http://www.fullerton.edu/leadershipcenter

Date Established: September 2009

Major Projects
The Center for Leadership sponsored and managed the Inaugural Leadership Conference held on Friday April 23, 2010. Since this is a new center, the leadership conference was an ideal event to raise awareness about the center throughout the campus, as well as the local communities. From September 2009 until May 2010, the Center for Leadership has achieved the following tasks leading up to the day of the conference:

1) Setting up a website (www.fullerton.edu/leadershipcenter)

2) Forming a board of advisors, which included affiliates from internal and external campus personnel (Management faculties: Lori Muse, Shaun Pichler, and Gerard Beenen; Kravis Leadership Institute at Claremont McKenna College: Ronald E. Riggio)

3) Contacting other centers and programs related to “Leadership” skills and development for inclusion in future programs and projects (University Leadership Academy, Soft Skill Project research, Associated Students Inc, and campus students’ clubs).

4) Planning for the Inaugural Leadership Conference
   A. Getting in touch with the Mihaylo College marketing specialist (Kathy Drake) and the Strategic Communication team in University College Park to discuss conference marketing materials and publicity
   B. Building the conference website (http://business.fullerton.edu/LeadershipConference)
   C. Coordinating with guest speakers and moderators (Speakers: Jay Conger, Peter Dorfman, Jon Howell, Louis Csoka, Jeffrey Fannin, Michael Linden, Kate Butler, Rich Archbold, Ken Brusic, and Maria De Varenne; Moderators: Wes Sime, Irene Matz, Lori Muse, Gerard Beenen, and Shaun Pichler)
   D. Sending invitations to local businesses and promoting conference through school and external professional websites, Titan press, Orange County Business Journal, etc.
   E. Composing budget results using an account residing in the Philanthropic Foundation:
1. Cost ($10,300) of conference included: continental breakfast, luncheon, network reception, speakers’ honoraria and travel expenses, décor, printed materials (flyers, invitations, signs, name tags, and table tents) and awards.

2. Revenue ($2,100) included: registration fees of $50 for faculty, staff, affiliates, and students; $125 for everyone else. Revenue of conference came from MCBE Dean’s Scholarships, Vice Present of Academic Affairs Scholarships, MBA Scholarships, and Communication School Scholarships.

Attendance at the conference was not as great as expected; however, there were more than 100 attendees (mainly students).

Future Plans
This is a learning experience for the Center and its affiliates, and hopefully future conferences will be of greater success. Furthermore, plans have been made to develop a number of leadership skill training modules during the summer of 2010. These training modules will be offered to local business managers in the fall or winter of 2010.
Family Business Council

Contact Information
Mike Trueblood, Director
Ext. 7431
mtrueblood@fullerton.edu
SGMH 5184

Website
http://business.fullerton.edu/centers/fambusiness/

The mission of the Family Business Council is to enhance the well-being and longevity of the region's family-owned businesses by providing education, interaction and information uniquely tailored to the needs and concerns of family firms. We aim to be the premier educational resource to family businesses and CSUF students in our market, which consists of Orange County and a 50-mile radius around the University. The Council was started in 1995 as an “outreach” department in the College of Business and Economics. The Council added an academic aspect in 2000 by creating an undergraduate course "Family Business Dynamics" for CSUF students and next generation children of Council members. The Council's Director reports to the Dean. An active Advisory Board helps provide strategic direction, budget oversight and input for the Council's operations.

2009-2010 Major Projects

- **Members**: Member's annual revenues range from $5 million to $100 million, and are in manufacturing, service, distribution, or retail sectors. Most of the member's firms are in the second or third generation of family ownership. Annual dues are $2800.00.
  - We have 42 members. At the beginning of 2008, we had 46 members. Some have dropped out, experiencing sharp revenue declines in the current economic downturn.

- **Partners**: The Family Business Council has six sponsoring partners. The Partners include: Union Bank of California; Ferruzzo & Ferruzzo Law Offices, RSM McGladrey Inc. (CPA/Accounting), Morris Basdakis Wealth Management, SullivanCurtisMonroe (general insurance broker) and Benefit Concepts (a Life Insurance broker resource). Each Partner provides $10,000 per year to underwrite the Council's operations. Partners' role is also to provide their core competency expertise to the Council, its members, other Partners, and the University. DoudHausner, a family business advisory group, acts as a Strategic Partner to FBC, on a pro bono basis.

