Mihaylo College of Business and Economics

2011-12 Annual Report

Dean’s Office, Chairs and Coordinators, Center Directors

Dean’s Office

Anil Puri, Dean

Morteza Rahmatian
Associate Dean/Academics
Kim Tarantino
Associate Dean/Administration

Emeline Yong
Assistant Dean of Students
Triseinge Black
Assistant Dean/Academic Svcs
Carol Spencer
Senior Director of Development

Departments and Programs

Accounting
Betty Chavis, Chair
Economics
David Wong, (Acting) Chair
Finance
Mark Stohs, Chair
Information Systems & Decision Sciences
Bushan Kapoor, Chair
Management
Gus Manoocheri, Chair
Marketing
Irene Lange, Chair
Business Communication
MBA Programs
Van Muse, Director

Centers of Excellence

Center for Corporate Reporting & Governance
Vivek Mande, Director
Center for Economic Education
Radha Bhattacharya, Director
Center for Entrepreneurship
John B. Jackson, Director
Center for Family Business
Ed Hart, Director
Center for Information Technology and Business Analytics
Rahul Bhaskar, Director
Center for Insurance Studies
Weili Lu
Center for International Business
Neil Kuritzky
Center for Leadership
Jay Barbuto
Entertainment & Tourism Management Center
Kim Tarantino, Co-Director
Real Estate and Land Use Institute
Harold Fraser, Co-Director
The Sales Leadership Center
Anil Puri, Co-Director
Small Business Development Center
Mira Farka, Co-Director
Small Business Institute
Michael LaCour-Little, Director
Institute for Economic and Environmental Studies
Christopher Kondo, Director
Priscilla Lopez, Director
John B. Jackson, Director
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Dean’s Reflection

Anil Puri
DATE XX, 2012
Section A

I. Progress Report on College Goals and Priorities For 2011-12

1. **Goal 1:** Review and revise the College’s strategic plan.  
   **Outcome measure:** A completed strategic plan by the end of AY 2011-12  
   **Progress:** The College’s strategic plan has been completed.  
   **Narrative:** We should discuss how it will be broadcast, also implementation steps, how oversight will be conducted, who is responsible for oversight.

2. **Goal 2:** Enhance and assess student success.  
   **Outcome measure:** Hire additional staff and assign additional operating hours for the Tutoring Center, provide clear directional signage and promotion, provide specific tutoring sessions for “bottleneck” courses (ACCT 201A & ISDS 361A), and further develop student career and internship resources and opportunities.  
   **Progress:** Increased tutor staffing and Tutoring Center operating hours, increased and improved signage and promotion; increased student pass rate in Acct 201A, ISDS 361A; developed fully operational MCBE Career & Internship Advising Center.  
   **Narrative:** Tutoring—a spring 2011 UMGI grant funded the launch of a pilot tutoring program allowing students access to tutors via Skype. Sixty-nine appointments were made by students using this tutoring format. The format was specifically designed to assist students having difficulty in 'bottleneck' courses. While direct feedback from students attending the tutoring sessions is positive, we are currently assessing how effective this program actually was in boosting the student pass rate for this course.  
   Private funding supported additional onsite tutors and tutoring hours. These funds were also used to produce banners and other items to identify increased tutoring assistance available.  
   Career—a Career Services Coordinator was appointed this Spring and began developing career and internship advising operations in a specially-outfitted, highly-visible location in Mihaylo Hall. Processes to monitor and measure success rates are in development.

3. **Goal 3:** Develop a full-time MBA program.  
   **Outcome measure:** Program will be operating in Fall 2011 with a cohort minimum of 15-20 students.  
   **Progress:** The program’s inaugural cohort of 24 students began classes in August 2011.  
   **Narrative:** For the Fall 2011 semester 24 students were enrolled in the first cohort of the Full-Time MBA program. Students in the cohort take four classes per semester including summer. Anticipated graduation date is December 2012. In addition to the MBA curriculum classes, the program provides several weeks of intensive workshop-
based training that focuses on developing key interpersonal, leadership, and decision-making skills. The program also includes international business visits. During Intersession 2012, the students traveled to Brazil and Argentina, visiting several multinational businesses including E&Y, Petrobas, and IBM.

Fall 2012 admissions to the cohort have been encouraging; applications have increased 140% compared to the prior year. Approximately 35 students are expected.

4. **Goal 4:** Obtain WASC approval for and produce and deliver the online Professional Business Concentration program.
   **Outcome measure:** WASC approval; a fully developed online program ready to be offered in Fall 2012.
   **Progress:** WASC approval was received in August 2011.
   **Narrative:** Dr. Jenny Zhang, a professor in the Department of Information Systems and Information Sciences, was selected to direct the program because of her extensive experience offering online classes. Dr. Zhang was charged with developing a high quality program structured to address the needs of those students most likely to seek enrollment in this program: nontraditional and usually underserved students. With extensive on-campus production support from Online Academic Strategies & Instructional Support (OASIS), the first cohort is scheduled to begin classes in August 2012.

5. **Goal 5:** Restructure the Center for International Business and appoint a new director.
   **Outcome measure:** A new Director who will be implementing the expanded Center operations.
   **Progress:** Neil Kuritzky was appointed Director of the Center for International Business (CIB) in Fall 2011.
   **Narrative:** Mr. Kuritzky has extensive international experience in the manufacturing and finance sectors, speaks five languages, and is an instructor in multiple subjects, predominately accounting and finance. Concurrently with the change in leadership, CIB operations were redefined and are now directing greater attention to developing and/or strengthening ties with business programs abroad and promoting those programs to Mihaylo students.

6. **Goal 6:** Design, develop an Executive Education program.
   **Outcome measure:** An Extended Education program offered in Spring 2012.
   **Progress:** Development of the Executive MBA is in process. Extensive market research has been done on competitor programs, including perspectives and insights from current students and key alumni. The MBA Steering Committee has contributed a significant amount of work in studying the programs, analyzing the options, and working with faculty, students, and alumni to develop a proposal that will be submitted to the Dean in Summer 2012. The proposed program structure currently includes weekend-based courses, an integrated curriculum, key alliances with the College’s Centers for Excellence and area businesses, international study and consulting projects, executive coaching, and workshop-based training.
7. **Goal 7:** Enhance MCBE branding.

**Progress:** Development of a heavily used portal; increased demand for MCBE marketing materials.

**Narrative:** One way Mihaylo’s branding has been enhanced is through continued efforts to bring brand consistency through the College’s communications for the Centers of Excellence, Academic Departments, MBA and Business Honors Programs, Development, Student Affairs, and Student Clubs. In addition, outreach and engagement with students occurs via social media. We use Facebook and our college blog “BizBlog” to tell the college’s story, inform students about resources and events, and share success stories of both students and alumni. Over the last 11 months, we have increased our “likes” or students and young alumni who follow Mihaylo from 1735 to 2545, a 47% increase. Our monthly engaged users (people who click on or otherwise interact a post) has increased from 1,000 to over 2,000. The Mihaylo brand is also enhanced through its representation in the media, both paid and unpaid. College events and their value to the business community are promoted in local and regional media through public relations as well as advertising. This year, we added two new media outlets and bloggers who cover College events.

Through graduate program recruiting efforts, visits to our MBA website have increased 5.4% over last year. Organic search hits continue to rise, indicating that Mihaylo’s brand is becoming better known in this competitive marketplace.
II. College Goals and Priorities

Top Three College Goals & Priorities for 2012-13

Theme 1: Academic Excellence
Goals:
- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

College Goals: XXXXXXXX XXXXXXXXX XXXXXXXX XXXXXX XXXXXX
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XXXXXXXXXXX XXXXXXXXX XXXXXXXX XXXXXX XXXXXX XXXXXXX XXX
XXXXXXXXXXX XXXXXX XX XXXXXXXXX XXX XXXXX

Theme 2: Student Success
Goals:
- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

College Goals: XXXXXXXX XXXXXXXXX XXXXXXXX XXXXXX XXXXXX
XXXXXXXXX XXX XXXXXXXX XXXXXX XX XXXXXXXXX XXX XXXXX
XXXXXXXXXXX XXXXXXXXX XXXXXXXX XXXXXX XXXXXX XXXXXXX XXX
XXXXXXXXXXX XXXXXX XX XXXXXXXXX XXX XXXXX

Theme 3: Intellectual Climate
Goals:
- Enhance recruitment and retention of high quality and diverse faculty, staff, and students
- Increase support for research and creative activities while maintaining our commitment to teaching and service
• Identify opportunities for university-community engagement focused on common needs and interests
• Promote global awareness and international experiences
• Strengthen collegial governance to promote engaged decision making

**College Goals:** XXXXXXXX XXXXXXXXXX XXXXXXXX XXXXXX XXXXXX XXXXXXXX XXX XXXXXX XXXXXX XXXXXXXX XXXXX XXXX

**Theme 4: Human Resources, Technology, and Facilities**

**Goals:**

• Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators
• Increase interaction among faculty, staff, and administrators to promote an interconnected campus community
• Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations
• Provide clean, navigable, and accessible campus environments
• Improve existing facilities and identify and accommodate future space needs

**College Goals:** XXXXXXXX XXXXXXXXXX XXXXXXXX XXXXXX XXXXXX XXXXXXXX XXX XXXXXX XXXXXX XXXXXXXX XXXXX XXXX

**Theme 5: Capacity Building**

**Goals:**

• Advocate for the value, affordability, and accessibility of public higher education
• Identify and implement relevant and sustainable approaches to program and discipline-based goals
• Pursue and manage public and private sources of funds, including external grants
• Develop and implement strategies to increase alumni and community participation and support
• Adopt innovative strategies to improve campus efficiencies and balance environmental, economic, and community needs

**College Goals:** XXXXXXXX XXXXXXXXXX XXXXXXXX XXXXXX XXXXXX XXXXXXXX XXX XXXXXX XXXXXX XXXXXXXX XXXXX XXXX
Section B

III. College Assessment Activities:
Accomplishments in AY 2011-12 and Plans for AY 2012-13

The assessment of Mihaylo College’s programs is coordinated through the Assessment and Instructional Support office. Undergraduate program assessment is monitored by the Core Course Coordinator Committee (C4) which identifies learning objectives, suggests assessment strategies, and facilitates the actual assessments. Graduate program assessments are monitored by the MBA Steering Committee which identifies learning objectives and courses in which assessment takes place, and provides guidance for future assessment activities.

A majority of the programs in Mihaylo College of Business and Economics are part of a mature, bi-annual cycle that systematically reviews learning objectives. Since its establishment in 2004, the assessment system has undergone minor adjustments and will undergo major changes beginning in the Summer 2012 with the adoption of the new college mission statement. While this review of the system is in process, however, the bi-annual cycle of course-embedded learning objective assessments will continue. In addition to the course-embedded assessments, the college also collects data indirectly through surveys. The surveys focus on student demographics, program and service satisfaction, and employment.

Direct and indirect assessments are used primarily by the college for program evaluation. Assessment of learning is a part of the complete assessment process in Mihaylo College, but primarily rests within the classroom and relies upon faculty judgment. In addition, collected data is also used to support requirements by the Association to Advance Collegiate Schools of Business (AACSB) and provide overviews of assessments, university-wide, for the Western Association of Schools and Colleges (WASC) accreditation. Programs under the AACSB accreditation include the BA, Business Administration, the BA, International Business, the MBA, and the MS in Information Science. MS, Accounting and MS, Taxation are reviewed under the Accounting division of AACSB and report separately. The BA and MA, Economics and the MS, Information Technology are reviewed under the WASC guidelines. Assessment plans for these degrees are monitored by the individual departments with assistance from the office of Assessment and Instructional Support.

Results from both, direct and indirect assessments are shared systematically with course faculty for review. Areas of concern and follow-up actions are identified and included in the reports. Department Chairs review each report and make recommendations as needed. Finally, the report is shared with college administration, curriculum committees, and
planning committees for additional input and/or follow-up actions needed. Once the data is presented internally to all parties, the reports are posted on the Assessment and Instructional Support website.
## IV. Program Review & Discipline/Professional Accreditation Updates

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<tr>
<th>Program</th>
<th>Concurrent Accreditation</th>
<th>Discipline/Professional Academic Accreditation Activities and Updates</th>
<th>PPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Business Administration</td>
<td>AACSB</td>
<td>Fully accredited through 2014</td>
<td>Next review scheduled for 2016-17</td>
</tr>
<tr>
<td>B.A. International Business</td>
<td>AACSB</td>
<td>Fully accredited through 2014</td>
<td>Next review scheduled for 2016-17</td>
</tr>
<tr>
<td>B.A. Economics</td>
<td></td>
<td></td>
<td>Next review scheduled for 2015-16</td>
</tr>
<tr>
<td>M.B.A Business Administration</td>
<td>AACSB</td>
<td>Fully accredited through 2014</td>
<td>Next review scheduled for 2016-17</td>
</tr>
<tr>
<td>M.A. Economics</td>
<td></td>
<td></td>
<td>Next review scheduled for 2015-16</td>
</tr>
<tr>
<td>M.S. Information Systems</td>
<td>AACSB</td>
<td>Fully accredited through 2014</td>
<td>Next review scheduled for 2017-18</td>
</tr>
<tr>
<td>M.S. Information Technology</td>
<td></td>
<td></td>
<td>Next review scheduled for 2015-16</td>
</tr>
<tr>
<td>M.S. Accounting</td>
<td>AACSB</td>
<td>Fully accredited through 2014</td>
<td>Next review scheduled for 2016-17</td>
</tr>
<tr>
<td>M.S. Taxation</td>
<td>AACSB</td>
<td>Fully accredited through 2014</td>
<td>Next review scheduled for 2016-17</td>
</tr>
</tbody>
</table>
V. Department and Program Annual Reports

Includes:

Chair’s Reflection
Progress Report of Departmental Goals and Priorities for 2011-12 AY
Department Goals and Priorities for 2012-13 AY
Faculty & Student Scholarly and Creative Activities
Assessment of Student Learning Outcomes
Distance/Off Campus Educational Inventory
Grants & Contracts
Chair’s Reflection

The Department of Accounting maintains separate accreditation within Mihaylo College of Business and Economics, one of only five in California. Our enrollment includes over 1,000 undergraduate students in the third and fourth year and over 200 graduate students. We work to assure that our students are prepared to compete favorably in the job market.

Our annual Department Retreat was held August 2011 and we hosted Donald Driftmier, CPA and past president of the California Board of Accountancy to discuss CPA requirements. On-campus speakers addressed student dishonesty and TITANium. Discussion took place regarding goals, curriculum issues, updating the Department Constitution and creating Department Personnel Standards.

**Innovative (Quality) Teaching:** We attracted four new high-quality faculty this Fall and increased our Academically Qualified status. The Department has been honored to host Dr. Wheeler, tenured visiting distinguished professor and Mr. Oh from Korea as a visiting scholar with tax administration background. The Department Personnel Standards was approved by our faculty December 2011 and we continue to revise the Department Constitution.

**Applied Collaborative Research:** In the Fall, we implemented a team teaching approach for Accounting Information Systems to incorporate our faculty’s expertise to be used in the classroom and introduced a new format for Accounting 201A and 201B.

**Service/partnerships with key stakeholders:** Alumni and business colleagues are supportive and continue to be a part of the Accounting Advisory Board, guests at speakers’ meetings, and other activities. It is the mission of the Board to provide critical and supportive advice and to promote and support academic excellence for educational programs and objectives. The Board approved a new mission statement and will meet quarterly.

We began a Strategic Planning process this Fall and continued throughout the Spring semester. Each faculty member, student, staff, alumni, and board member participated and provided feedback. The Department worked with Academic Leadership Associates in developing a strategic and assessment plan which is consistent and supports its AACSB reaffirmation of accreditation.

**Effective & Efficient Operations (Student Focus):** The Department continues to offer scholarships to deserving students with the financial assistance of firms. In 2010-2011 we awarded over $35,000 to students for scholarships and awards. Also, to stay connected to our students we host a graduate reception each semester to allow our faculty to interact and give feedback to graduate students.

**Intellectual Climate:** The Center for Corporate Reporting and Governance (CCRG) held its tenth annual SEC Financial Reporting conference in September 2011 with 450 participants. This successful event was facilitated by Dr. Vivek Mande and speakers from auditing firms, the SEC, FASB, and the PCAOB were present. The Department received a new KPMG Professorship, which allows the Department to continue to recognize outstanding research and teaching among our faculty.

Betty Chavis, Ph.D.
May 18, 2012
Progress Report on 2011-2012 Goals

Goal 1: Implement a version of the Ohio State methodology for Accounting 201A/201B:

Progress: Completed. To continue offering exceptional accounting programs, the Department took the challenge of introducing a new format for both introductory classes in Financial and Managerial Accounting. The new format was offered Fall 2011 and the format was expanded in Spring 2012 to support teaching 1,000 students. Combining classroom lectures with small group case sessions, allowed the Department to integrate critical thinking and group work. The Department offers a tutoring center to encourage small groups meet to address real-life educational experience presented through case studies.

Goal 2: Add a course in Valuation at the 400-level as an elective:

Progress: Completed. A new course Accounting 445 – Valuation Concepts was offered Fall 2011 and 27 students enrolled. The class provided students a conceptual framework and an opportunity to implement valuation which students are likely to encounter while working in public accounting.

Goal 3: Develop joint accounting programs with high-quality Chinese universities:

Progress: Dr. Chavis has been working with the Chinese university contact to arrange a visit to CSUF and collaborate to offer courses.

Goal 4: Establish an active job placement program for graduate and firms via faculty “Adopt-a-Firm” program:

Progress: Completed. Because firms are a critical link in the transition of our students from school to work, the Department created Adopt-a-Firm to form a closer partnership in order to create an environment that is mutually beneficial to students and faculty. This allows better understanding of each organization and the recruitment and placement process. Letters were mailed to each firm and faculty followed up with a personal phone call, email or meeting.
**Goal 5:** Pursue approval of a BS in Accounting degree as part of a 3/2 degree program leading to both a BS and an MS degree in Accounting:

**Progress:** CPA requirements have changed and the Department continually provides guidance and advisement to students by meeting individually.

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**Department Goals and Priorities for 2012-12**

**Theme 1: Academic Excellence**

**Goals:**
- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

**Department Goals:**
1. Develop joint accounting programs with high-quality Chinese universities.
2. Pursue approval of BS in Accounting degree as part of 3/2 degree program leading to both a BS and an MS degree in Accounting in answer to the new 150-hour requirement for licensure as CPA beginning in 2014.
3. Plan and initiate an 18-unit integrated summer program.
4. Develop a joint MS in Accounting and Finance Degree.
5. Expand the modules offered in Accounting 503.

**Theme 4: Human Resources, Technology, and Facilities**

**Goals:**
- Increase interaction among faculty, staff, and administrators to promote an interconnected campus community
- Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations

**Department Goals:**
6. Increase resources for the Department and the CCRG

**Theme 5: Capacity Building**

**Goals:**
- Identify and implement relevant and sustainable approaches to program and discipline-based goals
- Pursue and manage public and private sources of funds, including external grants
- Develop and implement strategies to increase alumni and community participation and support
Department Goals:
Increase resources for the Department and the CCRG.
Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

a. Books and Monographs

b. Book Chapters

c. Refereed Journal Articles

d. Juried or Refereed Exhibitions and Performances

e. Creative Presentations

f. International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students

g. Student Publications
   *indicates student contributor for multi-author publications

h. Student and Student/Faculty Presentations
Assessment of Student Learning Outcomes

The Department of Accounting performs both direct and indirect assessments for assurance of learning and continuous improvement. The department’s Assessment Committee and faculty-elected Chair meet regularly each semester to mandate assessments in alignment with university, college, and department mission statements, goals, and objectives. The Department Assessment Committee consists of three full-time and one part-time faculty members. The committee is chaired by Dr. Gerry Grant. The Assessment Committee meets to discuss survey results, current assessment rubrics and select courses to be assessed. We have student learning objectives for undergraduate, Master’s in Accountancy and Taxation programs.