- **Member Ratings of the monthly workshops**: The Council main “product” is a monthly workshop for the members. Evaluation of the workshops averaged 8.7 on a 10-point scale.
• **Affinity Groups:** These are peer-to-peer members of family firms, who meet monthly with a facilitator and function as “advisory boards” to each other. Currently we have two CEO groups, one next-generation group and one women-owners group.
  
  - Members find these groups invaluable in dealing with their business and family issues. Our goal is to add one or more affinity groups per year. Members of the affinity groups pay an annual fee of $500.00 in addition to the membership fee.

• **Undergraduate Course:** Revisions were made to enhance the rigor of the assignments by requiring the use of the theory and models from the Poza text as well as having students work in groups for multiple visits to the firms.

• **Family-Owned Business Awards Luncheon:** The FBC, in conjunction with the Orange County Business Journal, held the 9th annual awards luncheon in November, 2008. It was attended by approximately 350 people. Publicity and awareness were achieved through OCBJ and our own public relations efforts, press releases, etc. This has become one of our strongest marketing tools and will be continued. We benefit by granting each of the five winners a free one-year’s membership in the Council. Thirty three percent of the awardees renew their membership. FBC currently receives a contribution of $5,000 from the OCBJ and $2000 in kind for tables.

• **Endowment:** The Council completed the raising of $1.5 million to fund an Endowed Chair in Family Business. The College hired Dr. Tom Schwarz from Grand Valley State University, Michigan to become the Rick Muth family chair in Family Business. Tom has spent his first year taking over the 335 class and participating with family businesses within the Council in an effort to develop a renewed strategic plan.

• **Membership Survey:** Results of recently completed survey of our Council members confirms that they view the Council very favorably, especially for providing information in the workshops and interaction with other members.

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<thead>
<tr>
<th>May 2009 Member Survey</th>
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<tr>
<td>The relationship between the Executive Director and the Members</td>
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<tr>
<td>The relationships between members: Member to Member</td>
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<tr>
<td>The monthly workshops</td>
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</tr>
<tr>
<td>The overall value of the Family Business Council to you and your business</td>
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<tr>
<td>The affinity groups</td>
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<tr>
<td>The relationships between the Partners/Sponsors and the Members</td>
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<td>The Sponsors/Partners</td>
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<td>University sponsored events (example: Front &amp; Center)</td>
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Means: items were scored on a 1-5 scale, 5 being best. Data Analysis by Ed Cox P.h.D. 4/11/2009
Projects plan for the 2010-2011

- **Membership:** Increase Council membership to fifty-five members within the next year. We have also established a membership committee within the Advisory Board, whose goal is to increase awareness of the Council and acquire new members. The major strategy to increase membership is referrals by Members and Partners, with e-mail, phone and personal follow-up by the Director and staff. We plan to obtain prospects from our sponsoring partners, by providing a special incentive plan to the Partners.

- **Affinity Groups:** to add value to members and assist in the retention of members. The Council plans to add one or more groups per year.

- **Website:** Working with the University, FBC will update this website to be more informative and interactive. The site has been highly promoted to our partners and our members. We constantly explore ways to increase visibility on the internet for more family businesses to see.

- **Funding:** The annual operating budget for the Council is $171,000. Funding for the Council comes from members and partners and affinity groups. Each Partner provides $10,000 per year to help underwrite the Council’s operations. Membership is $2800.00 a year. FBC currently receives $5000.00 from the awards luncheon. An in-kind contribution (office space, utilities etc.) from CBE is $5500.00.

- **Family-Owned Awards Luncheon:** The 11th Annual Award Luncheon will be held November 17, 2010. Our goal is to increase the number of nominees, attendees and financial contribution from the Orange County Business Journal.

- **Director:** The director will continue to meet individually at least once a year with each member and partner to strengthen relationships with the Council and the College of Business and Economics. The objective is to obtain feedback on the workshops, develop referrals for other family-owned business prospects and to lay the ground work for contributions to further endow the Center.

- **Workshops:** The Council will continue to provide monthly workshops. These workshops are the Council’s primary “product” in that they provide meaningful information to help the members be more successful and to share with each other their experiences leading to the well-being and continuity of family business.

Ms. Judy Harman started the Council in 1994 and was Director for five years. Currently retired, she remains on the Advisory Board. Mike Trueblood was appointed Director in 1999.
### Family Business Council Reporting Period: 2009-2010

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<td>Other (e.g., Small Business Development Center or funds from reimbursable programs/activities)</td>
<td>$</td>
</tr>
<tr>
<td><strong>Private Contracts</strong></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>$</td>
</tr>
<tr>
<td>Other (e.g., payment for training, public service or other services rendered)</td>
<td>$</td>
</tr>
<tr>
<td><strong>Private Gifts</strong></td>
<td>Restricted</td>
</tr>
<tr>
<td>Cash</td>
<td>5,000</td>
</tr>
<tr>
<td>In-kind</td>
<td>4,000</td>
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<tr>
<td>Membership fees</td>
<td>75,400</td>
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<tr>
<td>Sponsorships</td>
<td>50,500</td>
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<tr>
<td>Capital Gifts</td>
<td>$</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$</td>
</tr>
<tr>
<td><strong>New Endowments</strong></td>
<td>Restricted</td>
</tr>
<tr>
<td>a) Cash</td>
<td>$</td>
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<tr>
<td>b) Planned Gift</td>
<td>$1,400,556.57</td>
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<tr>
<td>c) Estate Gift</td>
<td>$</td>
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<tr>
<td><strong>Endowment Income</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>134,900</td>
</tr>
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<table>
<thead>
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<tr>
<td><strong>EXPENDITURES</strong></td>
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</tr>
<tr>
<td>Salary (salary supplements)</td>
<td>85,000</td>
</tr>
<tr>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Release Time</td>
<td>$</td>
</tr>
<tr>
<td>Grants Made</td>
<td>$</td>
</tr>
<tr>
<td>Research</td>
<td>$</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$</td>
</tr>
<tr>
<td>Travel</td>
<td>700</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
</tr>
<tr>
<td>Telephone Charges</td>
<td>$</td>
</tr>
<tr>
<td>Office supplies</td>
<td>3,500</td>
</tr>
<tr>
<td>Technology &amp; related expenses</td>
<td>1,500</td>
</tr>
<tr>
<td>Dues &amp; Subscriptions</td>
<td>1,500</td>
</tr>
<tr>
<td>Foundation Charges, Interest</td>
<td>3,000</td>
</tr>
<tr>
<td>Other (specify) monthly workshop</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>125,200</strong></td>
</tr>
</tbody>
</table>
Forum for Advanced Security Technologies

Contact Information
Rahul Bhaskar       Bhushan Kapoor       Jenny Zhang
Ext. 3328           Ext. 3710             Ext. 4841
rbhaskar@fullerton.edu  bkapoor@fullerton.edu  jzhang@fullerton.edu

Website
http://www.securitytechnologies.org/

Major Projects, Intellectual Activities, Special Presentations Undertaken 2009-10

- The Center and its members continued their relationship with Kaiser Permanente to help them identify and develop solutions to security issues related to their Health care record systems. This year the relationship expanded to the health care reform related projects that have implications on the security.

- A conjoint survey and analysis was conducted for Kaiser Permanente Small Business Unit to identify the key health care plan components that are key to the small businesses. This will ensure economic security of the 60 percent of employers in the US economy (Small Businesses with employees less than 50)

  - Faculty: Rahul Bhaskar, Bhushan Kapoor, Jenny Zhang
  - Students: Dale Murray, Holly Stone

- Funding: The faculty and students received payment in terms of equipment and software for their work. In addition two students were given internships in Kaiser Permanente to perform work with the center. 30,000 dollars worth of software and hardware including laptops, neural networks software were given to the faculty and students for the work at the center.

- The center participants worked with a biotechnology company in Carlsbad, “Live Technologies.” The company hires students who have worked with the center in the field of security technologies.

- Integrated security related technologies topics and their implications in the curriculum that focuses on the ASP.NET and other web technologies

- The Center and its goals and activities have been show cased and knowledge shared by presenting to the following organizations. The names of the organization are listed below.