For direct assessments, the Committee develops criteria for assurance of learning which is then presented to faculty for approval. Specific content of embedded assessment is determined and faculty administer assessment measure. For indirect assessments, the Committee presents the mandate for faculty discussion and approval, followed by the development of the indirect measurement (survey). Measurements are reviewed by faculty and then administered to students, alumni, and employers. For both direct and indirect assessments, data is collected and summarized and reports are distributed to faculty for review. Based upon the data, improvements are suggested and recommendations are made for continuous improvement. Summary reports are written for faculty, accreditation body, and administrators and posted on the department web page.
## Program Learning Goals & Outcomes

### SLO 1 – Understand concepts related to financial accounting & reporting, cost accounting, and income taxes

- **Last assessed:** Spring & Summer 2011
- **Next assessment:** Spring 2013
- **What evidence to collect:** Multiple choice questions covering pensions, leases, cash flow, financial statement elements, treasury stock, deferred taxes, stock splits, IRS regulation, taxable income, and tax deductions
- **Who will collect:** Faculty collect within the course(s)
- **How evidence will be assessed:** Embedded multiple choice questions in exams
- **How closing the loop decisions will be made:** Evaluation by Department of Accounting Undergraduate Curriculum Committee
- **Using assessment results/acting on assessment:** Explore possibility of team teaching in financial accounting courses to improve student learning in specific areas

### SLO 2 – Identify key issues, think critically, and apply analytical solutions to situation related to financial accounting & reporting, cost accounting, income taxes

- **Last assessed:** Spring & Summer 2011
- **Next assessment:** Spring 2013
- **What evidence to collect:** Multiple choice questions covering bonds, EPS, dividends, deferred taxes, pensions, leases, indirect CF, stock options, job costing, standard cost, budget variance, CVP analysis, IRS regulations, taxable income, and tax deductions
- **Who will collect:** Faculty collect within the course(s)
- **How evidence will be assessed:** Embedded multiple choice questions in exams
- **How closing the loop decisions will be made:** Evaluation by Department of Accounting Undergraduate Curriculum Committee
- **Using assessment results/acting on assessment:** Explore possibility of team teaching in financial accounting courses to improve student learning in specific areas

### SLO 3 – Exhibit effective writing communication skills

- **Last assessed:** Summer 2011
- **Next assessed:** Fall 2013
- **What evidence to collect:** Evaluation of students; written response to a homework assignment related to content, literacy, audience, strategy, and style
- **Who will collect:** Faculty collect within the course(s)
- **How evidence will be assessed:** Dept of Accounting CLASS rubric scored by Business Writing professor
- **How closing the loop decisions will be made:** Evaluation by Department of Accounting Undergraduate Curriculum Committee
- **Using assessment results/acting on assessment:** Explore available software to help improve student writing

### SLO 4 – Identify ethical dilemmas and suggest appropriate course of action for resolution

- **Last assessed:** Summer 2011
- **Next assessed:** Fall 2013
- **What evidence to collect:** Evaluation of writing assignment on 4 criteria: identification, course of actions, stakeholders, and appropriate solution
- **Who will collect:** Faculty collect within the course(s)
- **How evidence will be assessed:** Dept of Accounting adopted Ethics rubric
- **How closing the loop decisions will be made:** Evaluation by Department of Accounting Undergraduate Curriculum Committee
- **Using assessment results/acting on assessment:** Revision of ethics case used in prior assessment

### SLO 5 – Demonstrate knowledge of current and emerging technology applicable to the accounting profession

- **Last assessed:** Fall 2011
- **Next assessed:** Fall 2013
- **What evidence to collect:** Multiple choice questions related to IT internal controls, XBRL, and databases
- **Who will collect:** Faculty collect within the course(s)
- **How evidence will be assessed:** Embedded multiple choice questions in exams
- **How closing the loop decisions will be made:** Evaluation by Department of Accounting Undergraduate Curriculum Committee
- **Using assessment results/acting on assessment:** Note improvement in database knowledge after implementing pilot team teaching program in ACCT 307
# Mihaylo College of Business & Economics
## MS Accountancy

<table>
<thead>
<tr>
<th>Program Learning Goals &amp; Outcomes</th>
<th>When last assessed/Next planned assessment</th>
<th>What evidence to collect (measures &amp; strategies)</th>
<th>Who will collect</th>
<th>How evidence will be assessed</th>
<th>How closing the loop decisions will be made</th>
<th>Using assessment results/acting on assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1 – Think critically and apply conceptual solutions to advance accounting issues</td>
<td>Last assessed Spring &amp; Summer 2012 Next assessment Spring 2014</td>
<td>Discussion questions on final exam related to market efficiency, stock options, managerial compensation, accounting method choices, and other current topics in accounting</td>
<td>Faculty collect within the course(s)</td>
<td>Evaluation of content of each discussion question</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Pending data analysis</td>
</tr>
<tr>
<td>SLO 2 – Design and execute effective research related to accounting topics</td>
<td>Last assessed Fall 2011 Next assessment Fall 2013</td>
<td>Evaluation of students’ research skills related to resources and information technology sources</td>
<td>Faculty collect within the course(s)</td>
<td>Department of Accounting adopted Research rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Student scores met or exceeded departmental expectations; Learning objective was wholly satisfied</td>
</tr>
<tr>
<td>SLO 3 – Demonstrate effective written communication skills appropriate for the accounting profession</td>
<td>Last assessed Fall 2011, Spring 2012 Next assessed Fall 2013</td>
<td>Evaluation of students’ written response to a homework assignment related to content, literacy, audience, strategy, and style</td>
<td>Faculty collect within the course(s)</td>
<td>Dept of Accounting CLASS rubric scored by Business Writing professor</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Explore available software to help improve student writing</td>
</tr>
<tr>
<td>SLO 4 – Demonstrate effective oral communication skills appropriate for the accounting profession</td>
<td>Last assessed Fall 2011 Next assessed Fall 2013</td>
<td>Professor will evaluate students’ final project presentation related to intro, main point, supporting material, transitions, delivery, language, organization, visuals, style, and conclusion</td>
<td>Faculty collect within course(s)</td>
<td>Dept of Accounting adopted Oral Communication rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Include links to MCBE developed “SPEAK” guide videos in course syllabi and Dept of Accounting Web Page</td>
</tr>
<tr>
<td>SLO 5 – Suggest an appropriate course of action to resolve ethical dilemmas related to accounting issues and the accounting profession</td>
<td>Last assessed Spring 2012 Next assessed Spring 2014</td>
<td>Rubric scoring of Ethics Case</td>
<td>Faculty collect within course(s)</td>
<td>Dept of Accounting adopted Graduate Ethics rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Pending data analysis</td>
</tr>
<tr>
<td>SLO 6 – Work effectively as a team</td>
<td>Last assessed Fall 2011 Next assessed TBD</td>
<td>Rubric scoring of Project</td>
<td>Faculty collect within course(s)</td>
<td>Department of Accounting adopted Project rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Reevaluate course(s) that require a team project. Add ACCT 518 International Accounting as a required course per strategic plan</td>
</tr>
</tbody>
</table>
## Mihaylo College of Business & Economics
### MS Taxation

<table>
<thead>
<tr>
<th>Program Learning Goals &amp; Outcomes</th>
<th>When last assessed/Next planned assessment</th>
<th>What evidence to collect (measures &amp; strategies)</th>
<th>Who will collect</th>
<th>How evidence will be assessed</th>
<th>How closing the loop decisions will be made</th>
<th>Using assessment results/acting on assessment</th>
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<tr>
<td>SLO 1 – Demonstrate and apply a practical and conceptual understanding of tax knowledge to advanced tax issues</td>
<td>Last assessed Fall 2011 Next assessment Spring 2014</td>
<td>Exam questions</td>
<td>Faculty collect within the course(s)</td>
<td>Evaluation by instructor</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Pending data analysis</td>
</tr>
<tr>
<td>SLO 2 – Identify relevant information, think critically, and apply analytical solutions to advanced tax issues</td>
<td>Last assessed Fall 2011 Next assessment Spring 2014</td>
<td>Exam questions</td>
<td>Faculty collect within the course(s)</td>
<td>Evaluation by instructor</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Pending data analysis</td>
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<tr>
<td>SLO 3 – Generate appropriate solutions to tax problems through effective tax research</td>
<td>Last assessed Fall 2011 Next assessed Fall 2013</td>
<td>Research advisors will evaluate students’ research skills related to resources and information technology sources</td>
<td>Faculty collect within the course(s)</td>
<td>Dept of Accounting adopted Research project rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Pending data analysis</td>
</tr>
<tr>
<td>SLO 4 – Demonstrate effective written communication skills appropriate for the accounting profession</td>
<td>Last assessed Fall 2011 Next assessed Fall 2013</td>
<td>Research advisors will evaluate students’ writing skills related to problem, analysis, synthesis, and documentation</td>
<td>Faculty collect within course(s)</td>
<td>Dept of Accounting CLASS Writing rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Explore available software to help improve student writing</td>
</tr>
<tr>
<td>SLO 5 – Demonstrate effective oral communication skills appropriate for the accounting profession</td>
<td>Last assessed Fall 2011 Next assessed Fall 2013</td>
<td>Professor will evaluate students’ final project presentation related to intro, main point, supporting material, transitions, delivery, language, organization, visuals, style, and conclusion</td>
<td>Faculty collect within course(s)</td>
<td>Dept of Accounting adopted Oral Communication rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Include links to MCBE developed “SPEAK” guide videos in course syllabi and Dept of Accounting Web Page</td>
</tr>
<tr>
<td>SLO 6 – Suggest an appropriate course of action to resolve ethical dilemmas related to tax issues and the accounting profession</td>
<td>Last assessed Spring 2012 Next assessed Spring 2014</td>
<td>Ethics Case</td>
<td>Faculty collect within course(s)</td>
<td>Department of Accounting approved rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
<td>Pending data collection and analysis</td>
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<tr>
<td>SLO 7 – Work collaboratively and effectively on advanced tax issues as part of a team</td>
<td>Last assessed Spring 2012 Next assessed Spring 2014</td>
<td>Team Project</td>
<td>Faculty collect within course(s)</td>
<td>Department of Accounting approved rubric</td>
<td>Evaluation by Department of Accounting Graduate Curriculum Committee and Graduate Faculty</td>
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Distance/Off Campus Education Inventory

a. Online programs (50% or more of program course work may be taken online or through a distance modality)

The Department offers Accounting for IT (ACCT 509) during the summer semester which is web based and generally has an enrollment of 20+ students.

b. Off-campus programs (50% or more of a program is delivered off campus)

The Department offers one section of most 300 and 400-level courses at the Irvine campus.

Grants and Contracts

None Reported
Chair’s Reflection

The Department of Economics underwent several significant changes in 2011-12. At the start of Fall 2011, Dr. Jared Rubin left to join Chapman University; and at the start of Spring 2012, Dr. Yingying Dong left to join the University of California, Irvine. These two recently-hired faculty members brought considerable strength and breadth to the department’s research agenda and course offerings. The department will need to hire high-ability tenure-track faculty members over the next few years to replace these faculty members and others who are expected to retire shortly. Recruitment and retention of high-ability tenure-track faculty must remain a high priority for the department over the next five-year period if it is to meet the University and College strategic themes and goals successfully. However, recruitment and retention of high-ability faculty members is being severely constrained by the present level of faculty salary.

In addition to the above faculty losses, in Spring 2012, the department chair, Dr. Morteza Rahmatian, moved to the Dean’s Office as Acting Associate Dean for Academic Programs and Faculty Development. Also, in Spring 2012, the department replaced two faculty members who, unexpectedly, went on leave, and these leaves necessitated an increase in the teaching load of a few other faculty members. In spite of these setbacks in staffing, the department was successful in recruiting two tenure-track faculty members to join the department in AY 2012-2013. The new tenure-track faculty members are: Dr. Gabriela Best and Ms. Fang Zhang (Ph.D. expected in May 2012). Both of these faculty members specialize in macroeconomics and monetary policy/financial markets and will add strength to the department’s teaching and research in those important areas over the next few years. The department is also seeking to recruit two full-time lecturers for AY 2012-2013 to replace faculty who will be on leave next year.

The department moved ahead at the start of the spring semester to approve a proposal for a joint MA degree with Beijing Jiaotong University (BJTU). The MA proposal is pending official approval, and is expected to be implemented in AY 2012-2013.

The department is still in the process of approving a draft policy on Standards for Retention and Promotion. However, it is expected that the current draft of the policy will be approved in the coming academic year. The department is also in the process of selecting a permanent chair to replace the current acting chair. A permanent chair should be in place by Fall 2012, and the department should be poised for continued progress in maintaining its intellectual climate and promoting academic excellence in serving its students.

David C. Wong, Ph.D. (Acting Chair)
May 17, 2012
Mihaylo College of Business and Economics
Department of Economics

Department of Economics
Annual Report 2011-12

Department Chair: David Wong (Acting)
(657) 278-3821; dwong@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1: Revise the department Retention, Tenure and Promotion (RTP) document

Progress:
The department’s RTP document has been thoroughly revised by an ad hoc committee and the revised document is under review in the department. It should be ready to be sent to the FPC by early Fall 2012.

Goal 2: Revise the graduate advisor’s responsibilities and review the graduate program requirements

Progress:
This goal was accomplished.

Goal 3: Aggressive Recruitment

Progress:
The department succeeded in recruiting two assistant professors, Gabriela Best and Fang Zhang, this year. Both of these new tenure-track faculty work in macroeconomics and monetary policy/financial markets.
Department Goals and Priorities for 2012-12

Theme 1: Academic Excellence
Goals:
- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

Department Goals: To improve course and program assessment

The department will further develop its assessment plan for the B.A. in Economics by developing and implementing a rubric for grading the written work of students in the capstone course. This will enhance academic excellence and high quality teaching.

Theme 2: Student Success
Goals:
- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

Department Goals: To Increase Student Internships and Promote Paid Research by Students

The department faculty, individually, and through the Center for Economic Education will seek to develop opportunities for students to do paid contract research and to develop their work skills as economic researchers. This should help to promote applied collaborative research in the College.

Theme 3: Intellectual Climate
Goals:
- Enhance recruitment and retention of high quality and diverse faculty, staff, and students
- Increase support for research and creative activities while maintaining our commitment to teaching and service
- Identify opportunities for university-community engagement focused on common needs and interests
• Promote global awareness and international experiences
• Strengthen collegial governance to promote engaged decision making

**Department Goals:** Aggressive Recruitment of High-Ability Faculty

This goal promotes the development of a strong intellectual climate in the University and innovative (quality) teaching at the College and Department levels since a high-ability faculty is essential to fostering innovative (quality) instruction and research and to promoting an intellectual climate.
Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

Please provide a report from each full-time department faculty members, active part time members and students (if available) listing his/her scholarly and creative activities completed during the period between July 1, 2011, and June 30, 2012. Works and activities should be cited in APA (American Psychological Association) format or another format common to a specific discipline field or discipline. Please organize those materials into the following categories:

a. Books and Monographs

b. Book Chapters

c. Refereed Journal Articles

d. Juried or Refereed Exhibitions and Performances

e. Creative Presentations
Assessment of Student Learning Outcomes

The department of Economics maintains its assessment practices through the diligence of committees and dedicated faculty. Both graduate and undergraduate assessment policies and procedures have recently undergone extensive departmental review in order to ensure its effectiveness in identifying areas of continuous improvement, as well as assurance of learning. Undergraduate students are assessed during a capstone course with the administration of a comprehensive exam and/or major field test. The undergraduate assessment system is monitored by the department’s Assessment Committee which collects and reviews the data, and then provides follow-up suggestions to the department. In 2009, the Committee and Department reviewed the fifteen existing learning objectives and deemed these goals too unwieldy and pared them down to a more concise list of three main goals with 2-3 objectives in each. Assessment of the undergraduate goals and objectives is on a rotating, bi-annual schedule with one or two assessments occurring every semester. The recent changes to the undergraduate assessment system has clearly required the department to move implementation of the changes at a slower pace in order to identify areas in need of further review and/or adjustment.

Graduate assessment takes place through two mechanisms. The first comprises several tasks within a capstone course. The second mechanism is the administration of three comprehensive exams covering three separate content areas. Students may opt to complete and defend a thesis, instead. Graduate students follow a cohort plan through their program, so attention is given to graduation rates as well. The Graduate Assessment Committee monitors all assessments, collects and reports on the data for the committee and the entire department. Assessment of the graduate goals and objectives occurs annually since students move through the program in a cohort and annual assessments can capture all students at the same time in their academic path. Similar to the undergraduate assessment system, the recent changes to the graduate assessment system has required the slow implementation of the new measures. Although the assessments have been in place for some time, the measurements and system of data collection will take some time to flow smoothly. The first cycle was completed in Spring 2012.

Indirect measures (survey) are also administered by the undergraduate Assessment Committee in order to capture alumni at year one, three, and five, post graduation. Alumni perceptions of the value and relevance of specific courses and the degree as a whole for career challenges are reviewed and the survey will continue to be developed as specific outcomes are identified.
# Mihaylo College of Business & Economics
## BA Economics

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<tr>
<td>1a) To understand the economic problem of allocating limited resources among competing uses in an economy given a technological and institutional context.</td>
<td>2013-14</td>
<td>Common exam items from Econ 201, 202, 310, 320, and/or 490; possibly Econ 335 or ETS exam</td>
<td>Instructor</td>
<td>Item results copied after grading; analyzed also for assessment purposes</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
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<tr>
<td>1b) To understand and use microeconomic concepts such as supply and demand, elasticity, costs, market structure, market imperfection, consumer and firm decision-making.</td>
<td>2012-2013</td>
<td>Common exam items from Econ 201, 310, and/or 490 or ETS exam</td>
<td>Instructor</td>
<td>Item results copied after grading; analyzed also for assessment purposes</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
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<tr>
<td>1c) To understand and use macroeconomics concepts such as key measures and determinants of macroeconomic activity and growth, the interaction between goods, factors and financial markets, and monetary and fiscal policy.</td>
<td>2012-13</td>
<td>Common exam items from Econ 202, 320, and/or 490; possibly Econ 333 or ETS exam</td>
<td>Instructor</td>
<td>Item results copied after grading; analyzed also for assessment purposes</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
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<tr>
<td>1d) To understand and use international economic concepts such as trade and exchange rates, and balance of payments.</td>
<td>2014-15</td>
<td>Common exam from Econ 201, 202, 335, and/or 490 or ETS exam</td>
<td>Instructor</td>
<td>Item results copied after grading; analyzed also for assessment purposes</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
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<tr>
<td>2a) To communicate coherently about economic issues and events</td>
<td>2011-12</td>
<td>Embedded assignment from Econ 340, and/or 490 with common rubric</td>
<td>Instructor</td>
<td>Rubric developed and tested; applied to assignments after copied for grading</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
</tr>
<tr>
<td>2b) To access, use, and interpret economic literature and data.</td>
<td>2012-13</td>
<td>Embedded assignment from Econ 340 and/or 490 with common rubric</td>
<td>Instructor</td>
<td>Rubric developed and tested; applied to assignments after copied for grading</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
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<td>2c) To employ statistical methods for estimation and evaluation.</td>
<td>2014-15</td>
<td>Embedded assignment from Econ 340 and/or 490 with common rubric; possibly Econ 440</td>
<td>Instructor</td>
<td>Rubric developed and tested; applied to assignments after copied for grading</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
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<tr>
<td>2d) To apply various quantitative methods used in economic theory.</td>
<td>2013-14</td>
<td>Embedded assignment from Econ 340 and/or 490 with common rubric; possibly Econ 441</td>
<td>Instructor</td>
<td>Rubric developed and tested; applied to assignments after copied for grading</td>
<td>Committee collects and compiles data; Committee and dept review data and make recommendations</td>
<td>As the new system is put into place, the Assessment Committee and instructors continue to build the measurements so that they are ready to implement at the scheduled time.</td>
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## Mihaylo College of Business & Economics
### M.A., Economics

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<tr>
<td>1) Understand how to identify and motivate interesting and policy-relevant topics for study.</td>
<td>Annual assessment cycle</td>
<td>Capstone Course: ECON 595 Two forty minute presentations on scholarly articles published over the last three years • Be able to convey the business or policy relevance of the article. Serve as a discussant for two of the papers presented during the semester. • Be able to determine whether the article provided adequate motivation for the study and evaluate whether the author identified the policy relevance of the work. Prepare a professional referee report on one article that was submitted for publication to a peer-reviewed journal in economics with a focus on policy analysis. • Be able to determine whether the article provided adequate motivation for the study and evaluate whether the author identified the policy relevance of the work. Attend departmental research seminars and prepare one 2-page summary of one seminar presentation. • Demonstrate ability to identify the motivation for the study and the policy relevance of the work. Prepare a 20-25 page final project. Students replicate empirical results from article in peer-reviewed journal in economics with focus on policy analysis • Be able to convey the business or policy relevance of the published article that will be replicated</td>
<td>Course instructor administers; Instructor and MA Assessment subcommittee collects data and aggregates</td>
<td>• Presentations are scored on a 45 pt. scale, using a rubric detailing 8 specific areas. Scores on Motivation and Objectives are used in this section. • Discussants are scored on a 20 pt. scale, based on individual instructor content. Scores are given for Motivation and Objectives. • Referee reports are scored on a 25 pt. scale, based on individual instructor content. Scores are given for Motivation and Objectives • Department seminars are scored on 15 pt. scale, based on summary content and detail. Scores are given for Motivation and Objectives. Final Project based on 100 –point scale. Scores are given for Motivation and Objectives. Scores at least 85% are considered competent</td>
<td>MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.</td>
<td>The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle began Fall 2011 and completed Spring 2012. Data is currently being aggregated and evaluated.</td>
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<tr>
<td>1) <strong>Continued</strong></td>
<td>Assessed Continuously (Each semester)</td>
<td>MA Thesis: Usually the first and the last chapter of the MA thesis and the Thesis Defense  • Be able to convey the business or policy relevance of the thesis.</td>
<td>Thesis Committee; Committee and MA Assessment subcommittee collect data and aggregate</td>
<td>• Thesis chapters are scored on 4.0 grading system and the Motivation and Objectives portions of the defense are scored on a 1-4 scaled rubric. 85% is considered competent.</td>
<td>MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.</td>
<td>The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle began Fall 2011 and completed Spring 2012. Data is currently being aggregated and evaluated.</td>
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<tr>
<td>2) 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.</td>
<td>Annual assessment cycle</td>
<td>Capstone Course: ECON 595 Two forty minute presentations on scholarly articles published over the last three years. Be able to demonstrate command of the economic theory and econometric methods used by the authors of the published article. Be able to convey the business and policy relevance of the work. Serve as a discussant for two of the papers presented during the semester. Critically evaluate the economic theory and econometric methods used by the authors of the published article. Prepare a professional referee report on one article that was submitted for publication to a peer-reviewed journal in economics with a focus on policy analysis. Critically evaluate the economic theory and econometric methods used by the authors of the submitted article. Attend departmental research seminars and prepare one 2-page summary of one seminar presentation. Demonstrate ability in identifying the economic theory and econometric methods used by the author of the seminar presentation. Prepare a 20-25 page final project. The student will replicate the empirical results from an article in a peer-reviewed journal in economics with a focus on policy analysis and write up the results as a scholarly article. Be able to relate the economic theory and econometric methods used by the authors of the paper being replicated.</td>
<td>Course Instructor administers; Instructor and MA Assessment subcommittee collect data and aggregate</td>
<td>Presentations are scored on a 45 pt. scale, using a rubric detailing 8 specific areas. Scores on Theory and Econometric Model are used in this section. Discussants are scored on a 20 pt. scale, based on individual instructor content. Scores are given for Theory and Econometric Model. Referee reports are scored on a 25 pt. scale, based on individual instructor content. Scores are given for Theory and Econometric Model. Department seminars are scored on 15 pt. scale, based on summary content and detail. Scores are given for Theory and Econometric Model. Final Project based on 100 point scale. Scores are given form Theory and Econometric Model.</td>
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• Be able to provide a theoretical/conceptual model as a foundation for the empirical work carried out in the thesis. Demonstrate ability in justifying the econometric methods used in the thesis. | Thesis Committee; Committee and MA Assessment subcommittee collect data and aggregate | • Thesis chapters are scored on 4.0 grading system and the Theory and Econometric Model portions of the defense are scored on a 1-4 scaled rubric. 85% is considered competent. | MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department. | The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle began Fall 2011 and completed Spring 2012. Data is currently being aggregated and evaluated. |
| 2) Continued                      | Assessed Continuously (Each semester) | Comprehensive Exams: Two-hour written examination on each of three areas: Microeconomic Theory, Macroeconomic Theory, and Econometrics.  
• Demonstrate facility with mathematical modeling of economic relationships. Demonstrate facility with cross section, panel data, and time-series econometric methods used by economists to test hypotheses. | Course Instructors and one additional faculty member in each area administer; Instructors and MA Assessment subcommittee collect data and aggregate | • Comprehensive exams are scored by two faculty members for each examination on a 100 pt. scale. 70% is considered passing score. | MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department. | The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle began Fall 2011 and completed Spring 2012. Data is currently being aggregated and evaluated. |
### Program Learning Goals & Outcomes

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<tr>
<td>Annual Assessment Cycle</td>
<td>Capstone Course: ECON 595 Two forty minute presentations on scholarly articles published over the last three years. - Identify and convey the relevant literature from the published article. Be able to convey how the paper being presented fits in the existing literature. Serve as a discussant for two of the papers presented during the semester. - Demonstrate ability in determining whether the published article provided an adequate discussion of the relevant literature and whether the author provided an adequate discussion where the paper fits in the existing literature. Prepare a professional referee report on one article that was submitted for publication to peer-reviewed journal in economics with a focus on policy analysis. - Determine whether the submitted article provided an adequate discussion of the relevant literature and whether the author provided an adequate discussion where the paper fits in the existing literature. Prepare a 20-25 page final project. The student will replicate the empirical results from an article in a peer-reviewed journal in economics with a focus on policy analysis and write up the results as a scholarly article. - Be able to convey the relevant literature for the article being replicated and convey where the article being replicated fits in the existing literature.</td>
<td>Course Instructor administers; Instructor and MA Assessment subcommittee collects data and aggregates</td>
<td>• Presentations are scored on a 45 pt. scale, using a rubric detailing 8 specific areas. Scores on Motivation and Objectives are used in this section. • Discussants are scored on a 20 pt. scale, based on individual instructor content. Scores are given for Motivation and Objectives. • Referee reports are scored on a 25 pt. scale, based on individual instructor content. Scores are given for Motivation and Objectives. • Department seminars are scored on 15 pt. scale, based on summary content and detail. Scores are given for Motivation and Objectives. Final Project based on 100-point scale. Scores are given for Motivation and Objectives.</td>
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3) Summarize previous research findings from the scholarly literature.

Last assessed: Fall 2011

Next assessed: Fall 2012
### Program Learning Goals & Outcomes

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<tr>
<th>Program Learning Goals &amp; Outcomes</th>
<th>When to assess</th>
<th>What evidence to collect (measures &amp; strategies)</th>
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<th>How evidence will be assessed</th>
<th>How closing the loop decisions will be made</th>
<th>Using assessment results/acting on assessment</th>
</tr>
</thead>
</table>
| 3) **Continued**                  | Assessed Continuously (Each semester) | **MA Thesis:** Usually the second chapter of the MA thesis and the Thesis Defense  
• Demonstrate ability in providing a detailed account of the existing literature related to the MA thesis and provide a discussion of where the MA thesis fits in the existing literature. | **Thesis Committee; Committee and MA Assessment subcommittee** collect data and aggregate | **• Thesis chapters are scored on 4.0 grading system and the Motivation and Objectives portions of the defense are scored on a 1-4 scaled rubric.**  
85% is considered competent. | **MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.** | **The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle began Fall 2011 and completed Spring 2012. Data is currently being aggregated and evaluated.** |
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</thead>
<tbody>
<tr>
<td>4) 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.</td>
<td>Annual Assessment Cycle</td>
<td>Capstone Course: ECON 595 Two forty minute presentations on scholarly articles published over the last three years. • Demonstrate command of the econometric methods used by the authors of the published article. Convey the business and policy relevance of the work. Serve as a discussant for two of the papers presented during the semester. • Be able to critically evaluate the econometric methods used by the authors of the published article. Prepare a professional referee report on one article that was submitted to a peer-reviewed journal in economics with a focus on policy analysis. • Be able to critically evaluate the econometric methods used by the authors of the submitted article. Prepare a 20-25 page final project. The student will replicate the empirical results from an article in a peer-reviewed journal in economics with a focus on policy analysis and write up the results as a scholarly article. • Demonstrate command of the econometric methods used by the authors of the paper being replicated and demonstrate command of the statistical software used to replicate the empirical results. Be able to interpret the empirical results in the context of the business and/or public-policy problem being examined.</td>
<td>Course Instructor administers; Instructor and MA Assessment subcommittee collects data and aggregates</td>
<td>• Presentations are scored on a 45 pt. scale, using a rubric detailing 8 specific areas. Scores on Econometric Model is used in this section. • Discussants are scored on a 20 pt. scale, based on individual instructor content. Score is given Econometric Model. • Referee reports are scored on a 25 pt. scale, based on individual instructor content. Score is given Econometric Model. • Department seminars are scored on 15 pt. scale, based on summary content and detail. Score is given Econometric Model. Final Project based on 100 –point scale. Score is given for Econometric Model. Scores at least 85% are considered competent</td>
<td>MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.</td>
<td>The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle to be completed was Fall 2011. Data is currently being aggregated and evaluated.</td>
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<tr>
<td><strong>4) Continued</strong></td>
<td>Assessed Continuously (Each semester)</td>
<td>MA Thesis: Usually the penultimate chapter of the MA thesis and the Thesis Defense • Demonstrate command of the econometric methods used to test relationships. Be able to interpret the empirical results in the context of the business and/or public-policy problem being examined.</td>
<td>Thesis Committee; Committee and MA Assessment subcommittee collect data and aggregate</td>
<td>• Thesis chapter is scored on 4.0 grading system and the Econometric model portion of the defense is scored on a 1-4 scaled rubric. 85% is considered competent.</td>
<td>MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.</td>
<td>The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle to be completed was Fall 2011. Data is currently being aggregated and evaluated.</td>
</tr>
<tr>
<td><strong>4) Continued</strong></td>
<td>Assessed Continuously (Each semester)</td>
<td>Comprehensive Exams: Two-hour written examination in Econometrics. • Demonstrate facility with cross section, panel data, and time-series econometric methods used by economists to test hypotheses.</td>
<td>Course Instructor and one other faculty member administers; Instructor and MA Assessment subcommittee collect data and aggregate</td>
<td>• Comprehensive exams are scored on a 100 pt. scale. 70% is considered passing score.</td>
<td>MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.</td>
<td>The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle to be completed was Fall 2011. Data is currently being aggregated and evaluated.</td>
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<tr>
<td>5) Possess effective communication skills and understand how to write reports and give presentations to disseminate research findings to business leaders, experts in the field, and to a broader audience.</td>
<td>Annual Assessment Cycle</td>
<td>Capstone Course: ECON 595 Two forty minute presentations on scholarly articles published over the last three years. • Demonstrate effective communication skills. Demonstrate ability to disseminate research findings. Serve as a discussant for two of the papers presented during the semester. • Demonstrate effective communication skills. Demonstrate ability to disseminate research findings. Prepare a professional referee report on one article that was submitted for publication to peer-reviewed journal in economics with a focus on policy analysis. • Demonstrate effective communication skills. Demonstrate ability to write reports. Prepare a 20-25 page final project. The student will replicate the empirical results from an article in a peer-reviewed journal in economics with a focus on policy analysis and write up the results as a scholarly article. • Demonstrate effective communication skills. Demonstrate ability to write reports. Demonstrate ability to disseminate research findings.</td>
<td>Course Instructor administers; Instructor and MA Assessment subcommittee collects data and aggregates</td>
<td>Presentations are scored on a 45 pt. scale, using a rubric detailing 8 specific areas. Scores at least 85% are considered competent. • Discussants are scored on a 20 pt. scale, based on individual instructor content. • Referee reports are scored on a 25 pt. scale, based on individual instructor content. • Department seminars are scored on 15 pt. scale, based on summary content and detail. Final Project based on 100–point scale.</td>
<td>MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department.</td>
<td>The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle to be completed was Fall 2011. Data is currently being aggregated and evaluated.</td>
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</tr>
</tbody>
</table>
| 5) **Continued**                 | Assessed Continuously (Each semester) | MA Thesis: *Evaluation of the entire MA thesis and the Thesis Defense*  
• Demonstrate effective communication skills.  
Demonstrate ability to write reports. Demonstrate ability to disseminate research findings. | Thesis Committee; Committee and MA Assessment subcommittee collect data and aggregate | • Thesis is scored on 4.0 grading system and the defense is scored on a 1-4 scaled rubric. 85% is considered competent. | MA Assessment Committee evaluates data and a complete report is submitted to the entire department. MA Assessment Committee discusses improvements needed based on data and recommendations from department. | The entire assessment system in the MA Economics program has undergone a complete review by the MA Assessment Committee. Results include revising assessment cycles, location of assessments, and adding additional measurements. The first cycle to be completed was Fall 2011. Data is currently being aggregated and evaluated. |
Distance/Off Campus Education Inventory

None Reported

Grants and Contracts

PI: Adrian Fleissig

Program Name: Impact of Senate Bill 776 on California’s Unemployed

Sponsor: California Workforce Association

Amount Funded: $3,000

PI: Adrian Fleissig
Co-PI: Emira Farka

Program Title: County of Riverside Forecasts and Economic Outlook 2013-2015

Sponsor: County of Riverside

Amount Requested: $73,500

Status: Pending
CSUF is funded primarily on an FTES basis, thus a Department’s “health” is often reflected in the growth, decline or distribution of FTES within the University, College and Department. Our recent (six–year, 2005–2011) FTES annualized average is 3,414 – see table below. For the past year, 2011–12, our FTES annualized average is 3,136; about 8% below our prior six–year average. We are down even in comparison to the previous year (for 2010 – 11 the FTES was 3,287). However, it is important to note that in the Spring 2012 we started enforcing an important co–requisite for FIN 320. This resulted in an FTES for this course alone of only 162.2, compared to 241.6 for the Spring 2011; a drop of about 80 FTES. Our lower FTES for the current year compared to the prior year is thus somewhat “artificial” – and adjusted for the loss from FIN 320 would be about 3,175 for 2011–12. Nonetheless, our Department’s FTES is obviously much lower than the years prior to 2009. Lower enrollments are due both to the poor press for finance and to statewide budget cuts (directly reflected in the Spring 2010 enrollments).

<table>
<thead>
<tr>
<th>Course</th>
<th>F 05</th>
<th>S 06</th>
<th>F 06</th>
<th>S 07</th>
<th>F 07</th>
<th>S 08</th>
<th>F 08</th>
<th>S 09</th>
<th>F 09</th>
<th>S 10</th>
<th>F 10</th>
<th>S 11</th>
<th>Avg 05-11</th>
<th>F 11</th>
<th>S 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ttl RE</td>
<td>309</td>
<td>381</td>
<td>288</td>
<td>333</td>
<td>343</td>
<td>306</td>
<td>292</td>
<td>277</td>
<td>338</td>
<td>350</td>
<td>196</td>
<td>235</td>
<td>304</td>
<td>304</td>
<td>188</td>
</tr>
<tr>
<td>Ttl INS</td>
<td>196</td>
<td>282</td>
<td>257</td>
<td>318</td>
<td>243</td>
<td>369</td>
<td>262</td>
<td>347</td>
<td>217</td>
<td>267</td>
<td>295</td>
<td>301</td>
<td>280</td>
<td>280</td>
<td>238</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3183</td>
<td>3579</td>
<td>3504</td>
<td>3473</td>
<td>3472</td>
<td>3725</td>
<td>3228</td>
<td>3657</td>
<td>3382</td>
<td>3189</td>
<td>3246</td>
<td>3328</td>
<td>3414</td>
<td>3190</td>
<td>3082</td>
</tr>
<tr>
<td>FTES</td>
<td>637</td>
<td>716</td>
<td>701</td>
<td>695</td>
<td>694</td>
<td>745</td>
<td>646</td>
<td>731</td>
<td>676</td>
<td>638</td>
<td>649</td>
<td>666</td>
<td>683</td>
<td>638</td>
<td>616</td>
</tr>
</tbody>
</table>

Additional important information is reflected in the table above. Our students are smart. Real estate in Orange County has suffered dramatically during the Great Recession. Our real estate enrollment illustrates this – during the past year our RE enrollment is almost 30% lower than the six–year average. This makes sense, and our RE enrollments are likely to increase once Orange County RE jobs return. Insurance enrollments are lower as well, almost 13% lower than the six–year average. The insurance drop is more difficult to explain, given that insurance jobs often run counter–cyclical to the economy. It is an issue that the Department has tried to address.

The alignment of FTEF and FTES currently is an “issue” within the Department, but it may be alleviated naturally through time with the return of enrollment and/or faculty changes over time.

Mark Hoven Stohs, Ph.D.

May 14, 2012
Department of Finance
Annual Report 2011-12

Department Chair: Mark Hoven Stohs, Ph.D.
(657) 278-3074; mstohs@fullerton.edu

It should be noted that the Department had two Retreats, one in the Fall 2011 devoted to curriculum issues and one in the Spring 2012 devoted to a discussion of the new ASAP program (discussed in #2 below).

Progress Report on Goals for This Past Academic Year (2011-12)

Department Goals for 2011–12:

1. **Implement full Seminar Series:** Completed, with the following speakers:

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2011</td>
<td>Dongmei Li</td>
<td>UC San Diego</td>
</tr>
<tr>
<td>September 2011</td>
<td>Tong Yao</td>
<td>Iowa</td>
</tr>
<tr>
<td>November 2012</td>
<td>Micah Officer</td>
<td>Loyola Marymount</td>
</tr>
<tr>
<td>February 2012</td>
<td>Francis Longstaff</td>
<td>UCLA</td>
</tr>
<tr>
<td>March 2012</td>
<td>Nikolay Halov</td>
<td>UC San Diego</td>
</tr>
<tr>
<td>March 2012</td>
<td>Dean Johnson</td>
<td>Michigan Tech</td>
</tr>
<tr>
<td>April 2012</td>
<td>Ivo Welch</td>
<td>UCLA</td>
</tr>
</tbody>
</table>

2. **Begin a full-year Portfolio Management course/program by restructuring FIN 442/541.** Completed. Prof. Michael Milligan taught FIN 442 in the Fall 2011 and FIN 443 (a new, special, course) in the Spring 2013. These two courses will form the foundation of the Applied Securities Analysis Program, defined by the two courses, co–requisites, pre–requisites, a board and careful selection of students to take this year–long sequence. In the spring 2012, over 21 students were interviewed by panels of faculty and current students for entrance into the 2012–13 ASAP program. Fourteen students were selected after the interviews. Note that FIN 541 remains a course and will be taught again at the MBA level as a “normal” first course in investments for MBA students.

3. **Re-align our corporate finance courses.** Completed, as much as possible. A major issue is that the only required course for all finance concentration students (FIN 332) is often taken by students in the semester of graduation. Since about 80% of our students are “finance/investments” students (by enrollment of classes), one of the
goals was to make FIN 332 (renumbered for next year to 321) a co–require for almost all other finance courses. This goal was not met, given that the Department faculty voted against such a proposal. Other details, in terms of re–alignment, are rather extensive and can be provided. Simply, the Department agreed (by votes at Department meetings) to make changes to FIN 320, 321 and to add a 3–unit “practicum” requirement for all finance concentration students. These are the first major changes in the curriculum in the Department of Finance in over 15 years.