  - Wisconsin Division of Criminal Investigations
  - Kaiser Permanente
  - Life Technologies
  - Symposium on Global Warming
The faculty of the Center is supporting journals in the area of security and privacy. One of the faculties (Rahul Bhaskar) is serving as an associate editor for journal on privacy and Information Security.

The faculty in the center applied for two grants with the Wisconsin Division of Criminal Investigations. Results awaited.

Pedagogical changes were made to the capstone course to include multiple weeks worth of material in the MSIT capstone class. (ISDS 577)

Planned Projects and Major Activities Anticipated for 2010-11

To help the local businesses with analysis services to perform ‘data mining’ related to the security issues. In addition to these technologies, the faculty of the center will continue to be engaged in data warehousing and business intelligence related projects that directly impact a company’s security and economic survival.

To utilize modeling techniques such as Conjoint Analysis and Neural Networks to develop and offer a software solution, supported by related processes, to the present and future clients of the center.

To continue to work with the regional industry and government entities to provide knowledge based solutions on the security issues. This may include computer security, business continuity planning etc.

To continue the practice of setting up relationships with the local, state and national organizations engaged in security and law enforcement.

Future Planning

The long term needs of the community that California State University-Fullerton, California State University System, and the Mihaylo College of Business and Economics, serves will continue to include security technologies and information management security. The businesses of the areas served by our University continue to depend on business continuity planning, cyber security implementation, and security oriented computer technologies. These dependencies will guide the strategy of the center. Center and its members shall continue

To provide knowledge based solutions to local, regional, national, and international businesses.

To provide mentorship to inculcate a habit of intellectual inquiry.

To provide training in the use of advanced technologies to the students and interested community members.

To prepare students for challenging professions.

To develop new technologies and innovations to secure computers in an organization.
The Institute for Economic and Environmental Studies

Contact Information
Jane Hall, Co-Director
jhall@fullerton.edu

Website
http://business.fullerton.edu/centers/iees/

Mission
The Institute for Economic and Environmental Studies (IEES) issues economic forecasts and regional economic analyses, provides policy advice on economic and environmental issues, and conducts research in related areas. The Institute undertakes independent studies and engages in sponsored research with private and public entities in the areas of its focus. It seeks funding for research and training; conducts research projects; issues research reports; sponsors conferences and workshops; and presents studies and reports of interest to the business, government, academic and general communities. The objective is to facilitate effective public and private decision-making related to significant economic and environmental issues. Whenever possible, the Institute’s activities are structured to allow the participation of graduate and undergraduate students at Cal State Fullerton.

The Institute supports the mission of the Mihaylo College of Business and Economics and the University to create and disseminate knowledge and information to the wider community and to provide research opportunities to faculty and students, fostering collaboration and “hands-on” experience.

Institute Activities
IEES continued to seek and receive grants from both private and public sources. Subjects ranged from continuing updates of a leading economic indicator for Southern California, the economic forecast, and assessing the economic consequences of air. Affiliated faculty received grants or contracts intended to address public policy questions, and the County contract for economic forecasts was also continued. Once funded, project budgets are managed by the CSUF Auxiliary Services Corporation and are not part of the IEES budget.

The annual fall Economic Forecast Conference and the spring update were again presented, in partnership with the Orange County Business Council. Evaluations continue to be strongly positive, and attendance and participation is robust. Both co-directors participated (an on-going activity) in various press events, including the Orange County Register’s semi-annual Business and Economics Round-Table, resulting in continuing press coverage. Work regarding the economic impact of air pollution in the South Coast Air Basin and San Joaquin Valley continues to be cited extensively, both in news articles and editorials. The Forecast also received significant press coverage in both the Los Angeles Times and the Orange County Register, as did updates of economic indicators. The Forecast also received significant electronic media coverage.

Updates of the IEES website are also continuing, with expanded faculty biographies, increased links to research results and the initiation of a question and answer column.
Short-Term Goals (for next two to three years)

The primary goal of the next year will continue to be increasing the involvement of faculty in applied research grants. A core group of faculty is already active in writing successful intra-mural grant proposals and publishing research results in journals, an expanding group is now successful in seeking external funding. Some faculty members are sought out by private and public agencies to conduct work in their areas of expertise. Increasing the number of active faculty and both graduate and undergraduate students will be a primary goal.