4. **Review all course offerings in the department.** Completed. Other curriculum changes were also made, including changing some pre–requisites and/or co–requisites. As part of the “practicum” requirement (see #3 above), the Department also agreed to starting a new “full–fledged” FIN 495, Internship course. It will be graded, supervised and count toward the Finance concentration. The longer term goals are to: (1) have current students work for local companies, (2) make stronger connections with local companies, (3) increase the student–company–alumni connection. It is very feasible that students taking internships in the next few years will be the ones responsible (within their companies in future years) for supervising our interns in the future!

5. **FIN 320** (continuation of the Goals from the prior year). **Completed.** Use Pearson Publishing (Berk/DeMarzo and Harford series of texts) for FIN 320 and FIN 332, with intent of using MBA level text for FIN 517, and custom editions for both FIN 320 and FIN 332, substantially reducing the student cost for textbooks.

<table>
<thead>
<tr>
<th>Discussion topics – Departmental votes:</th>
<th>Yes</th>
<th>No</th>
<th>Abstain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Keep “Working Capital”</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>2. Keep “Payoff Policy”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Keep “Capital Structure”</td>
<td>1</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>4. Keep international business (1 week)</td>
<td>1</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>5. Require “MyFinanceLab” system for quizzes /homework in all sections of FIN 320. Details to be developed next year.</td>
<td>14</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

6. **Initiate an M.S. in Accounting and Finance.** The Departments of Accounting and of Finance worked together during the academic year to design a new joint M.S. degree in both Accounting and Finance. The proposal was passed by the MCBE Senate during the Spring 2012 and sent to the CSUF Academic Senate. It is expected (and hoped) that the new degree will be offered beginning sometime around the Fall 2015 (given the long approval process and planning). We believe that this joint M.S. program is the first of its kind in the United States.

Given that many of the goals for 2011–12 were curricular in nature, they almost automatically carry over into the next several years, given that such changes alter enrollment, change student expectations, and some of the new graduation requirements do not go into effect until the freshman for Fall 2012 become juniors in the Fall 2014!
Department Goals and Priorities for 2012-12

During the April 2012 Department meeting, the faculty agreed to the following 2012-13 goals:

1) Implement Internship Course Change (to a letter grade)
2) Complete the change for FIN 320
3) Complete the Implementation of the Applied Securities Analysis Program
4) Explore sponsoring a Finance Day (or maybe just a committee to begin discussion on developing this)

OUTCOMES MEASUREMENT: Since our goals for next year primarily focus on the continuation of implementing changes made during the current year, and really don’t have “measurable” outcomes, such measurements are not provided. Naturally, whether we have a “finance day” or not is measurable, though the goal is actually to study it’s feasibility. We can and will keep track of the numbers of students in the ASAP program and in our Internships, but these are done automatically (by FTES and enrollment).

Theme 1: Academic Excellence Goals

- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

Department Goals: These include goals #1 – 3 above. Implementing a student managed investment fund (the ASAP program) should “obviously” satisfy these excellence goals, as should the development of a full internship program.

Theme 2: Student Success Goals

- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

Department Goals: Goal # 4 above – sponsoring a “Finance Day” for our current students who are exploring whether they want to choose a finance or a risk management and insurance concentration. The Department will explore this idea during the Fall 2012, with the goal of sponsoring an event late in the Spring 2013. Coordination with Business Week is one important consideration; but there may be sufficient justification to having a full week devoted simply to concentrations in finance, given that about 600 students a year graduate from our Department.
Theme 3: Intellectual Climate Goals

- Enhance recruitment and retention of high quality and diverse faculty, staff, and students
- Increase support for research and creative activities while maintaining our commitment to teaching and service

Department Goals: While not explicitly discussed by the Department, we seek to hire at least two tenure-track faculty in finance/investments and to continue our attempt to revise the Department’s RTP document.
Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

Assessment of Student Learning Outcomes
The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing “how well” or “how effective” we are in that regard can be defined only after a program articulates “what it expects students to know or be able to do” — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

Assurance of learning and program evaluation assessments for the Department of Finance are maintained by the Core Course Coordinator Committee (C4). This committee is comprised of members from all concentrations within Mihaylo College of Business that students can focus on in addition to their major in Business Administration. Core courses in the Finance department are included in a bi-annual assessment cycle in order to assess for learning and program evaluation. Members of the C4 review scheduled assessments and make recommendations based on the data presented. Recommendations are taken back to the department for review and discussion and any implementations. The department chair is involved in the process along the way, via informative updates, as well as presentations made to department chairs and College deans. At any given time in the data review process, input can be given by department faculty, department chairs, and college administration.

Both direct and indirect measures are used in these assessments. Direct measures include exams, writing projects, and team projects. Indirect measures include student demographic surveys, student self-evaluation surveys, faculty and staff surveys, and graduating seniors surveys. Data from all assessments are reviewed in the same process: data collection by faculty, compiled by the Assessment and Instructional Support Office, presented to the C4 and then to department, and finally presented to the chairs and deans.

b. Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.
# Mihaylo College of Business & Economics
## BA, Business Administration – Concentration in Finance

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| 1a. Problem solving and critical thinking skills: | Bi-Annual Assessment Cycle | FIN 320 - Business Finance
Multiple choice questions from test bank on the final exam measuring the following skills: quantitative/analytical, problem solving, and critical thinking | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated per question and then per area. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-50%=Needs Improvement | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded | Follow up actions include: department reviewing FIN 320 course and considering changes in text, and coverage of content (Review complete and several changes have been implemented; others in process. Example: text publisher agreed to share some chapters with faculty so customizing of delivery can take place) |
| Outcome: Quantitative/Analytical | Last assessed: Fall 2010 | ECON 315 - Intermediate Business Macroeconomics
Twelve multiple-choice questions on the final exam selected by course instructors and department chair, placed at end of all exams |  |  |  | |
| 1b. Problem solving and critical thinking skills: | Next assessment: Fall 2012 |  |  |  |  | |
| Outcome: Problem solving |  |  |  |  |  | |
| 1c. Problem solving and critical thinking skills: |  |  |  |  |  | |
| Outcome: Critical thinking |  |  |  |  |  | |

Follow-up action included the implementation of a teacher workshop (Completed the following Spring and several instructors were encouraged to modify pedagogy methods)
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</thead>
<tbody>
<tr>
<td>2a. Interpersonal relations</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 340 - Organizational Behavior 26 multiple-choice questions on exams covering motivation and group/team leadership skills, as well as communication and conflict resolution skills</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 90-100%=Excellent 80-89%=Above Avg/Good 70-79%=Meets expectations/Fair 60-69%=Below expectations/Needs improvement &lt;59%=Unacceptable</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 1) Conduct follow-up survey of instructor to determine potential root causes for decrease in scores 2) Based on survey results, determine specific measures to improve student retention of key concepts</td>
</tr>
<tr>
<td>2b. Interpersonal relations</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 246 - Business and Its Legal Environment Twenty multiple-choice questions on exams detailing ethical issues and responsibilities as well as legal knowledge</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-70%=Needs improvement</td>
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<td>MGMT 340 - Organizational Behavior 26 multiple-choice questions on exams covering motivation and group/team leadership skills, as well as communication and conflict resolution skills</td>
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<td>Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 90-100%=Excellent 80-89%=Above Avg/Good 70-79%=Meets expectations/Fair 60-69%=Below expectations/Needs improvement &lt;59%=Unacceptable</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
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| 4a. Functional knowledge         | Bi-Annual Assessment Cycle | MGMT 449 - Seminar in Strategic Management  
   *ETS* - Standardized master field test covering core competencies is administered to all students taking this capstone course. | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale. | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded | Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method) |
| 4b. Functional knowledge         | Bi-Annual Assessment Cycle | MGMT 340 - Organizational Behavior  
   26 multiple-choice questions on exams covering motivation and group/team leadership and communication and conflict resolution skills | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale. | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded | Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method) |
| 5. Multicultural awareness       | Bi-Annual Assessment Cycle | MGMT 449 - Seminar in Strategic Management  
   *ETS* - Standardized master field test covering core competencies is administered to all students taking this capstone course. | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale. | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded | Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method) |
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<tr>
<td>6. Informational technology skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>ISDS 265 - Introduction to Information Systems and Applications</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 85-100%=Excellent 70-84%=Good 0-69%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 1) Pre-semester instructor meetings (in process) 2) The continued review of texts used (in process) 3) Students will need to apply concepts rather than retyping formulas (added this semester) 4) Faculty will experiment with various 3-D referencing problems and collaborate (added this semester) 5) Exam difficulty level will be increased, specifically for grouping and summary statistics (in process)</td>
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<td>Outcome: Use information technology to support business analysis and operations</td>
<td>Last assessed: Spring 2011</td>
<td>Students complete two exercises; one in Excel as part of the final exam and one in Access as part of a midterm</td>
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<td>Next assessment: Spring 2013</td>
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<td>7. Global awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
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<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
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<td>Outcome: understand the impact of the global economy and business environment</td>
<td>Last assessed: Spring 2011</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
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<td>Next assessment: Spring 2013</td>
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<td><strong>8. Economic and legal environment knowledge</strong></td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 246-Business and Its Legal Environment</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-70%=Needs improvement</td>
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<td><strong>9a. Communication skills</strong></td>
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<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
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<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and C4 have determined that use of the ETS exam continues to provide the best source of data)</td>
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<td><strong>Outcome: Knowledge about the economic, political, and legal environments in which business operates</strong></td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
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<td><strong>Outcome: Written communication</strong></td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Three tiers of scoring take place: Tier one: instructor of class; Tier two: faculty scorer; Tier three: happens only if first two scores disagree. Scores are aggregated collectively and valued on a 100% scale</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded</td>
<td>Data is currently being collection and reviewed.</td>
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<td>9b. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Scores are aggregated collectively and the mean score, based on a 1-5 scale is produced</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: Targets identified have been addressed and C4, course faculty, and department are satisfied with the results. Next cycle will include maintenance of current methods.</td>
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Outcome: Oral communication

- Last assessed: Spring Fall 2011
- Next assessment: Fall 2013

Trained evaluators visit classes during oral presentations and score based on structure, appearance, eye contact, articulation, kinetics, and slides

Instructors administer, collect data and give to the Assess Coord who aggregates & creates report

Evaluators score assignments using in-house developed rubric. Scores are aggregated collectively and the mean score, based on a 1-5 scale is produced

Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded

Follow-up actions include: Targets identified have been addressed and C4, course faculty, and department are satisfied with the results. Next cycle will include maintenance of current methods.
Distance/Off Campus Education Inventory

None Reported

Grants and Contracts

None Reported
The ISDS department is going through several changes because of a very high rate of attrition in its faculty and staff. This year the department lost several valued faculty and a staff member. A senior faculty and scholar, Dr. Joseph Sherif passed away unexpectedly. Another highly valued faculty, Dr. Zvi Drezner has decided to retire starting next academic year. Another four faculty members have retired from the FERP programs. And, as if this was not enough, the department coordinator, Suzanne Tappe, who served the department for more than 20 years, also decided to retire. Obviously, this has created an immediate need to hire faculty, and a staff position to fill. We have requested 3 new hires in the coming academic year, and cannot wait to work on these as soon as we get the approval.

On a positive note, the enrollment is growing at a steady pace, and our programs are getting the recognition they deserve. Our online MSIT program has been nationally recognized. The US News and World Report has ranked educational institutes based on their online programs. Online Master’s programs were ranked on four categories: (1) Student Services & Technology, (2) Faculty Credentials & Training, (3) Teaching Practices & Student Engagement, and (4) Admissions Selectivity. The MSIT program is ranked, 104 in category 1, none in category 2, 12 in category 3, and 14 in category 4.

This year, our department has made substantial changes to its existing programs. The proposals consist of changes to the BA in Business Administration, MS in Information Systems, and MBA concentrations. Here are a few specific proposals:

1. Create a new concentration, Business Analytics, in BA in Business Administration
2. Program Changes in Management Science concentration in BA in Business Administration
3. Create a new concentration, Business Analytics, in MS in Information Systems
4. Program changes in Decision Sciences concentration in MS in Information Systems
5. Delete e-Commerce concentration in MS in Information Systems
6. Change MBA concentration name from ‘Business Intelligence’ to ‘Business Analytics’

The department has also created another new course, ISDS 351 (Information Technology for Managers) which will be offered as an elective for our majors. Based on input from industry advisory board, we substantially changed ISDS 551 (Information Resource Management) course.

Bhushan Kapoor, Ph.D.
May 14, 2012
Progress Report on Goals for This Past Academic Year (2011-12)

Department Goals for 2011–12:

1. **Student awards for the best class project. Only those classes which get substantial projects can choose to participate. The instructor will conduct the competition.**

   **Outcome Measures**
   Students in at least one class will participate in the competition
   
   **Status**
   Competition for a student award for the best class project has been announced in Dr. Jenny Zhang’s class, ISDS 411.

2. **Forum for Business Analytics and Security Technologies will increase activities involving our students and industry.**

   **Outcome Measures**
   The Forum will hold at least two major activities or events in 2011-12. The Forum will build a database of potential guest lecturers for specialized classes offered in the department.
   
   **Status**
   The Forum held two successful seminars. The building of the database of potential guest speakers is in progress. Keeping in line with direction the department is taking, we have changed the center name to ‘Center for Information Technology and Business Analytics’ (CITBA).

3. **Prepare roadmap of course offerings in the department.**

   **Outcome Measures**
   The department will prepare course offering plans for Fall 2011, Spring 2012, and Summer 2012 terms.
   
   **Status**
   Completed and posted on the department web site.

4. **Substantially improve the department web site.**
Outcome Measures
The new web site will be student focused. For example, we will post the roadmap of course offerings, current semester class schedule, and the top class projects/reports on the web site.

Status
Several new features such as the roadmap of course offerings and current semester class schedule have been added to the web site. Posting of class projects/reports are in progress.

Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence Goals

- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

Department Goals:

- The CITBA center will conduct activities on its new focus, Information Technology and Business Analytics.  
  Outcome Measure: The center will hold at least one seminar and one workshop on Business Analytics for Industry and Students.

- The department will increase the number of student awards for the best class projects.  
  Outcome Measures: Students in at least two classes will participate in the competition. The winning projects will be posted on the department web site for the benefit of other students. The winners will be encouraged to participate in the state and national competitions.

Theme 2: Student Success Goals

- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

Department Goals:

- Continuous improvement in the core courses (ISDS 265, 361A and 361B).
Outcome Measure: Use of online quizzes, videos, innovative assignments, and new features in Titanium, such as Communities.

- The department will prepare fact sheets for the new and revised programs.
  Outcome Measures: Write fact sheets for the new/revised concentrations in Information Systems, Business Analytics, and Decision Sciences.

Theme 3: Intellectual Climate Goals
- Enhance recruitment and retention of high quality and diverse faculty, staff, and students
- Increase support for research and creative activities while maintaining our commitment to teaching and service

Department Goal:

- We seek to hire at least three tenure-track faculty members, one each in the areas of Information Systems, Operations Research, and Business Statistics.
  Outcome Measure: Number of tenure-track faculty hired.

Theme 4: Human Resources, Technology, and Facilities Goals:
- Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators
- Increase interaction among faculty, staff, and administrators to promote an interconnected campus community
- Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations
- Provide clean, navigable, and accessible campus environments
- Improve existing facilities and identify and accommodate future space needs

Department Goal:

- Increase the number of faculty attending professional seminars, workshops, and conferences.
  Outcome Measure: Fund two or three additional faculty members.
Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing “how well” or “how effective” we are in that regard can be defined only after a program articulates “what it expects students to know or be able to do” — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

Assurance of learning and undergraduate program evaluation assessments for the Department of Information Systems and Decision Sciences (ISDS) are maintained by the Core Course Coordinator Committee (C4). This committee is comprised of members from all concentrations within Mihaylo College of Business that students can focus on in addition to their major in Business Administration. Core courses in the ISDS department are included in a bi-annual assessment cycle in order to assess for learning and program evaluation. Members of the C4 review scheduled assessments and make recommendations based on the data presented. Recommendations are taken back to the department for review and discussion and any implementations. The department chair is involved in the process along the way, via informative updates, as well as presentations made to department chairs and College deans. At any given time in the data review process, input can be given by department faculty, department chairs, and college administration.

Both direct and indirect measures are used in these assessments. Direct measures include exams, writing projects, and team projects. Indirect measures include student demographic surveys, student self-evaluation surveys, faculty and staff surveys, and graduating seniors surveys. Data from all assessments are reviewed in the same process: data collection by faculty, compiled by the Assessment and Instructional Support Office, presented to the C4 and then to department, and finally presented to the chairs and deans.

In addition, two graduate programs, MS in Information Systems (MSIS) and MS in Information Technology (MSIT) are offered underneath the Department of ISDS umbrella. Both programs have incorporated assurance of learning and programmatic review assessment systems and the maintenance of these systems primarily rest within the department and the faculty. The MSIS system consists of a tri-annual cycle that includes measurements from exams, oral presentations, solo and team projects, and creation of databases, models, and queries. Data is collected by the instructor, compiled, and shared with the department chair and faculty. Any feedback is incorporated into the next cycle by the instructor(s). The MSIT assessment system is on a semester cycle as students move through the program in an online cohort. Student work is compiled into an e-portfolio that is reviewed each semester to assure student learning and program effectiveness. Since information is conducted solely online, immediate feedback is incorporated and modifications made continuously.
b. Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.
### Program Learning Goals & Outcomes

**1a. Problem solving and critical thinking skills:**
Outcome: Quantitative/Analytical

**1b. Problem solving and critical thinking skills:**
Outcome: Problem solving

**1c. Problem solving and critical thinking skills:**
Outcome: Critical thinking

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<td>1a. Problem solving and critical thinking skills:</td>
<td>Bi-Annual Assessment Cycle</td>
<td>FIN 320 - Business Finance&lt;br&gt;Multiple choice questions from test bank on the final exam measuring the following skills: quantitative/analytical, problem solving, and critical thinking</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question and then per area. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-50%=Needs Improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow up actions include: department reviewing FIN 320 course and considering changes in text, and coverage of content (Review complete and several changes have been implemented; others in process. Example: text publisher agreed to share some chapters with faculty so customizing of delivery can take place)</td>
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<td>1b. Problem solving and critical thinking skills:</td>
<td>Last assessed: Fall 2010&lt;br&gt;Next assessment: Fall 2012</td>
<td>ECON 315 - Intermediate Business Macroeconomics&lt;br&gt;Twelve multiple-choice questions on the final exam selected by course instructors and department chair, placed at end of all exams</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 80-100%=Excellent 60-79%=Good &lt;60%=Needs Improvement</td>
<td>Follow-up action included the implementation of a teacher workshop (Completed the following Spring and several instructors were encouraged to modify pedagogy methods)</td>
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| 2a. Interpersonal relations       | Bi-Annual Assessment Cycle | MGMT 340 - Organizational Behavior  
26 multiple-choice questions on exams covering motivation and group/team leadership skills, as well as communication and conflict resolution skills | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated per area and collectively. Performance standards are measured as follows:  
90-100%=Excellent  
80-89%=Above Avg/Good  
70-79%=Meets expectations/Fair  
60-69%=Below expectations/Needs improvement  
<59%=Unacceptable | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded | Follow-up actions include:  
3) Conduct follow-up survey of instructor to determine potential root causes for decrease in scores  
4) Based on survey results, determine specific measures to improve student retention of key concepts |
| 2b. Interpersonal relations       | Bi-Annual Assessment Cycle | MGMT 246 - Business and Its Legal Environment  
Twenty multiple-choice questions on exams detailing ethical issues and responsibilities as well as legal knowledge | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated per question. Performance standards are measured as follows:  
86-100%=Excellent  
71-85%=Good  
0-70%=Needs improvement | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded | Follow-up actions included instructors desire to have a “bank” of questions available for use on exams that would cover content but allow some flexibility (test bank has been made available and instructors will provide feedback on its usefulness after next cycle is complete) |
| 3. Ethical awareness              | Bi-Annual Assessment Cycle | MGMT 340 - Organizational Behavior  
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<th>Using assessment results/acting on assessment</th>
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<tbody>
<tr>
<td>4a. Functional knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method).</td>
</tr>
<tr>
<td>Outcome: The principles and roles of each of the major business disciplines</td>
<td>Last assessed: Spring 2011</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
<td>who aggregates &amp; creates report</td>
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<td>Next assessment: Spring 2013</td>
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<td>4b. Functional knowledge</td>
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<td>Outcome: The interrelationships of these disciplines within a strategic framework</td>
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<td>5. Multicultural awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 340 - Organizational Behavior</td>
<td>Instructors</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method).</td>
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<tr>
<td>Outcome: Appreciate diversity and understand how workforce and market diversity challenge, benefit, and influence the activities of the organization</td>
<td>Last assessed: Fall 2010</td>
<td>26 multiple-choice questions on exams covering motivation and group/team leadership and communication and conflict resolution skills</td>
<td>who aggregates &amp; creates report</td>
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<tr>
<td>6. Informational technology skills</td>
<td>Bi-Annual Assessment Cycle&lt;br&gt; Last assessed: Spring 2011&lt;br&gt; Next assessment: Spring 2013</td>
<td>ISDS 265 - Introduction to Information Systems and Applications&lt;br&gt; Students complete two exercises; one in Excel as part of the final exam and one in Access as part of a midterm</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 85-100%=Excellent 70-84%=Good 0-69%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 6) Pre-semester instructor meetings (in process) 7) The continued review of texts used (in process) 8) Students will need to apply concepts rather than retyping formulas (added this semester) 9) Faculty will experiment with various 3-D referencing problems and collaborate (added this semester) 10) Exam difficulty level will be increased, specifically for grouping and summary statistics (in process)</td>
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<tr>
<td>7. Global awareness</td>
<td>Bi-Annual Assessment Cycle&lt;br&gt; Last assessed: Spring 2011&lt;br&gt; Next assessment: Spring 2013</td>
<td>MGMT 449 - Seminar in Strategic Management&lt;br&gt; <em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
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<td>8. Economic and legal environment knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 246-Business and Its Legal Environment</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-70%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions included instructors desire to have a “bank” of questions available for use on exams that would cover content but allow some flexibility (test bank has been made available and instructors will provide feedback on its usefulness after next cycle is complete)</td>
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<td>9a. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Three tiers of scoring take place: Tier one: instructor of class; Tier two: faculty scorer; Tier three: happens only if first two scores disagree. Scores are aggregated collectively and valued on a 100% scale</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Data is currently being collection and reviewed.</td>
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<td>Last assessed: Spring 2012</td>
<td>Students upload case-based writing assignments into an online system to allow for online, rubric-based scoring by faculty scorers</td>
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Outcome: Knowledge about the economic, political, and legal environments in which business operates
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<td>9b. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Scores are aggregated collectively and the mean score, based on a 1-5 scale is produced</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: Targets identified have been addressed and C4, course faculty, and department are satisfied with the results. Next cycle will include maintenance of current methods.</td>
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<tr>
<td>Outcome: Oral communication</td>
<td>Last assessed: Spring Fall 2011</td>
<td>Trained evaluators visit classes during oral presentations and score based on structure, appearance, eye contact, articulation, kinetics, and slides</td>
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| Telecommunications requirements necessary to support an organization’s information technology needs | 3-year Assessment Cycle  
Last assessed: Spring 2010  
Next assessment: Spring 2013 | ISDS 550 – Data Communications and Networks  
Multiple choice exam | Instructor administers, collects data and aggregates | Scores are aggregated collectively, reported based on a 100% scale | Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed | Follow-up included: Implement a different pedagogy, possibly a flash video presentation to help students visually comprehend the connection process (Instructor has incorporated several methods to determine which provides the most comprehension) |
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<td>Managerial aspects of an information technology organization</td>
<td>3-year Assessment Cycle&lt;br&gt; Last assessed: Fall 2009&lt;br&gt; Next assessment: Fall 2012</td>
<td>ISDS 552 – Systems Analysis, Design and Development&lt;br&gt; Multiple-choice exam, oral presentation, and a project report</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up action included strategies to emphasize demographic diversity (in process)</td>
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<td>Outcomes include:</td>
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<td>1) Preparation and interpretation of financial statements</td>
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<td>2) People and complex organization management skills</td>
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<td>3) Ethical, professional, and legal standards application within an IT operational environment</td>
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<td>5) Outsourcing application</td>
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<td>Systems development process</td>
<td>3-year Assessment Cycle&lt;br&gt; Last assessed: Fall 2009&lt;br&gt; Next assessment: Fall 2012</td>
<td>ISDS 552 – Systems Analysis, Design and Development&lt;br&gt; 53 t/f, multiple-choice, modeling, and use-case description questions on exam</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up actions include giving more emphasis to system analysis and design to document system requirements in future courses (in process)</td>
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<tr>
<td>Data needs of an organization</td>
<td>3-year Assessment Cycle</td>
<td>ISDS 555 – Business Databases, Design and Processing</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up actions include upgrading content to stay current with upcoming technologies (complete)</td>
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<td>Outcomes include:</td>
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<td>Data modeling project, write-in, and Oracle lab assignments</td>
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<tr>
<td>1) Database design to serve needs of an organization</td>
<td>Last assessed: Fall 2009</td>
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<td>2) Appropriate software selection to operate a database system</td>
<td>Next assessment: Fall 2012</td>
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<td>Programming concepts</td>
<td>3-year Assessment Cycle</td>
<td>ISDS 555 – Business Databases, Design and Processing</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up actions include assigning more programming assignments which students enjoy and assist with skills (complete)</td>
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<tr>
<td>Outcomes include:</td>
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<td>Creation of database and writing queries to retrieve data from a database</td>
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<tr>
<td>1) Write a computer program using fundamental concepts of programming</td>
<td>Last assessed: Spring 2011</td>
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<td>2) Document a program</td>
<td>Next assessment: Spring 2014</td>
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<td>3) Selection of particular computer language for programming application</td>
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<td>Collaboration</td>
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<td>Outcomes include:</td>
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<td>1) Work productively in a team or collaborative setting to achieve common goals</td>
<td>3-year Assessment Cycle</td>
<td>ISDS 550 - Data Communications and Networks Group project</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up actions include requiring an interim report mid-semester to determine if modifications need to be made earlier on in the course (complete)</td>
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<td>Research</td>
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<td>1) Conducting, evaluating, and synthesizing research work to practical settings</td>
<td>3-year Assessment Cycle</td>
<td>ISDS 555 – Business Databases, Design and Processing Literature review, formulate a hypothesis, collect data, analyze, and discussion report</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up actions include continuing with same format. Students enjoyed the project and performed excellently (complete)</td>
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<td>Communication</td>
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<td>1) Effectively present ideas in a logical framework in a variety of forms with proper language structure and mechanics</td>
<td>3-year Assessment Cycle</td>
<td>ISDS 552 – Systems Analysis, Design and Development Advanced topic presentation and project presentation</td>
<td>Instructor administers, collects data and aggregates</td>
<td>Scores are aggregated collectively, reported based on a 100% scale</td>
<td>Results compiled into report and shared with department chair and faculty. Instructor incorporates any feedback or changes needed</td>
<td>Follow-up actions include continuing with same format. Students enjoyed the project and performed well (complete)</td>
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# College of Business & Economics
## M.S., Information Technology

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<td>Accounting and managerial aspects of an information technology organization</td>
<td>Semester Assessment Cycle</td>
<td>The culminationg experience of each student is compiled in an electronic portfolio containing coursework, projects, exams, research papers, and online discussion participation</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
<td>Since data is gathered on a regular basis via online activity and interchange with students, instructors are able to make immediate changes where necessary. The online structure of this program incorporates these type of immediate modifications and it has been successfully incorporated since the program’s inception.</td>
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<td>Telecommunications requirements necessary to support an organization’s information technology needs</td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, exams, and online discussion participation</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
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<tr>
<td>5) Assessing telecommunication needs of an organization</td>
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<td>6) Data and communication network development supervision</td>
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<td>7) Internet use in support of operations</td>
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<tr>
<td>8) Appropriate selection of telecommunication hardware and software</td>
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<tr>
<td>Systems development process</td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, exams, and online discussion participation</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
<td>Since data is gathered on a regular basis via online activity and interchange with students, instructors are able to make immediate changes where necessary. The online structure of this program incorporates these type of immediate modifications and it has been successfully incorporated since the program’s inception.</td>
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<td>3) Analysis of information system needs of an organization</td>
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<tr>
<td>4) Information system design to serve needs of an organization</td>
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<tr>
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<td>Data needs of an organization</td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, and online discussion participation</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
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<tr>
<td>3) Database design to serve needs of an organization</td>
<td>Last assessed: Spring 2011</td>
<td>Courses include: ISDS 552, ISDS 555, ISDS 556</td>
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<tr>
<td>4) Appropriate software selection to operate a database system</td>
<td>Next assessment: Fall 2011</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, and online discussion participation</td>
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<tr>
<td>Programming concepts</td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, and online discussion participation</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
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<td>4) Write a computer program using fundamental concepts of programming</td>
<td>Last assessed: Spring 2011</td>
<td>Courses include: ISDS 405, ISDS 554, ISDS 558</td>
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<td>5) Document a program</td>
<td>Next assessment: Fall 2011</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, and online discussion participation</td>
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<td>6) Selection of particular computer language for programming application</td>
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<td>Electronic Commerce Outcomes include:</td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing coursework, projects, exams, and online discussion participation</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
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</tr>
<tr>
<td>1) Incorporating electronic commerce into an organization</td>
<td>Last assessed: Spring 2011</td>
<td>Courses include: ISDS 553 ISDS 554 ISDS 435</td>
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<td>2) Understanding of marketing, legal, and supply chain issues associated with successful electronic commerce</td>
<td>Next assessment: Fall 2011</td>
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<td>3) Selection of appropriate software and systems to support electronic commerce</td>
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<p>| Collaboration Outcomes include: | Semester Assessment Cycle | The culminating experience of each student is compiled in an electronic portfolio containing the final project | Instructors administer, collect data and aggregates, creating a final report for college/department review | Portfolio scores are aggregated individually and collectively, reported based on a 100% scale | Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning. | Since data is gathered on a regular basis via online activity and interchange with students, instructors are able to make immediate changes where necessary. The online structure of this program incorporates these type of immediate modifications and it has been successfully incorporated since the program’s inception. |
| 2) Work productively in a team or collaborative setting to achieve common goals | Last assessed: Spring 2011 | Courses include: ISDS 553 ISDS 555 ISDS 577 ISDS 435 ISDS 518 ISDS 556 ISDS 558 ACCT 507 | | | |
| | Next assessment: Fall 2011 | | | | |</p>
<table>
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<tr>
<td><strong>Research</strong></td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing the final research paper</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
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<tr>
<td>Outcomes include:</td>
<td>Last assessed: Spring 2011 Next assessment: Fall 2011</td>
<td>Courses include: ISDS 553 ISDS 577</td>
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<tr>
<td>2) Conducting, evaluating, and synthesizing research work to practical settings</td>
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<td><strong>Communication</strong></td>
<td>Semester Assessment Cycle</td>
<td>The culminating experience of each student is compiled in an electronic portfolio containing the coursework, project, exam, and research paper</td>
<td>Instructors administer, collect data and aggregates, creating a final report for college/department review</td>
<td>Portfolio scores are aggregated individually and collectively, reported based on a 100% scale</td>
<td>Students submit critical reviews of program content at a mid-point seminar and at the end of each semester. Instructors gather feedback from portfolios, assess the strength and weakness in the learning outcomes and take appropriate measures to improve teaching and learning.</td>
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<tr>
<td>Outcomes include:</td>
<td>Last assessed: Spring 2011 Next assessment: Fall 2011</td>
<td>Courses include: ISDS 505 ACCT 509 ISDS 551 ISDS 552 ISDS 553 ISDS 555 ISDS 435 ISDS 518 ISDS 554 ISDS 556 ISDS 558 ACCT 507</td>
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<td>2) Effectively present ideas in a logical framework in a variety of forms with proper language structure and mechanics</td>
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</table>
Distance/Off Campus Education Inventory

a. Online programs (50% or more of program course work may be taken online or through a distance modality)

   Master of Science in Information Technology (MSIT)

b. Off-campus programs (50% or more of a program is delivered off campus)

   None

c. New proposals for online and off-campus programs currently under review.

   None

Grants and Contracts

   None Reported
Chair’s Reflection

The Department of Management is the largest department in Mihaylo College of Business and Economics, with over 1000 FTES, over thirty full-time faculty and over forty part-time faculty. The size of the department and the academic diversity of its faculty create unique challenges. However, by focusing on the overarching goal of providing an environment for students’ success, we are able to take advantage of our diversity and create a variety of opportunities for our students. Within the Management concentration, students can choose one of four options as their emphasis: General Management, Human Resource Management, Operations Management, and Legal Studies. In addition, two other concentrations of Entrepreneurship, and Entertainment and Tourism Management (E&TM) are housed in the Management Department. Both are very well received by our students. This collection of concentrations and emphases creates a broad choice for students to better prepare them for their future career. We will continue to improve our offerings by keeping our programs innovative, current, and high quality.

2011-2012
The Department took considerable time to review and revise its constitution. This process raised a variety of questions that should better define and focus on the departmental goals. In an effort to improve our offerings at the MBA level, we developed a concentration in leadership which includes four courses, including two newly designed ones. The concentration has been received with high enthusiasm and is designed to prepare our MBA students for transition into leadership positions more easily. Further, we hired two new tenure-track faculty from very high-quality PhD programs in the area of strategy. The Department, having already thirteen tenure-track faculty, plus the two new additions, has a very high potential to serve students’ needs with high energy and enthusiasm. Finally, to help our students better link to the industry, the E&TM program brought twelve executives and fifty students together in an executive-student mixer.

2012-2013
In 2012-2013 we will continue our efforts to better serve students’ needs in a variety of areas. One area of focus is internship program, with improvements to the department internship policy. Also, the E&TM is to explore the development of an internship class as an elective for the E&TM concentration. To better prepare students for the business needs, the department is exploring offering new concentrations in both undergraduate and graduate programs. For the undergraduate program we will explore the development of Health Care Management concentration, one with very high potential benefits for our students. At the graduate level, we are to explore the development of Corporate Governance concentration; again, an area with very high emphasis in industry. To better serve our community and our students, the Entrepreneurship Center will aim to bring a larger number of client companies for our MBA capstone course, where students work as consultants for these companies. Finally, to improve the quality of our course delivery, the department will review all its undergraduate core courses for consistency of content coverage and teaching approach.

Gus Manoochehri, Ph.D.
May 24, 2012
Progress Report on Goals for This Past Academic Year (2011-12)

Goal #1: Review and revise the department constitution
The Policy Committee has spent a great deal of time on this task. It has worked closely with Jenny Faust, comparing the department constitution with the university policies and prepared a proposal that was considered by the department faculty in its last two meeting of the year. The first meeting discussion led to a modified version that was discussed in the second meeting. Though it was approved in that meeting, it was clear that there are some disagreements on some key issues. These issues are to be addressed in the fall semester.

Goal #2: Review and revise our department MBA curriculum
The department has designed and approved a new MBA concentration, Organizational Leadership. The concentration includes two existing courses and two new ones: Leadership Dynamics and Leadership Power and Influence. The proposal was approved by the MCBE Senate and is to go for University approval.

Goal #3: Recruitment for two positions in strategy and operations
Two new faculty members were hired in the strategy area, but the search in operations did not result in any hiring.

Goal #4: Updating department web-page…
As BlackBoard was being phased out and is to be substituted by Titanium, this goal was put off to next year.

Goal #5: Hold a second Entertainment & Tourism Management student/industry mixer.
On November 10 the mixer was held. Twelve executives met with 50 students in a sit-down round-table discussion group for almost two hours, followed by a 20 minute, free discussion session.

Goal #6: Strengthen collegiality of the department (This was not listed in your list, but it was an important department goal)
Given what the department went through last year, this goal was a top priority and was highly focused on. To improve collegiality, it was decided to have a departmental retreat to discuss the values and guiding principles that would lead to a productive and collegial environment. In our September department meeting Jack Bedell and Sandra Rhoten were invited to discuss collegiality. Before the retreat in
November, faculty input were collected and analyzed. At the retreat the faculty inputs were discussed and a set of guiding principles were developed that were put into a document, “Department of Management Statement of Values.” A copy is attached. Further, we had two departmental potlucks in August and December. Both were well attended. They were held to help develop closer and more collegial relationships among faculty.

**Department Goals and Priorities for 2012-13**

**Theme 1: Academic Excellence Goals**
- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

**Department Goals:**
1. Develop a departmental internship policy to define the requirements and the process for students interested in internship classes.
2. Review all undergraduate core courses for consistency of content and teaching approach, in order to create more consistency and higher quality.
3. Explore development of an internship class as an elective for the E&TM Concentration.
4. Focus on recruiting a larger number of client companies for BUAD 591, the MBA capstone course.

**Theme 2: Student Success Goals**
- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

**Department Goals:**
1. Explore development of an MBA concentration in Corporate Governance.
2. Explore development of an undergraduate concentration in Health Care Management.
3. Organize an executive-student mixer (Meet the Execs) for E&TM students.
Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing “how well” or “how effective” we are in that regard can be defined only after a program articulates “what it expects students to know or be able to do” — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

Assurance of learning and program evaluation assessments for the Department of Management are maintained by the Core Course Coordinator Committee (C4). This committee is comprised of members from all concentrations within Mihaylo College of Business that students can focus on in addition to their major in Business Administration. Core courses in the Management department are included in a bi-annual assessment cycle in order to assess for learning and program evaluation. Members of the C4 review scheduled assessments and make recommendations based on the data presented. Recommendations are taken back to the department for review and discussion and any implementations. The department chair is involved in the process along the way, via informative updates, as well as presentations made to department chairs and College deans. At any given time in the data review process, input can be given by department faculty, department chairs, and college administration.