The nature of most IEES research is such that the center cannot plan ahead regarding precisely which opportunities will be pursued because the center typically respond to RFPs, or to informal solicitations from funding sources.

A second key goal is to maintain the reputation of IEES in the wider community as a source of unbiased and carefully researched information on the regional economy and related policy issues. The forecast and economic indicators will continue to be important parts of this effort, as will the Register Round-Table. Increasingly, local reporters contact an expanding roster of IEES faculty for comment or help in understanding current economic issues, and one goal is to maintain and expand these relationships.

Budget/Financial Statement

There is no summary budget. The Forecast operates from the MCBE Dean’s office, and each project operates on a separate budget through the Auxiliary Services Corporation (formerly the CSUF Foundation).

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1 Grants and contracts budgets are managed by the Auxiliary Services Corporation and are not part of the IEES operating budget.
The Real Estate and Land Use Institute

Contact Information
Michael LaCour-Little, Director
Ext.4014
mlacour-little@fullerton.edu

Website
http://business.fullerton.edu/Finance/relui/default.asp

Major Projects Undertaken During 2009-2010
The Real Estate and Land Use Institute (RELUI) again offered a successful training program for students wishing to become certified in ARGUS during the Winter Intercession. ARGUS software is now available in all Mihaylo Hall computer labs and classrooms.

The Institute continued to administer scholarship funds provided by the Real Estate Education Endowment Fund to support students from economically disadvantaged families, and will have disbursed approximately $12,000 in scholarship funds during 2009-2010 (see separate list of recipients).

Intellectual Product and/or Special Presentations and Events
Multiple research papers were published. A full list is available upon request.

Due to the increase in teaching loads, the RELUI did not host any public events during 2009-2010.

Funds Received – Amounts and Sources
The Institute received $12,000 in 2009 from the State of California Real Estate Education Endowment Fund and that dollar amount in scholarships in 2009-2010. The Institute does not handle any of these funds as they are sent directly to students based on our recommendations. The Institute received an $8,000 Program Improvement Grant from Sacramento, which amount will cover the annual subscription to Data Quick ($1,500); ARGUS training and materials ($4,500), and miscellaneous other costs, including student support. The Institute does not receive any funds from any CSUF entity. Additional funding information is detailed below planned projects.

Planned Projects for 2010-2011
The Institute hopes to recruit for additional real estate faculty to support RELUI activity during 2010-2011. The group has shrunk from 3 to 1 full time faculty member. We hope to again offer the training sessions in ARGUS for students, subject to Real Estate Education Endowment Program Improvement Grant funding. Other activities are on hold due to state budget constraints.

The Institute will continue its strategic alliances with real estate organizations in Southern California, such as Lambda Alpha, The Real Estate Research Council of Southern California, the Building Industry Association of Orange County, the Institute of Real Estate Management, the Urban Land Institute, and the Society of Industrial and Office Realtors.
A CSUF student received a $2,000 scholarship from SIOR (the last named of these organizations) and there is a pending scholarship applicant for the CREW (Commercial Real Estate Women) scholarship.

REAL ESTATE EDUCATION ENDOWMENT
PROGRAM IMPROVEMENT GRANTS

FINAL REPORT FOR FISCAL YEAR 2009-10

TOTAL AWARD: $8,000
DATE: 4/30/2010

PART I: PERSONAL SERVICES

$3,037

The Institute hired a graduate student to provide assistance to real estate faculty in maintaining their personal websites, gathering data for research, and miscellaneous administrative tasks. This has increased the efficiency of our faculty in performing both their classroom and research activities. In addition, the assistant maintained the RELUI website which promotes the activities of the Institute and provides students with links to real estate scholarship opportunities. Moreover, the website provides additional materials of interest to students and the broader real estate community.

PART II: OPERATING EXPENSE

$7,447

The instructional aids provided our real estate students with additional learning experiences and reference material for real estate related course projects. Moreover, the instructional aids provided real estate faculty members with relevant data that allowed them to identify changes in local real estate market activity. These changing market patterns are relevant to both classroom and research activities. In particular, the Institute subscribes to DataQuick’s monthly transaction data that provides a timely look at real estate sales prices for all categories of property in Orange County.