Both direct and indirect measures are used in these assessments. Direct measures include exams, writing projects, and team projects. Indirect measures include student demographic surveys, student self-evaluation surveys, faculty and staff surveys, and graduating seniors surveys. Data from all assessments are reviewed in the same process: data collection by faculty, compiled by the Assessment and Instructional Support Office, presented to the C4 and then to department, and finally presented to the chairs and deans.

b. Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.
<table>
<thead>
<tr>
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<tr>
<td>1a. Problem solving and critical thinking skills:</td>
<td>Bi-Annual Assessment Cycle</td>
<td>FIN 320 - Business Finance Multiple choice questions from test bank on the final exam measuring the following skills: quantitative/analytical, problem solving, and critical thinking</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question and then per area. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-50%=Needs Improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow up actions include: department reviewing FIN 320 course and considering changes in text, and coverage of content (Review complete and several changes have been implemented; others in process. Example: text publisher agreed to share some chapters with faculty so customizing of delivery can take place)</td>
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<tr>
<td>Outcome: Quantitative/Analytical</td>
<td>Last assessed: Fall 2010</td>
<td>ECON 315 - Intermediate Business Macroeconomics Twelve multiple-choice questions on the final exam selected by course instructors and department chair, placed at end of all exams</td>
<td>Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 80-100%=Excellent 60-79%=Good &lt;60%=Needs Improvement</td>
<td>Follow-up action included the implementation of a teacher workshop (Completed the following Spring and several instructors were encouraged to modify pedagogy methods)</td>
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<td>1b. Problem solving and critical thinking skills:</td>
<td>Next assessment: Fall 2012</td>
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<td>Outcome: Problem solving</td>
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<td>1c. Problem solving and critical thinking skills:</td>
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<td>Outcome: Critical thinking</td>
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| 2a. Interpersonal relations       | Bi-Annual Assessment Cycle | MGMT 340 - Organizational Behavior  
26 multiple-choice questions on exams covering motivation and group/team leadership skills, as well as communication and conflict resolution skills | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 90-100%=Excellent 80-89%=Above Avg/Good 70-79%=Meets expectations/Fair 60-69%=Below expectations/Needs improvement <59%=Unacceptable | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded | Follow-up actions include: 5) Conduct follow-up survey of instructor to determine potential root causes for decrease in scores 6) Based on survey results, determine specific measures to improve student retention of key concepts |
| Outcome: Motivate themselves and others to achieve group and organizational goals | Last assessed: Fall 2010  
Next assessment: Fall 2012 | | | | | |
| 2b. Interpersonal relations       | Bi-Annual Assessment Cycle | MGMT 246 - Business and Its Legal Environment  
Twenty multiple-choice questions on exams detailing ethical issues and responsibilities as well as legal knowledge | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 60-70%=Needs improvement | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded | Follow-up actions included instructors desire to have a “bank” of questions available for use on exams that would cover content but allow some flexibility (test bank has been made available and instructors will provide feedback on its usefulness after next cycle is complete) |
| Outcome: Diagnose and resolve conflict in group and organizational settings | Last assessed: Fall 2010  
Next assessment: Fall 2012 | | | | | |
| 3. Ethical awareness              | Bi-Annual Assessment Cycle | | | | | |
| Outcome: Aware of ethical issues and responsibilities | Last assessed: Fall 2010  
Next assessment: Fall 2012 | | | | | |
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<tr>
<td>4a. Functional knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management <em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
</tr>
<tr>
<td>4b. Functional knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 340 - Organizational Behavior 26 multiple-choice questions on exams covering motivation and group/team leadership and communication and conflict resolution skills</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
</tr>
<tr>
<td>5. Multicultural awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assess cycle to ensure previous actions have been concluded</td>
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<td></td>
<td>Last assessed: Spring 2011 Next assessment: Spring 2013</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
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<td></td>
<td>Last assessed: Fall 2010 Next assessment: Fall 2012</td>
<td>26 multiple-choice questions on exams covering motivation and group/team leadership and communication and conflict resolution skills</td>
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<td>Program Learning Goals &amp; Outcomes</td>
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<td>What evidence to collect (measures &amp; strategies)</td>
<td>Who will collect</td>
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<td>Using assessment results/acting on assessment</td>
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<td>6. Informational technology skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>ISDS 265 - Introduction to Information Systems and Applications</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 85-100%=Excellent 70-84%=Good 0-69%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 11) Pre-semester instructor meetings (in process) 12) The continued review of texts used (in process) 13) Students will need to apply concepts rather than retyping formulas (added this semester) 14) Faculty will experiment with various 3-D referencing problems and collaborate (added this semester) 15) Exam difficulty level will be increased, specifically for grouping and summary statistics (in process)</td>
</tr>
<tr>
<td>Outcome: Use information technology to support business analysis and operations</td>
<td>Last assessed: Spring 2011</td>
<td>Students complete two exercises; one in Excel as part of the final exam and one in Access as part of a midterm</td>
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<td>Next assessment: Spring 2013</td>
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<tr>
<td>7. Global awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
</tr>
<tr>
<td>Outcome: understand the impact of the global economy and business environment</td>
<td>Last assessed: Spring 2011</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
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<td>Next assessment: Spring 2013</td>
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<tr>
<td>8. Economic and legal environment knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 246-Business and Its Legal Environment</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-70%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions included instructors desire to have a “bank” of questions available for use on exams that would cover content but allow some flexibility (test bank has been made available and instructors will provide feedback on its usefulness after next cycle is complete)</td>
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<td>Last assessed: Fall 2010</td>
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<td>Next assessment: Fall 2012</td>
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<td></td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Data is currently being collection and reviewed.</td>
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<td>Last assessed: Spring 2011</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
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<td>Next assessment: Spring 2013</td>
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<tr>
<td>9a. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Three tiers of scoring take place: Tier one: instructor of class; Tier two: faculty scorer; Tier three: happens only if first two scores disagree. Scores are aggregated collectively and valued on a 100% scale</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Data is currently being collection and reviewed.</td>
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<td>Last assessed: Spring 2012</td>
<td>Students upload case-based writing assignments into an online system to allow for online, rubric-based scoring by faculty scorers</td>
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<td>Next assessment: Spring 2014</td>
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<tr>
<td>Program Learning Goals &amp; Outcomes</td>
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<tr>
<td>9b. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Scores are aggregated collectively and the mean score, based on a 1-5 scale is produced</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: Targets identified have been addressed and C4, course faculty, and department are satisfied with the results. Next cycle will include maintenance of current methods.</td>
</tr>
<tr>
<td>9b. Oral communication</td>
<td></td>
<td>Trained evaluators visit classes during oral presentations and score based on structure, appearance, eye contact, articulation, kinetics, and slides</td>
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</table>
Distance/Off Campus Education Inventory

None Reported

Grants and Contracts

None Reported
Chair’s Reflection

As the Department of Marketing, we prepare students for the careers they seek. We not only embrace the strategic positioning plans and practices of the College, we engage critical constituency groups in our program development. Through our Marketing Advisory Council we solicit ideas and information on trends, research, educational and service strategies.

In our efforts to prepare students for their careers, we work on baseline research, that is workforce needs and apply that to our assessment of student preparation in teamwork, leadership, technical communication skills, new technology and strategic applications of technology in our marketing curriculum.

Specific focus for the Department is:
1. Career assistance
2. Networking for students and faculty with outside constituencies
3. Online courses
4. Curriculum Development updates, changes and new topics and initiatives with specific focus on ethics, social corporate responsibility, and critical thinking.
5. A new initiative – Center for 50 and Over Consumer Studies
6. Growth of the Sales Leadership Center
7. Faculty research and its impact on teaching and marketing practices.
8. Explore collaborative innovations with other disciplines.

The overall goal for the Academic year 2012-13 is to build on the department’s brand identity.

Irene Lange, Ph.D.

May 24, 2012
Progress Report on Goals for This Past Academic Year (2011-12)

Department Goals for 2011–12:

1. Curriculum Core 351 – Investigate and implement learning through the use of “pre-learning” delivery method - Kohli
   Status: Faculty continue to work on development.

2. Curriculum Enhancement and Technology Integration Library literacy – web-based approach for course development, course information and integrated sources.
   a. Library literacy web-based course development, syllabus integrated with data bases course.
      Status: Librarians Rob Sage and Mike DeMars provided library-resource links in Fall and Spring Blackboard for classes in select BUAD 201 and 301, MKTG Technology 353 and International MKTG 445. The course-embedded links enabled students to locate databases and internet resources for research projects. In MKTG 353 – use of Media Market Reporter, Mint Global, Census, Business Analyst Online PRIZM.
   b. Sustainability – A course and a module prepared for faculty to add the course (undergraduate or graduate) as an elective course or have a module for all sections of 351 courses – Howard Forman
      Status: It is covered in some courses either briefly or integrated with other materials. The plan is to develop a module on the topic.
   c. Graduate courses – MKTG 519 – suggest cases, simulations, marketing plans and databases. MKTG 596T – Decide which topics to pick for stand alone courses and which additional topics to add – Sunil Thomas
   d. Social Media – to develop a course or a module; decide how to use it – Catharine Atwong
      Status: Social Media used heavily in Marketing 353. A social media module in MKTG 353 covers the following: Assignment on creating professional profile on LinkedIn and connect to CSUF Career Center and professional groups, assignment on posting slide presentation video on LinkedIn profile, assignment to create promotional videos on Youtube, assignment on following professionals on Twitter, lecture on reading materials on business practices and how-to with Facebook and Google+, lecture and reading
materials on Social Media Analytics. A course “Digital Marketing and Social Media” to be offered Summer 2012 – still needs to be integrated throughout the semester.

e. Applied Research – to assess the extent “live” cases are used across marketing courses; type of courses, example of cases across marketing - Neil Granitz
   Status: of the 32 people that answered, 22 were conducting real-life projects. These included service learning projects, interviews with professionals, service audits, entrepreneurial projects, projects for MCBE and consulting projects.

f. Advanced Sales – a course proposal – Christopher Kondo
   Status: Continuing

g. Faculty Research – identify the course and types of research done jointly by faculty with students – Ray Benedicktus
   Status: Chris Kondo – Sukheep Bhandal, MBA student – working title “Inductive vs. deductive learning in marketing classes;” Steven Chen is advising two students outside of courses on “live” marketing research projects – one is to develop a marking plan for a Public viewing Event (Eric Don), and another is to develop a marketing plan for a local dance academy (Nikko Dao); Stuart Atkins advised Kimberly Norsworthy – Spend More to Endure: the correlation between increased advertising spending during recessions and long-term profitability


3. Technology – assess the use across all courses and integrate – Granitz
   Status:
   Teaching with Technology
   - Virtually everyone is using TITANium
   - Virtually everyone is using PPT or Prezi
   - Virtually everyone uses internet sites
   - Virtually everyone uses Library databases
   - About 1/3 of faculty are showing YouTube
   - About 15% of faculty are using Twitter
   - About 10% use Facebook
   - About 10% use blogging software
   - About 5% use LinkedIn
   Teaching About Technology
   - Virtually everyone taught library databases
   - If you taught 353, you taught ESRI, Excel,
   - MediaMark, Google AdWords & Prism
   - If you taught 379 or 370 you taught SPSS,
   - ESRI, MediaMark, Facebook profiling, Excel, Library
   - About 1/3 of faculty are showing YouTube
   - If you taught Advertising, Entrepreneurship, Sales or Internet Marketing, you taught about Facebook, Twitter, LinkedIn, AdWords, SEM, and email Marketing
   - If you taught Business Writing, you taught LinkedIn, PPT And Library

4. Update Website – Steven Chen
   Status: Continuing. New – Guest bureau; a compilation for marketing projects

5. Professional seminar support
   Status: Three faculty attended advanced analytical courses at UCLA

6. Seminar series
   Status: 1) the title of the first seminar (Nov. 4, 2011) was “Marketing to the 50+ Consumer” with Echo Change, Joe Burke, Jacqueline Lauder, and David Kobrinetz. 2) The title of the second seminar (May 4, 2012) was “Designing Products and Services for the 50+ Consumer.” Speakers included Steven Lefler, Don DiConstanzo, and Bonnie Barchichat.
Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence Goals

- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

Department Goals:

- Support excellence in instruction and in the learning environment
  - Develop Certificate in International Marketing
    - Measured by: Offer Certificate in 2013
  - Written assignments to reflect Critical Thinking in Ethics and Social Corporate responsibility
    - Measured by: Numbers

- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
  - Enhance the Core Marketing Course with online video
    - Measured by: 2013 modules
  - Incorporate Topics of Metrics; Review the Coordination of Topics in MKTG 353, 379 and 489
    - Measured by: Review
  - Incorporate Digital and Module Technologies as strategies and hands-on
    - Measured by: Review

- Increase opportunities for student participation in experiential learning and research
  - Enhance Sales Concentration on a Career Path
    - Measured by: Fall 2013
  - Increase the use of outside sponsored projects
    - Measured by: Numbers used

- Expand academic programs aligned with regional commitments and global interests
  - Establish a Center for 50 Plus Consumer Studies
    - Measured by: 2013 - 2014
  - Offer a course and topics on sustainability
    - Measured by: Fall or Spring 2013
Theme 2: Student Success Goals
- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

Department Goals:
- Increase professional development opportunities aligned with career advisement
  - Increase number of Internships
    - Measured by: Numbers

Theme 3: Intellectual Climate
Goals:
- Enhance recruitment and retention of high quality and diverse faculty, staff, and students
- Increase support for research and creative activities while maintaining our commitment to teaching and service
- Identify opportunities for university-community engagement focused on common needs and interests
- Promote global awareness and international experiences
- Strengthen collegial governance to promote engaged decision making

Department Goals:
- Increase support for research and creative activities while maintaining our commitment to teaching and service
  - Coordinator to support faculty research
    - Measured: Identify Faculty

Theme 4: Human Resources, Technology, and Facilities
Goals:
- Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators
- Increase interaction among faculty, staff, and administrators to promote an interconnected campus community
- Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations
- Provide clean, navigable, and accessible campus environments
• Improve existing facilities and identify and accommodate future space needs

Department Goals:

• Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff and administrators
  o Faculty Development Class
    ▪ Measured by: At least two attending workshop

Theme 5: Capacity Building
Goals:

• Advocate for the value, affordability, and accessibility of public higher education
• Identify and implement relevant and sustainable approaches to program and discipline-based goals
• Pursue and manage public and private sources of funds, including external grants
• Develop and implement strategies to increase alumni and community participation and support
• Adopt innovative strategies to improve campus efficiencies and balance environmental, economic, and community needs

Department Goals:

• Develop and implement strategies to increase alumni and community participation and support
  o Review Student Organization in Career Advisement, Career Development
    ▪ Measured by: Coordinators to review
Department of Marketing
~Business Communication~

Annual Report 2011-12

Department Chair: Irene Lange, Ph.D.
(657) 278-2223; ilange@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Department Goals for 2011–12:

1. Development of materials – viewed and online workshops

2. Use of Technology – review and training

3. Integration of Learning Objectives and Outcome Measures across all sections – including a workshop on ESL training

4. Funding and staffing of Tutoring program
   Status: Continuing

Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence Goals

- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

Department Goals:

- Support excellence in instruction and in the learning environment
Since some undergraduate students who transfer into the CSUF do not have the equivalent of BUAD 201 upon entering the MCBE, the course must be made available to them to complement the online degree program.
  - Measured by: Entry/exit diagnostics

Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
  - Students who would like to attend the volunteer-taught Grammar and Style Workshops offered by the Business Communication program often are unable to, due to time conflicts. Using the Soft Chalk software and with the assistance of OASIS, we can prepare online versions of these workshops that students across the MCBE can access at their convenience. Note: if the initial workshops are successful, this may become a recurring item.
    - Measured by: Web-based counter for hits.

Theme 2: Student Success Goals

- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

Department Goals:

- Increase professional development opportunities aligned with career advisement
  - A new model for the existing BUAD 301 Honors course involves students with local businesses preparing communication audits. Ola Carr has been enlisted for help in identifying suitable, interested business people from the Advisory Board or other sources. Note: One of the MCBE’s other objectives is to Develop and implement an integrated communications plan for each stakeholder. There may be a potential to involve the class in this task as well.
    - Measured by: Entry/Exit diagnostic; Satisfaction questionnaire for businesses
  - Incorporate into several writing assignments and assess critical thinking, corporate social responsibility and ethics.
    - Measured by: Number of Cases & Entry/Exit Diagnostic
Department of Marketing

Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

Provided by Mihaylo College
Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing “how well” or “how effective” we are in that regard can be defined only after a program articulates “what it expects students to know or be able to do” — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

b. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

Assurance of learning and program evaluation assessments for the Department of Marketing are maintained by the Core Course Coordinator Committee (C4). This committee is comprised of members from all concentrations within Mihaylo College of Business that students can focus on in addition to their major in Business Administration. Core courses in the Marketing department are included in a bi-annual assessment cycle in order to assess for learning and program evaluation. Members of the C4 review scheduled assessments and make recommendations based on the data presented. Recommendations are taken back to the department for review and discussion and any implementations. The department chair is involved in the process along the way, via informative updates, as well as presentations made to department chairs and College deans. At any given time in the data review process, input can be given by department faculty, department chairs, and college administration.

Both direct and indirect measures are used in these assessments. Direct measures include exams, writing projects, and team projects. Indirect measures include student demographic surveys, student self-evaluation surveys, faculty and staff surveys, and graduating seniors surveys. Data from all assessments are reviewed in the same process: data collection by faculty, compiled by the Assessment and Instructional Support Office, presented to the C4 and then to department, and finally presented to the chairs and deans.

b. Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.
### Program Learning Goals & Outcomes

<table>
<thead>
<tr>
<th>1a. Problem solving and critical thinking skills:</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Quantitative/Analytical</td>
</tr>
<tr>
<td>1b. Problem solving and critical thinking skills:</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Problem solving</td>
</tr>
<tr>
<td>1c. Problem solving and critical thinking skills:</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Critical thinking</td>
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### When to assess

<table>
<thead>
<tr>
<th>Bi-Annual Assessment Cycle</th>
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<tbody>
<tr>
<td>Last assessed: Fall 2010</td>
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<td>Next assessment: Fall 2012</td>
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### What evidence to collect (measures & strategies)

<table>
<thead>
<tr>
<th>FIN 320 - Business Finance</th>
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<tr>
<td>Multiple choice questions from test bank on the final exam measuring the following skills: quantitative/analytical, problem solving, and critical thinking</td>
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<table>
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<tr>
<th>ECON 315 - Intermediate Business Macroeconomics</th>
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<tr>
<td>Twelve multiple-choice questions on the final exam selected by course instructors and department chair, placed at end of all exams</td>
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</table>

### Who will collect

| Instructors administer, collect data and give to the Assess Coord who aggregates & creates report |

### How evidence will be assessed

| Data is collected and aggregated per question and then per area. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-50%=Needs Improvement |

### How closing the loop decisions will be made

| Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded |

### Using assessment results/acting on assessment

<p>| Follow up actions include: department reviewing FIN 320 course and considering changes in text, and coverage of content (Review complete and several changes have been implemented; others in process. Example: text publisher agreed to share some chapters with faculty so customizing of delivery can take place) |
| Follow-up action included the implementation of a teacher workshop (Completed the following Spring and several instructors were encouraged to modify pedagogy methods) |</p>
<table>
<thead>
<tr>
<th>Program Learning Goals &amp; Outcomes</th>
<th>When to assess</th>
<th>What evidence to collect (measures &amp; strategies)</th>
<th>Who will collect</th>
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<tr>
<td>2a. Interpersonal relations</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 340 - Organizational Behavior 26 multiple-choice questions on exams covering motivation and group/team leadership skills, as well as communication and conflict resolution skills</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 90-100%=Excellent 80-89%=Above Avg/Good 70-79%=Meets expectations/Fair 60-69%=Below expectations/Needs improvement &lt;59%=Unacceptable</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 7) Conduct follow-up survey of instructor to determine potential root causes for decrease in scores 8) Based on survey results, determine specific measures to improve student retention of key concepts</td>
</tr>
<tr>
<td>2b. Interpersonal relations</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 246 - Business and Its Legal Environment Twenty multiple-choice questions on exams detailing ethical issues and responsibilities as well as legal knowledge</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-70%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions included instructors desire to have a “bank” of questions available for use on exams that would cover content but allow some flexibility (test bank has been made available and instructors will provide feedback on its usefulness after next cycle is complete)</td>
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<td>3. Ethical awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 340 - Organizational Behavior 26 multiple-choice questions on exams covering motivation and group/team leadership skills, as well as communication and conflict resolution skills</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per area and collectively. Performance standards are measured as follows: 90-100%=Excellent 80-89%=Above Avg/Good 70-79%=Meets expectations/Fair 60-69%=Below expectations/Needs improvement &lt;59%=Unacceptable</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 7) Conduct follow-up survey of instructor to determine potential root causes for decrease in scores 8) Based on survey results, determine specific measures to improve student retention of key concepts</td>
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<td>4a. Functional knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management <em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
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<td>4b. Functional knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
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<td>5. Multicultural awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 340 - Organizational Behavior</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
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<td>6. Informational technology skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>ISDS 265 - Introduction to Information Systems and Applications</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 85-100%=Excellent 70-84%=Good 0-69%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: 16) Pre-semester instructor meetings (in process) 17) The continued review of texts used (in process) 18) Students will need to apply concepts rather than retyping formulas (added this semester) 19) Faculty will experiment with various 3-D referencing problems and collaborate (added this semester) 20) Exam difficulty level will be increased, specifically for grouping and summary statistics (in process)</td>
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<tr>
<td>Outcome: Use information technology to support business analysis and operations</td>
<td>Last assessed: Spring 2011</td>
<td>Students complete two exercises; one in Excel as part of the final exam and one in Access as part of a midterm</td>
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<td>Next assessment: Spring 2013</td>
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<td>7. Global awareness</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and cooperating committee of faculty are currently reviewing the continued use of this exam and will determine whether to continue or identify an alternative method)</td>
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<td>Outcome: understand the impact of the global economy and business environment</td>
<td>Last assessed: Spring 2011</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
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<td>8. Economic and legal environment knowledge</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 246-Business and Its Legal Environment</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated per question. Performance standards are measured as follows: 86-100%=Excellent 71-85%=Good 0-70%=Needs improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions included instructors desire to have a “bank” of questions available for use on exams that would cover content but allow some flexibility (test bank has been made available and instructors will provide feedback on its usefulness after next cycle is complete)</td>
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<td><strong>Outcome: Knowledge about the economic, political, and legal environments in which business operates</strong></td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 449 - Seminar in Strategic Management</td>
<td><em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include review of the efficacy of administering a standardized test that does not allow for instructor input or more current updates (Assessment team and C4 have determined that use of the ETS exam continues to provide the best source of data)</td>
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<tr>
<td>9a. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Three tiers of scoring take place: Tier one: instructor of class; Tier two: faculty scorer; Tier three: happens only if first two scores disagree. Scores are aggregated collectively and valued on a 100% scale</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Data is currently being collection and reviewed.</td>
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<td>9b. Communication skills</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 301/Advanced Business Communication</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Evaluators score assignments using in-house developed rubric. Scores are aggregated collectively and the mean score, based on a 1-5 scale is produced</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded</td>
<td>Follow-up actions include: Targets identified have been addressed and C4, course faculty, and department are satisfied with the results. Next cycle will include maintenance of current methods.</td>
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<tr>
<td>Outcome: Oral communication</td>
<td>Last assessed: Spring Fall 2011</td>
<td>Trained evaluators visit classes during oral presentations and score based on structure, appearance, eye contact, articulation, kinetics, and slides</td>
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<td>Next assessment: Fall 2013</td>
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Distance/Off Campus Education Inventory

None Reported

Grants and Contracts

None Reported
Progress Report on Goals for This Past Academic Year (2011-12)

Department Goals for 2011–12:

1. **Continue development of recruitment communication strategies and coordination of operations**
   Status: Operating systems implemented, and will continue to be refined and strengthened; Communication plans created and implemented into CRM and call systems, in coordination with all levels of contact

2. **Work with Steering Committee, department chairs, and faculty to examine and implement improvements to curriculum and academic support initiatives**
   Status: Work was done to develop proposal for Executive MBA program, a revision of the FEMBA program, development of MBA Learning Objectives, creation of an assessment plan for the MBA Learning Objectives, and a proposal for identifying and developing "graduate level" faculty and teaching methodologies

3. **Examine and evaluate strategies to improve the admission decision process**
   Status: Developed a comprehensive communication plan for applicants including: students are emailed verification of receipt of admission packet; applicants receive email verification once their application is complete and ready for committee review; applicants are notified via email of their admission decision and receive phone calls from the Enrollment Specialist regarding their next steps once admitted; Departmental Graduate Recommendation form are walked over to Admission and Records office and processed within 24 hours. Developed mail processing procedures including: Operations Assistant now processes incoming mail (including preparation of transcripts for GPA calculation); Evaluation Specialist completes all domestic applicant GPA calculations; Applications are prioritized based on admissibility rather than time of application.

4. **Increase use of social media recruitment initiatives**
   Status: Incorporated ad campaigns with Facebook, LinkedIn and other online venues; Implemented Facebook MBA page to market events, program information and Mihaylo brand; Implemented new focus on web awareness to drive prospective students to all Mihaylo social media and web outlets

5. **Continue development and implementation of strategies and tactics of enrollment management**
   Status: Improved operational advantage; began creating systems to manually collect data; increased student support at enrollment level; combined targeted efforts between prospective and enrollment stages; continue to refine marketing and recruitment strategies

6. **Create strategies, action plan, and perform initial implementation of core services for the creation of the MBA Career Center**
   Status: Developed a strategic direction and action plan to support the implementation of services for the MBA Career Management Center including the following: 1) Four recurring seminars were developed with a variety of additional guest speakers to support relevant career
development topics and employment preparation. 2) Increased employer / student interaction through six employer information sessions, three industry networking events, and one recruiter panel. 3) Increase employer relationship development through active involvement in seven diverse MBA associations and networking groups. 4) Researched online career development resources and implemented two of them as part of the process of developing a Mihaylo MBA Career Management Center.

Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence Goals
- Support excellence in instruction and in the learning environment
- Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools
- Use assessment to improve academic programs
- Increase opportunities for student participation in experiential learning and research
- Expand academic programs aligned with regional commitments and global interests

Program Goals:
1) Work with Steering Committee, department chairs, and faculty to examine and implement improvements to curriculum and academic support initiatives
   Measured by: Develop and make recommendations
2) Work with department chairs, faculty, and administration toward development and creation of implementation plan for defined new MBA programs
   Measured by: Develop and implement strategies

Theme 2: Student Success
Goals:
- Provide comprehensive academic advisement and support services
- Increase professional development opportunities aligned with career advisement
- Improve coordination of student services across departments, programs, and divisions
- Increase student engagement in co-curricular activities
- Use assessment to improve student services and programs

Program Goals:
1) Create academic support programs and services to impact persistence and graduation
   Measured by: Develop and implement strategies

Theme 3: Intellectual Climate
Goals:
- Enhance recruitment and retention of high quality and diverse faculty, staff, and students
- Increase support for research and creative activities while maintaining our commitment to teaching and service
• Identify opportunities for university-community engagement focused on common needs and interests
• Promote global awareness and international experiences
• Strengthen collegial governance to promote engaged decision making

Program Goals:
1) Continue to refine and improve recruitment and marketing strategies and coordination of operations
   Measured by: Develop and implement sequence and structures

Theme 4: Human Resources, Technology, and Facilities
Goals:
• Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators
• Increase interaction among faculty, staff, and administrators to promote an interconnected campus community
• Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations
• Provide clean, navigable, and accessible campus environments
• Improve existing facilities and identify and accommodate future space needs

Program Goals:
1) Increase use of social media recruitment initiatives
   Measured by: Develop and implement strategies and initiatives

Theme 5: Capacity Building
Goals:
• Advocate for the value, affordability, and accessibility of public higher education
• Identify and implement relevant and sustainable approaches to program and discipline-based goals
• Pursue and manage public and private sources of funds, including external grants
• Develop and implement strategies to increase alumni and community participation and support
• Adopt innovative strategies to improve campus efficiencies and balance environmental, economic, and community needs

Program Goals:
1) Continue to assess and evaluate strategies to improve the admission decision process
   Measured by: Develop and implement strategies
2) Continue advancement and implementation of strategies and tactics of enrollment management
   Measured by: Develop and implement strategies
3) Create strategies, action plan, and perform initial implementation of core services for the creation of the MBA Career Center
   Measured by: Develop and implement strategies
College of Business & Economics  
Master of Business Administration, M.B.A.

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| 1. Identify and structure business problems and apply analytical and quantitative techniques for decision-making | Bi-Annual Assessment Cycle | ECON 515-Microeconomic Perspective for Managers  
Twelve multiple choice questions are given on an exam which are intended to measure problem solving and critical thinking skills; seven cover problem solving and five cover critical thinking | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated per question and then per area (problem solving and critical thinking). Performance standards are measured as follows:  
74-100% = Excellent  
53-73% = Good  
1-52% = Needs Improvement | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final | 2010 performances indicate students are meeting objectives. Because the subject matter and organization of the course are in the process of change, performance in these areas over the forthcoming years will be actively monitored. These changes will be reflected in the 2012 assessment period. |

2010 performances indicate students are meeting objectives. Because the subject matter and organization of the course are in the process of change, performance in these areas over the forthcoming years will be actively monitored. These changes will be reflected in the 2012 assessment period.
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<td>ISDS 514-Decision Models for Business and Economics Students address 3 case-study questions and complete an exercise covering extensive use of Excel, use of multiple regression in Excel, and data tables in Excel.</td>
<td>Bi-Annual Assessment Cycle Last assessed: Fall 2009 Next assessment: Fall 2011</td>
<td>Data is aggregated individually and collectively. Performance standards are measured as follows: 96-100% = Excellent 78-95% = Good 0-77% = Needs Improvement</td>
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<td>report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
<td>Three follow-up actions were identified: 1) Strengthen theoretical knowledge (have students define problems) and also do more application/interpretation problems. (Implemented by Instructors) 2) Assign more worksheets for homework. (Implemented by instructors) 3) Organize hands-on visits (field trips) to companies. (Not feasible; left up to individual instructors)</td>
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<td>2. Integrate functional knowledge across disciplines to formulate solutions</td>
<td>Bi-Annual Assessment Cycle</td>
<td>BUAD 591-Business Strategy <em>ETS</em> - Standardized master field test covering core competencies is administered to all students taking this capstone course.</td>
<td>Instructors administer, collect data and give to the Assess Coord who aggregates &amp; creates report</td>
<td>Data is collected and aggregated individually and collectively. Results are compared to national standards provided by test developers. Results are based on a 100% scale.</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
<td>Five follow-up actions were identified: 1) Increase number of students assessed (3 sections of the course is offered and assessments will take place in all three) 2) Order item analysis report (under review) 3) Invite feedback on assessment content (several suggestions incorporated into current assessment) 4) Implement incentive for students to take exam seriously (under review)</td>
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| 3. a. Demonstrate and evaluate leadership skills: Assess leadership effectiveness using course concepts and framework | Bi-Annual Assessment Cycle | MGMT 524-Seminar in Organizational Behavior and Administration  
Multiple choice exam is administered to assess people skills and multicultural awareness. Six questions cover multicultural awareness and nine cover people skills. | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated collectively. Performance standards are measured as follows:  
>90% = Excellent  
80-90% = Good  
<80% = Needs Improvement | Summary report generated by Assess Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded. | Four follow-up actions were identified:  
1) Review syllabi to ensure adequate coverage of topics (completed; changes under review)  
2) Review all questions to assess level of practical importance (under review)  
3) Review 95%+ to ensure items are at the appropriate level of difficulty (completed)  
4) Consider introduction of alternative methods for assessing students written work (under review) |
| 3. b. Demonstrate and evaluate leadership skills: Apply leadership skills in a team setting | Bi-Annual Assessment Cycle | | | | | Currently under review/revision |

Currently under review/revision

**Notes:**
- Bi-Annual Assessment Cycle
- Last assessed: Spring 2010  
  Next assessment: Spring 2012

**Summary:**
- MGMT 524-Seminar in Organizational Behavior and Administration provides the assessment content.
- The multiple choice exam evaluates leadership effectiveness, multicultural awareness, and people skills.
- Data collection and aggregation are handled by instructors, who then provide the information to the Assessment Coordinator.
- Performance standards for evaluation are clearly defined.
- Follow-up actions are outlined and include reviews of syllabi, question assessments, and alternative methods for written work evaluations.
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| 4. Identify and frame legal and ethical decisions and interpret the implications | Bi-Annual Assessment Cycle  
  Last assessed: Fall 2010  
  Next assessment: Fall 2012 | MGMT 518-Legal and Ethical Environment of Business  
  Five legal and ethical multiple choice and short answer questions offered and are peer graded using a rubric | Instructors administer, collect data and give to the Assess Coord who aggregates & creates report | Data is collected and aggregated collectively. Results are based on a 1-5 rubric scale and then transferred to 100% scale. | Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded. | Follow-up actions include continued use of the current guidelines with the following suggestions:  
  • Current questions should be supplemented with multiple choice, short answer, and essay questions on both exams AND term papers (exam and term paper content is currently under review; edited version will be ready for next assessment cycle) |
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<th>How evidence will be assessed</th>
<th>How closing the loop decisions will be made</th>
<th>Using assessment results/acting on assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.  b. Assess complexities of managing in a global business environment: Explain implications for individuals when managing a global business</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 524-Seminar in Organizational Behavior and Administration</td>
<td>Instructors</td>
<td>Data is collected and aggregated collectively. Results are based on a 1-5 rubric scale. Mean scores are identified and performance is measured as follows: &gt;3.0 = Good/Excellent 2.0 – 2.9=Avg/Good &lt;1.9=Needs Improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
<td>Follow-up actions identified include: Reconsidering the use of the course to evaluate students’ communication skills; students have not had the opportunity at this point to develop their skills (assessment is no longer completed in this course and is now in a communication-related course)</td>
</tr>
<tr>
<td>6.  a. Communicate Effectively in Oral and Written Form: Design and deliver professional presentations</td>
<td>Bi-Annual Assessment Cycle</td>
<td>MGMT 516-Operations Management</td>
<td>Instructors</td>
<td>Written: One to three-page papers scored using a 1-5 point scale rubric developed by faculty for specific use in written assessments (CLASS rubric) Oral: Presentations ranging 5-15 minutes are observed by third parties and scored using 1-5 point scale rubric developed by faculty for specific use in oral assessments (SPEAKS rubric)</td>
<td>Data is collected and aggregated collectively. Results are based on a 1-5 rubric scale. Mean scores are identified and performance is measured as follows: &gt;3.0 = Good/Excellent 2.0 – 2.9=Avg/Good &lt;1.9=Needs Improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
</tr>
<tr>
<td>6.  b. Communicate Effectively in Oral and Written Form: Employ clear and concise written communications using a legal and ethics case analysis</td>
<td>Bi-Annual Assessment Cycle</td>
<td></td>
<td>Instructors</td>
<td>Written: One to three-page papers scored using a 1-5 point scale rubric developed by faculty for specific use in written assessments (CLASS rubric) Oral: Presentations ranging 5-15 minutes are observed by third parties and scored using 1-5 point scale rubric developed by faculty for specific use in oral assessments (SPEAKS rubric)</td>
<td>Data is collected and aggregated collectively. Results are based on a 1-5 rubric scale. Mean scores are identified and performance is measured as follows: &gt;3.0 = Good/Excellent 2.0 – 2.9=Avg/Good &lt;1.9=Needs Improvement</td>
<td>Summary report generated by Assessment Coord; present to Course Coordinator(s) who determine follow-up actions needed. Additional reports are made to Graduate Committee and Chairs/Deans. All follow-up actions are included in final report and addressed at next point in assessment cycle to ensure previous actions have been concluded.</td>
</tr>
</tbody>
</table>
VI. Research and Specialty Centers Annual Reports
Activities Supported and Special Projects Undertaken by the Center in AY 2011-12


1. Annual Academic Corporate Governance & Reporting Conference
(Funding source: conference registrations)

The Center held the Academic Corporate Governance & Reporting Conference on September 22, 2011 at the Hyatt Regency in Irvine, California. Academics from all over the world were invited to present their papers on accounting, finance and economics, showcasing the most relevant and current studies relevant in the business arena.

2. Tenth Annual SEC Financial Reporting Conference
(Funding source: conference registrations)


The SEC Conference expert panels on financial reporting issues that are the most current and relevant to the business community. In the Tenth Annual SEC Conference, informational panels on Regulations Impacting Company’s Income Tax Exposure, Enterprise Risk Management’s Best Practices, and “Hot Topics” in Accounting featured representatives from prominent firms government agencies including: Deloitte & Touche; Ernst & Young; Financial Accounting Standards Board (FASB); Gibson, Dunn, & Crutcher; Grant Thornton; KPMG; Private Company Accounting Oversight Board (PCAOB); PricewaterhouseCoopers; QLogic, Resources Global Professionals; and Securities & Exchange Commission.

Accounting professionals attending the event were able to earn up to eight hours of Continuing Professional Education (CPE) credit.
3. Second Executive Compensation Conference  
(Funding source: conference registrations)

The Executive Compensation Conference focuses on key executive compensation issues for Compensation Committee Members, Directors, CEOs and other C-Level executives. Key figures and experts in the executive compensation field, such as Carol Bowie, Executive Director of MSCI, and Michael Reznick, Partner of Frederick W. Cook & Co., presented in this conference. In the 2011 Conference, topics were focused on preparing attendees for the 2012 proxy season.

Funds Received – Sources and Amounts

- Private Gifts and Contracts - $26,090.00

Special Projects Planned for AY 2012-13

For the AY 2012-13, the CCRG anticipates undertaking the following activities:

1. Annual Financial Reporting and Governance Academic Conference
2. Eleventh Annual SEC Financial Reporting Conference
3. Third Executive Compensation Conference
Center for Economic Education  
Annual Report 2011-12  

Director: Radha Bhattacharya, PhD  
(657) 278- 3652; rbhattachary@fullerton.edu  
http://business.fullerton.edu/centers/econcenter/  

Activities Supported by the Center in AY 2011-12

<table>
<thead>
<tr>
<th>Project</th>
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<tbody>
<tr>
<td>Beat the Banker</td>
<td>Wells Fargo</td>
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Intellectual Product and/or Special Projects Undertaken in AY 2011-12

<table>
<thead>
<tr>
<th>Project</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat the Banker!</td>
<td>Wells Fargo: February-June 2012: Presentations on Hands on Banking, Financial Fitness for Life and the Stock Market Game</td>
</tr>
</tbody>
</table>

Funds Received – Amounts and Sources

<table>
<thead>
<tr>
<th>Project</th>
<th>Funds received</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Bank Economic Empowerment: Youth IDA and Outcomes</td>
<td>$50,000 November 2011</td>
</tr>
<tr>
<td>Assets for Financial Independence</td>
<td>$150,000 (June 2011-June 2016) for the matching component</td>
</tr>
<tr>
<td>US Bank</td>
<td>$25,000 for the matching component</td>
</tr>
<tr>
<td>Beat the Banker!</td>
<td>$80,000 (June 2011-June 2015)</td>
</tr>
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</table>
## Special Projects Planned for AY 2012-12

<table>
<thead>
<tr>
<th>Project</th>
<th>Planned major activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Bank Economic Empowerment: Youth IDA and Outcomes</td>
<td>Summer Financial Fitness Institute June 18-June 22, 2012</td>
</tr>
<tr>
<td>US Bank Economic Empowerment: Youth IDA and Outcomes</td>
<td>Raise non-federal funds to enable the AFI matching.</td>
</tr>
<tr>
<td>Beat the Banker!</td>
<td>Expand coverage of schools and plan a well-publicized day event for low income schools served by Wells Fargo</td>
</tr>
</tbody>
</table>
Activities Supported by the Center in AY 2011-12

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.

Business Plan Competition: 113 individuals entered a business plan competition with $8,000 in cash and $15,000 in-kind services as prizes. These individuals formed teams and worked on developing their business concepts and presented these concepts to a group of judges comprised of members from the business community, including Steven Mihaylo. Funding was provided by members of the local business community.

Student Consulting Projects: As we have done for over a decade the entrepreneurship program paired teams of students from the entrepreneurship courses with local businesses. These teams formulated plans that helped these businesses improve. In exchange for this consulting work the clients paid a small fee.

Special Projects Undertaken in AY 2011-12

Other Intellectual product, special presentations, and events undertaken during 2010-11:

The Center continues to develop its presence in the social media world. We currently have 322 members on our Facebook Group (http://www.facebook.com/groups/103993131683/), 957 followers on Twitter (https://twitter.com/#!/NewVenturesCSUF) and 360 members on our LinkedIn Group (http://www.linkedin.com/groups/CSUF-Center-Entrepreneurship-1918244?gid=1918244&trk=hb_side_g).

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 1st at the National Small Business Institute Awards while our Graduate level project entry placed 3rd.

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’s relationship with OLLI has significantly grown over the last year as they are providing many great mentors for our students.