During the year for the second time the Institute offered optional training in Argus software during Winter Intercession at a contract cost of $5,700. This training provides our students with hands-on experience with state-of-the-art software that is widely used in the real estate community and endorsed by our Advisory Board. This year we also allowed employees of our Advisory Board and recent CSUF graduates to enroll in the training session.

PART III: TRAVEL

$0.00

There were no travel expenditures by faculty or staff during this year and the ARGUS training contract included their consultant’s travel cost, which in prior years was shown separately in this category. As a result total travel expenditures for this academic year are shown as zero.

PART IV: OTHER

$0.00

We budgeted zero in this category of expenses.
## PART V: FINAL FISCAL ACCOUNTING

### PERSONAL SERVICES

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenditures ($)</th>
<th>Balance ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assistant</td>
<td>$3,037</td>
<td>$463</td>
</tr>
<tr>
<td>Total Personal Services</td>
<td>$3,037</td>
<td>$463</td>
</tr>
</tbody>
</table>

### OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenditures ($)</th>
<th>Balance ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DataQuick subscription</td>
<td>$1,122</td>
<td></td>
</tr>
<tr>
<td>Argus training fees</td>
<td>$5,700</td>
<td></td>
</tr>
<tr>
<td>Printing ARGUS training materials, etc</td>
<td>$625</td>
<td></td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>$7,447</td>
<td>($967)</td>
</tr>
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</table>

### TRAVEL/CONFERENCES

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenditures ($)</th>
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</thead>
<tbody>
<tr>
<td>Registration Fees</td>
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<td>-0-</td>
</tr>
<tr>
<td>Per Diem</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>Transportation</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>Total Travel</td>
<td>-0-</td>
<td>-0-</td>
</tr>
</tbody>
</table>

### OTHER

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenditures ($)</th>
<th>Balance ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### SUMMARY

<table>
<thead>
<tr>
<th>Category</th>
<th>Requested ($)(^1)</th>
<th>Expenditures ($)</th>
<th>Balance ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Personal Services</td>
<td>$3,500</td>
<td>$3,037</td>
<td>$463</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>$6,500</td>
<td>$7,447</td>
<td>($947)</td>
</tr>
<tr>
<td>Total Travel</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Other</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>$10,000</td>
<td>$10,484</td>
<td>$484</td>
</tr>
</tbody>
</table>

\(^1\)The amount requested in our “Proposal Request Form” for 2009-2010 was $10,000. The Institute received only $8,000, however. The $3,000 for “Personal Services” was left unchanged and slightly under that amount was spent. The Institute was short on the ARGUS training fee, so reserves were drawn down and income augmented by charging employees of our Advisory Board $500 for the training program to help fund the deficit. All numbers rounded to the nearest $1.
# The Sales Leadership Center

**Contact Information**  
Christopher T. Kondo, Director  
Ext. 2527  
[ckondo@fullerton.edu](mailto:ckondo@fullerton.edu)

**Website**  
[www.fullerton.edu/sales](http://www.fullerton.edu/sales)

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## List of major projects undertaken during 09-10.  
Project title, funding sources (if externally funded)

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description of plans for 2009/2010</th>
<th>Funding Source</th>
<th>Plans for 2010/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Held five panel discussions</td>
<td>Panel consisted of recent grads who now work in sales. Open to all students. Served 250-300 students.</td>
<td>Self funding via enrollment fee.</td>
<td>Same</td>
</tr>
<tr>
<td>SLC sales class</td>
<td>Offered class twice; fully enrolled both times.</td>
<td>Self funding via enrollment fee.</td>
<td>Offer twice plus one new class in development.</td>
</tr>
<tr>
<td>Scholarship program</td>
<td>Five scholarships awarded.</td>
<td>Funded through corporate sponsorships.</td>
<td>Same</td>
</tr>
<tr>
<td>Sales Competition</td>
<td>Sent team to Western States Collegiate Sales Competition. Team placed first, also took top individual and top Liberty Mutual role plays.</td>
<td>WSCSC sponsorships. Prize money for students funded by competition.</td>
<td>Plan to send team if invited.</td>
</tr>
<tr>
<td>Target Competition</td>
<td>Held Spring, 2009, Target sought student teams to write “green” merchandising plans. SLC mentored team won first place.</td>
<td>Prize money for students funded by Target.</td>
<td>Potentially an opportunity if Target decides to hold competition. They did not Spring, 2010.</td>
</tr>
<tr>
<td>Summer Internship program 2010</td>
<td>Posted and promoted approximately 15 summer internship programs.</td>
<td></td>
<td>Same.</td>
</tr>
<tr>
<td>Summer Internship program 2009</td>
<td>Utilized “stimulus” money to pay summer internship salaries for 10 sales interns placed at local companies.</td>
<td>Stimulus funds via County of Orange.</td>
<td>Per above.</td>
</tr>
</tbody>
</table>
Advisory Panel meeting

Held first advisory panel meeting in April, 2010. Generated several promising suggestions.

Same.

University Mission and Goal Grant

Selected as recipient. Amount: $15,000.

CSUF

Hope to secure additional grants.

Target Educational Grant

Selected as recipient. Amount: $10,000.

Target Corporate

Hope to secure follow on grant.

University Sales Center Alliance

Accepted as Associate Member.

Same.

Intellectual product and/or special presentations and events

- Presented paper at 2010 Marketing Educator’s Association meeting, Seattle, “Starting a sales center – drawing on lessons from academia and industry.”
- Presented at Fall, 2009, Center Director meeting at MCBE.

Funds received – amounts and sources

Corporate Sponsorships
mUrgent - $3000
ADP - $5000
Target - $10,000
Raetech - $3,000
Nestle - $5,000
Kent H. Landsberg - $3,000
Liberty Mutual - $3,000

CSUF Grant
University Mission and Goals Grant - $14,000

Class
Additionally, charged $99 fee for “workshop” based class offered by The Sales Leadership Center. Fees collected of approximately $2,000 per class were utilized to pay instructor his fee of $2,000 per class.

Planned projects or major activities anticipated for 10-11
See table above.
Small Business Development Center

Contact
Priscilla Lopez, Regional Director
Ext. 5168
plopez@fullerton.edu

Website
http://www.leadsbdc.org/?cat=3&lang=en

Background
In 2003, California State University, Fullerton proposed and received the contract from the U.S. Small Business Administration for the Lead Small Business Development Center (SBDC). The Lead SBDC administers the contract on behalf of the SBA and oversees three SBDCs in the Santa Ana region, which includes Orange, Riverside and San Bernardino Counties. The centers are as follows: Inland Empire SBDC, Orange County SBDC and Tritech SBDC.

The contract was awarded on July 1, 2003 for an initial six month period and has been renewed on an annual basis. The contract was renewed for calendar year 2009 for a total budget amount of $2,028,118. A budget increase was requested for the 2010 calendar year. The federal funding for 2010 will be increased by $58,545 to $2,086,663. A proposal for 2011 will be submitted in September 2010. A one-to-one match of federal funds are required with cash and in-kind match support coming from community groups, lenders, and host partners, including Rancho Santiago Community College District, Riverside Community College District and the Inland Empire Economic Partnership.

Objectives
The purpose of the SBDCs is to provide technical assistance and training to small business owners and aspiring entrepreneurs in the Santa Ana District. The network exceeded network goals and provided over 12,266 counseling hours to small business for more than $48M in documented Economic Impact by the Santa Ana Regional SBDCs in calendar year 2009.

The SBDC’s objectives are to:

1. Provide consulting and technical support to existing and start-up businesses on improving operations for profitable growth.
2. Facilitate and organize speaker series, open forums, workshops and structured networking opportunities to inform and promote entrepreneurial education, and train entrepreneurs to efficiently manage their resources and improve their business skills.
3. Provide advice and support to existing businesses on best practices that develop entrepreneurial business skills, improve venture operations, and help entrepreneurs find needed resources for profitable growth.
4. Provide advice and support for activities that help student and alumni entrepreneurs in starting and operating new ventures.
5. Support the Mihaylo College entrepreneurship initiatives programs by providing access to informative workshops and opportunities for alumni and students to engage with thriving businesses and business owners in the Santa Ana region.
Operations
In accordance with the SBDC’s entrepreneurial culture, the Center is self-supporting. It seeks federal, state, local, corporate, and foundation support for its operations. The SBDC’s operational strategies are high touch, wide network and professional depth. The SBDC’s objectives support MCBE Program Quality -- objectives 1, 6, 7, and 8. They also support Balancing Theory and Practice – Goals 2 and 3.

Advisory Board
In accordance with federal regulations, the Lead SBDC has an advisory board. Its members for 2009-2010 include: Jill Andrews, U.S. SBA, Santa Ana District, Lead Bus. Dev. Specialist; Nancy Decou, Desert Community Bank, VP & SBA Loan Officer; John Didion, Rancho Santiago Com. College District, Executive Vice Chancellor; Dmitry Khanin, Ph.D., CSUF Mihaylo College, Professor & SBDC PI; Alice Lei, Nightingale Technologies, Principal; Vincent McCoy, Inland Empire SBDC, Director; Mark Mitchell, Tritech SBDC, Director; Leila Mozaffari, Orange County SBDC, Director; Betty Otte, SCORE, District Director; Linda Pinson, Out of Your Mind & Into the Marketplace, Principal; Adalberto Quijada, U.S. SBA, Santa Ana District, Director; Nancy Russell, Comerica Bank, VP & Regional Sales Manager; Stacey Sanchez, SoCal Reinvestment CDFI, Executive Director; Jeff Sceranka, Enterprise Funding Corporation, Principal; Curt Stanley, Adventures in Advertising, Principal; John Tillquist, Riverside Community College District, Dean of Economic Development; Jesse Torres, Santa Ana Regional SBDC Network, Director; and Larry Trujillo, Ryan Tyler Group, Principal.

Accomplishments
- In 2009, the Santa Ana SBDC Network served 2,802 business owners, provided 12,266 hours of counseling, trained 5,537 entrepreneurs, helped to create or retain more than 354 jobs in our region and delivered an economic impact of more than $48M, including loans and equity capital raised.

- The Orange County SBDC and the Inland Empire SBDC were selected as one of 10 SBDCs statewide to participate in the California Construction Contracting Program (CCCP) and offer counseling and training to Disadvantaged Business Enterprises wanting to do business with Caltrans as part of its partnership with funding partner Community Colleges Chancellor’s Office Economic and Workforce Development Program.

- Each year, the SBA Santa Ana District Office honors a distinguished group of small business owner and resource partners as part of National Small Business Week. For the 47th Annual Small Business Week Awards taking place on June 2, 2010, the Inland Empire SBDC will be recognized as a Distinguished Center of Excellence for their achievements in 2009.

- The network hosted two Stimulus Conferences in collaboration with the California SBDC. One conference took place in the Inland Empire and one in Orange County. The Stimulus conferences had private and public sector procurement panels, as well as, a presentation from Marty Keller from the State of California’s Small Business Advocate Office focusing on how small businesses can access stimulus and recover dollars.
Goals
The following are the milestones and planned activities for the 2010 Calendar Year. The primary funding source for the SBDC Program is the U.S. Small Business Administration and it has a focus upon long-term, economic impact-based milestones.

<table>
<thead>
<tr>
<th>Category</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Counseling Hours</td>
<td>8,599</td>
</tr>
<tr>
<td>Extended Engagement Cases</td>
<td>1022</td>
</tr>
<tr>
<td>New Business Starts</td>
<td>81</td>
</tr>
<tr>
<td>Capital Infusion</td>
<td>$25M</td>
</tr>
<tr>
<td>Attendees Trained</td>
<td>5,620</td>
</tr>
<tr>
<td>Training Events</td>
<td>269</td>
</tr>
</tbody>
</table>

- Lead Center to partner with the Center for Entrepreneurship to facilitate entrepreneurship related workshops for the benefit of alumni, students, SBDC clients and prospective SBDC clients at the Mihaylo College of Business and Economics

- Lead Center to produce webinars on timely topics such as social media marketing, entrepreneurship and technology transfer for the benefit MCBE alumni and students, SBDC clients and prospective SBDC clients

- Service centers to work closely with the Lead Center to create a network-wide strategic plan and vision for the network.

- SBDC Network to increase its visibility and awareness in the community by reaching out to new partners and enhancing current relationships with local, state and federal government agencies and corporations.
Small Business Institute

Website
http://business.fullerton.edu/centers/cfe/sbi.htm

Please see the Center for Entrepreneurship report here, for details on the Small Business Institute.