The Center is closely aligned with the academic concentration of “Entrepreneurship” which is part of the Management Department. The Center continues to build its cash reserves and to expand its client recruitment effort to support the growth of the MBA program. BUAD 591 is the capstone class for the program and requires a live client engagement for the student consulting process. The Center provides clients for this class.

The recently renewed Board of Directors, along with a solid base of student consulting fees provides the Center for Entrepreneurship continued self-sufficiency.

The Center has begun testing for the Innovation Center with a business that infuses restaurants with a digital ordering system. No funding has been provided to this business but use of our facilities and connections have been extended. The early results are positive and portends good things for a fully functional Innovation Center.

In general, the outlook for the Center is much improved over the last three years despite a tough economy.

Funds Received – Amounts and Sources

Advisory Board, Other membership fees - $29,000
Student Consulting fees - $176,907

Special Projects Planned for AY 2012-12

Business Plan Competition: After the success of the first Business Plan Competition we plan on holding the competition again next school year. Sponsorships are being raised at this time.
Center for Family Business  
Annual Report 2011-12

Director: Ed Hart  
(657) 278-4182; fbc@fullerton.edu  
www.csuffamilybusinesscouncil.com

Activities Supported by the Center in AY 2011-12

- Monthly Center workshops, held in September, October, November, January, February, March, April, and June. (funded by membership and sponsor dues)
- Began process of changing name and branding from Family Business Council to Center for Family Business, to be consistent with the other Centers of Excellence at Mihaylo.
- Successfully launched Los Angeles Chapter of the Center for Family Business in April, with quarterly meetings set to begin in September. (funded by membership and sponsor dues)
- Added 7 new members to the Orange County chapter.
- Added 7 new sponsoring partners to the Los Angeles chapter.
- Successful transition from previous Center Director to current Director.
- Beginning search for new Rick Muth Endowed Chair position, with departure of Tom Schwarz.

Special Projects Undertaken in AY 2011-12

In addition to monthly events in Orange County, and the launch of the LA Chapter, we also held two special events during the 2011 year: July Summer Mixer to introduce new Director (Ed Hart), and December Holiday event to honor retiring Director, Mike Trueblood. December event was funded entirely by donations from members, and friends and family of Mike.

Co-hosted 12th Annual Family Business Awards luncheon with the Orange County Business Journal, resulting in highest number of nominations in the history of the program, and 5 new members of the Center for Family Business.

Funds Received – Amounts and Sources

Advisory Board, other membership fees - $222,269.00
Special Projects Planned for AY 2012-12

- Continuing growth of Center for Family Business in Orange County, with a goal of adding 7 more members in Orange County, and 15 members in Los Angeles.
- Looking at collaborative efforts with one or more university Family Business Centers (details and timing TBD)
- Expect to hire new full time professor to fill vacant position.
- Expect to hire additional full time business development person by end of next fiscal year, to assist with growth of OC and LA chapters, and collaborative efforts (as mentioned above)
- Expand awareness of Center for Family Business on CSUF campus and surrounding communities
- Job Fair on CSUF campus involving only members of our Center for Family Business
  - Building greater synergy between CFB members and CSUF campus
- Possible collaboration with other CSU Schools, specifically CSUN, to assist with the development of Centers for Family Business.
- Looking at further development of Curriculum on Family Business for graduate and undergraduate students
  - Promote our Family Business Course(s) to other schools on campus
Activities Supported by the Center in AY 2011-12

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Special Projects Undertaken in AY 2011-12

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Special Projects Planned for AY 2012-12

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Activities Supported by the Center in AY 2011-12

a. Insurance Day: This past October 18, CIS co-hosted its annual Insurance Day event, which brings insurance company representatives on campus to interact with students planning a career in insurance, as well as those students who might be undecided about their future. These companies donated time, money, and prizes in a tremendous show of support for CIS and CSUF as we prepare students to enter this highly specialized work force. This year’s event, despite some weather-related setbacks, included representatives from 20 insurance and financial services companies and 1000 student and volunteer attendees.

b. Actuary Leadership Forum: In addition to previous career-related workshops, we added a feature presentation by our endowment chair – Dr. Steven D’Arcy. In the forum, we had an executive panel headed by five chief actuaries in life, health, property and auto insurance. The event attracted over 80 actuary professionals, faculty and students. The audience not only have the opportunity to listen to presentations by professional actuaries in such prestigious and well-known companies as Pacific Life Insurance, Farmers Insurance Group, Blue Cross, and the Automobile Club of Southern California, they can also engage with these speakers on a wide variety of actuary-related topics in question and answer periods at each presentation.

c. Jim Gutmann Speaker Series - The Jim Gutmann Speaker Series is a monthly event bringing high-ranking and established insurance, risk management, and financial services professionals to campus to make detailed presentations about their particular roles in their companies and the larger field. Students benefit from the presenters’ accumulated wisdom and enthusiasm for their careers, along with gaining some insight into the industry that they may not have previously considered. One presenter, Khanh Tran, President of Pacific Life, impressed students by demonstrating the ways mergers and acquisitions happens in the insurance industry. Though the topics vary widely, the intent of the events is to bring students and professionals together in a way that both CIS and Jim Gutmann, the donor for whom the series was named, believe to be beneficial to both sides.

d. Global Climate and Catastrophic Risk Forum: The Global Climate and Catastrophic Risk Forum, now in its third year, is an interdisciplinary event that brings together academics and professionals from fields relating to disaster preparedness and risk mitigation due to natural
disasters. It also recognizes researchers for their publications and studies on catastrophic events and the insurance industry.

At this year’s event, the keynotes speaker is Mr. David Thoman, VP of FM Global. His study on catastrophic disasters worldwide provides over 30 faculty, industry professionals and graduate students. The underwriting and claims model presented gave the participants research topics and data. Faculty participated include multiple disciplinary group from math, engineer to economics and finance.

Special Projects Undertaken in AY 2011-12

a. AIC Project - The Asian Insurance Competency (AIC) Report is an annual research project produced by the Center. This report evaluates, through financial documents, calculations, and executive surveys, the competency of insurance companies in ten different countries and regions in Asia.

The AIC Report is published jointly with the 21st Century Annual Finance Summit of Asia and appears in published form in both Chinese and English. As of the time this Centers of Excellence report was drafted, the AIC Research is already underway, under the guidance of Drs. Lu and Xie and managed by Yuan Song, Project Manager.

b. Bluebook - The Bluebook is a new project provided by Chinese Insurance Regulatory Commission. The Bluebook focuses on the overall insurance competency in China. Our center is the leader on the international comparison section. This book will be published by the Chinese Insurance Regulator to guide the Chinese insurance companies for their company-wide development. It is our expectation that the book will increase our center’s visibility significantly in China.

c. Scholarship Award Ceremony - Each year since its inception, the Center for Insurance Studies has provided much-needed scholarships to students. These scholarships are generously donated by our member companies and friends in this local and regional insurance industry. Now more than ever, our students need these funds, and CIS and its donors have indeed risen to the challenge.

The 2012 Scholarship Award Ceremony presented 50 awards to students, awards which totaled in excess of $60,000. These generous scholarships were provided to recipients by representatives of our donor companies, and various emcee duties were filled by Dr. Weili Lu, CIS Director; Dr. Anil Puri, Dean of MCBE; Bill Tutton, President of Tutton Insurance Service; Dr. Don Crane, Department of Finance, CSUF; Professors Al Gorski and Jeff Jolley, Department of Finance, CSUF; and Chris Baggaley, SVP Operations, Auto Club of Southern California.

d. Front & Center - Each year since its inception, the Center for Insurance Studies has participated the university’s Front & Center event. In 2012, there were 40 participates from insurance industry joined us in the reception. Half of them are our board members, and the
other half are potential donors brought to us by our board members. The reception was important for our fund raise campaign cabinet because the potential donors usually become more interested in our program through the event.

Special Projects Planned for AY 2012-12

- Jim Gutmann Speaker Series (monthly throughout the year)
- LA Risk Management Forum (10/17/2012)
- Actuary Leadership Forum (04/9/13)
- Insurance Day (10/10/12)
- Front & Center (02/xx/13)
- Scholarship Award Ceremony (04/26/13)
- AIC Project
- Bluebook
Activities Supported by the Center in AY 2011-12

a. Promotion of study abroad programs that take place through/in the Mihaylo College of Business & Economics, such as: Business Europe Study Tours (BEST): A summer program wherein collaboration with German and French universities, students visit four countries and businesses therein; Business Study for Honors Students - A winter program at Audencia School of Management in Nantes, France where students visit French businesses and complete projects; China - Visit major centers in summer and write a paper.

b. Coordinate international programs with the university Associate Vice President for International Affairs; serve as the college’s representative on various university committees such as International Program Advisory Group - Campus-wide group to promote and integrate international activities for students and faculty; Study Abroad Committee - University as a whole is committed to increasing the amount of students in various study abroad activities; and Brazil Steering Committee - This committee is involved in obtaining grants to partner with Brazilian universities and exchange students and faculty.

Special Projects Undertaken in AY 2011-12

Together with the small business development center, assisted in preparation for the global trade summit.

Funds Received – Amounts and Sources

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<th>Vendor</th>
<th>Description</th>
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<td>26.01</td>
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</tbody>
</table>
Special Projects Planned for AY 2012-12

- Enhance students experience by providing opportunities to partner with local businesses and solve real-world problems. Included in this experience would be the partnering of the local businesses with foreign suppliers/customers. This will take place through video conferences through a partner academic institution in a foreign country. The objective would be to generate solutions to trade issues thereby increasing international trade while simultaneously giving the students experience in practical problem solving.

- Expose more students to the opportunities of study abroad.

- Increase the involvement of faculty by giving opportunities to internationalize their curriculum.

- Partner with a business to provide ongoing educational opportunities for local businesses to maintain and increase their international skills.
Center for Leadership
Annual Report 2011-12

Director: Jay Barbuto, PhD
(657) 278-5170; Leadership@fullerton.edu
http://business.fullerton.edu/centers/leadershipcenter/Default.htm

Activities Supported by the Center in AY 2011-12

--Development of Advisory Board for the Center for Leadership

--Spring Conference: Leading Ahead of the Curve: Preparing Organizations for the New Economic Landscape – Friday, May 4, 2012 at CSUF Irvine campus

--MBA Concentration in Organizational Leadership – The Organizational Leadership concentration includes two new courses – Leadership, Power and Influence and Dynamics of Effective Leadership in Organizations.

--Executive MBA Collaboration – Executive Coaching -- Creating a model for executive coaching with intensive programming and one-one-one coaching sessions with members of the OB Faculty affiliated with the Executive MBA program and Center for Leadership. The Executive MBA has not yet started, but preliminary dialogues have occurred.

--Bringing Learning to Work -- This program is designed to connect the faculty expertise at Cal State Fullerton with Orange County companies with a series of “Lunch & Learn” topics. Companies can assemble their own customized series of programs from the many topics offered. Sessions are being marketed starting May 2012 and will continue for several months.

--Leadership Scholars Program -- Undergraduates and recently graduated alumni may apply. Students will develop leadership skills; attend leadership training and executive keynotes; shadow an executive; and give a professional presentation to other faculty and scholars. Businesses partnering in this program may include Experian, Edwards Lifesciences, Honda Center, Anaheim Ducks, Disneyland, Disney Studios, Allergan, St. Jude Medical Center, Pacific Life, Oakley, AMN Healthcare, Emulex, Resources Global Professionals, and UPS.

Special Projects Undertaken in AY 2011-12

--Inaugural Meeting of Center’s Advisory Board – Jan. 18, 2012 – CSUF Irvine Campus
--Leadership Conference – May 4, 2012 – CSUF Irvine Campus (program attached)
Funds Received – Amounts and Sources

Private Gift - $3600.00
Other Endowed Income - $900.00

Special Projects Planned for AY 2012-12

--Board of Advisors meeting – August 22, 2012
--Spring Conference – TBD
--Leadership Scholars Program – Rollout – Fall 2012
--Executive MBA Program – Planning and Collaboration
--Development of Board of Directors
--Undergraduate Concentration – dialogues with relevant faculty
Activities Supported by the Center in AY 2011-12

The major focus of the Entertainment & Tourism Management Center for AY 2011-12 was expansion in the tourism/hospitality area. During the year, five new major Orange County hotel/resorts were added to our growing list of industry partners. These are: The Island Hotel, Pelican Hill Resort, the Fairmont Newport Beach; The Waterfront Hilton, and the Ritz-Carlton Laguna Niguel. In addition, the president of the Irvine Company’s resort properties joined the ETM advisory board. This has already resulted in student internship and job offers in this area.

In addition, the center added a Facebook page, added Twitter site, and saw significant expansion of the affiliated student club, Behind the Scenes

Special Projects Undertaken in AY 2011-12

- Student Industry Mixer, November 2011
- Advisory Board meeting and dinner, November 2011
- Media Human Resources panel for students, November 2011
- Hospitality Human Resources panel for students, April 2012
- Student Industry Mixer, April 2012
- Advisory Board meeting and dinner, November 2011, funded by The Walt Disney Company

Funds Received – Amounts and Sources

- Cash donations - $2358.30
- Advisory Board Membership Fees - $2500.00
Special Projects Planned for AY 2012-12

Activities:

- Student Industry Mixer, November 2012
- Advisory Board meeting and dinner, November 2012
- Media Human Resources panel for students, November 2012
- Hospitality Human Resources panel for students, April 2012
- 5th Anniversary Alumni and student celebration, April 2013

Projects:

- Launch a major fund raising effort
- Study a two track curriculum approach – entertainment and hospitality. Included in this study look at special courses like a speaker series or including internships with the elective selection.
- Support student development workshops (Resume workshop, Interview techniques/etiquette, Mock interviews, internships, etc.)
- Continue to support expansion of the student
Activities Supported by the Center in AY 2011-12

The IEES continued to seek and receive grants from both private and public sources during AY 2011-2012. Major developments included the Annual Economic Forecast, the Midyear Update, Orange County International Trade Forecasts, and Inland Empire International Trade Forecasts. The Institute continues to issue updates of the Southern California Leading Economic Indicator and the Orange County Business Sentiment Index. All activities received significant press coverage in news articles as well as editorials. The Forecast (both the annual and midyear updates) were cited extensively by a number of news media such as: the Los Angeles Times, the Orange County Register, the Orange County Business Journal, and OC Metro. The Southern California Leading Indicator and the Orange County Business Sentiment Index also received widespread press coverage both in press and electronic media. Institute-affiliated faculty continue to be regular sources for reporters on current economic topics.

Special Projects Undertaken in AY 2011-12

- **Project Title:** Economic Outlook and Forecasts  
  **Website:** http://business.fullerton.edu/centers/iees/  
  **Investigators:** Anil K. Puri and Mira Farka  
  **Funding Source:** IEES and OCBC  
  **Report:** 60 page report  
  **Presentation:** Economic Forecast Conference, October 27, 2011  
  **Press Coverage:** Orange County Register, Orange County Business Journal, OC Metro  
  **Description:** The annual fall Economic Forecast Conference, in partnership with the Orange County Business Council and US Bank, was presented in October 2011 to a sold-out audience of over 1,000 attendees. Evaluations continue to be strongly positive.

- **Project Title:** Midyear Update: Economic Outlook and Forecasts  
  **Website:** http://business.fullerton.edu/centers/iees/  
  **Investigators:** Anil K. Puri and Mira Farka  
  **Funding Source:** IEES and OCBC  
  **Report:** 6 page report  
  **Presentation:** Midyear Update: Economic Forecast Conference, April 19, 2012  
  **Press Coverage:** Orange County Register, OC Metro  
  **Description:** The midyear Forecast Conference was held in April, in partnership with Commerce Bank.
- **Project Title:** International Trade Economic Forecasts: an Overview of Orange County and Southern California Exports  
  **Center:** IEES, SBDC, and Center for Insurance Studies  
  **Website:** http://business.fullerton.edu/centers/iees/  
  **Investigator:** Mira Farka and Adrian R. Fleissig  
  **Report:** 56 page report  
  **Presentation:** Global Trade Summit, December 1, 2011  
  **Press Coverage:** Orange County Register, OC Metro

- **Project Title:** Inland Empire International Trade Forecasts  
  **Center:** IEES and SBDC  
  **Website:** http://business.fullerton.edu/centers/iees/  
  **Investigator:** Mira Farka and Adrian R. Fleissig  
  **Report:** 56 page report  
  **Presentation:** Inland Empire International Trade Conference  
  **Press Coverage:** PE Enterprise, North County Times

- **Project Title:** County of Riverside Economic Forecasts and Outlook  
  **Center:** IEES  
  **Website:** http://www.countyofriverside.us  
  **Investigator:** Mira Farka and Adrian R. Fleissig  
  **Funding Source:** County of Riverside  
  **Total Funding received:** $24,500  
  **Report:** 96 page report  
  **Presentation:** Board of Supervisors, County of Riverside, May 1, 2012  
  **Press Coverage:** PE Enterprise, North County Times

- **Project Title:** Southern California Leading Indicator  
  **Center:** IEES  
  **Website:** http://business.fullerton.edu/centers/iees/  
  **Investigator:** Adrian R. Fleissig  
  **Reports:** Four quarterly reports (3 pages) in February, May, Aug, Nov  
  **Press Coverage:** Orange County Register, OC Metro, San Diego Tribune, PE Press Enterprise, North County Times

- **Project Title:** Orange County Business Expectations Index  
  **Center:** IEES  
  **Website:** http://business.fullerton.edu/centers/iees/  
  **Investigator:** Anil K. Puri  
  **Reports:** Four quarterly reports (2 pages) in February, May, Aug, Nov  
  **Press Coverage:** Orange County Register, OC Metro, San Diego Tribune, PE Press Enterprise, North County Times

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**PRESENTATIONS**

- **Organization:** CSUF and OCBC Economic Forecasts  
  **Speaker:** Anil K. Puri and Mira Farka  
  **Title:** Where is my Boom? Growth and Sustainability in the New Economy  
  **Date/Location:** October 27, 2011, Irvine, CA

- **Organization:** Fullerton Chamber of Commerce  
  **Speaker:** Mira Farka  
  **Title:** Recovering from the Recovery  
  **Date:** November 2011, Fullerton, CA

- **Organization:** Richey Advisors Inc.  
  **Speaker:** Mira Farka  
  **Title:** The fate of the US Recovery  
  **Date:** November 2011, Fullerton, CA

- **Organization:** PIHRA District 8  
  **Speaker:** Mira Farka  
  **Title:** Surviving the Recovery: Implications US for and OC
Funds Received – Sources and Amounts

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. Grants and contracts budgets are managed by the Auxiliary Services Corporation and are not part of the IEES operating budget.

Special Projects Planned for AY 2012-12

The primary goal of the Institute for 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 in academic journals. An expanding group of faculty members is now successful in seeking external funding. Some are sought out by private and public agencies to conduct work in their areas of expertise.

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 national and regional economy and related policy issues. The forecast and economic indicators will continue to be important parts of this effort. 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.

The Institute is ready to launch its newly designed webpage complete with easy-to-access report pages, full media citations, twitter feed, faculty bios, research publications, and other important links.
It is important to note that the nature of most IEES research is such that it may oftentimes be hard to fully plan ahead regarding precisely which opportunities we will pursue because we typically respond to RFPs, or to informal solicitations from funding sources. However, a few projects are already in the works, and are expected to continue in the coming academic year, as listed below:

- **Project Title:** Economic Outlook and Forecasts  
  **Investigators:** Anil K. Puri and Mira Farka  
  **Funding Source:** IEES and OCBC

- **Project Title:** Midyear Update: Economic Outlook and Forecasts  
  **Investigators:** Anil K. Puri and Mira Farka  
  **Funding Source:** IEES and Commerce Bank

- **Project Title:** County of Riverside Forecast and Economic Outlook  
  **Investigators:** Mira Farka and Adrian R. Fleissig  
  **Funding Source:** County of Riverside

- **Project Title:** Hispanic Business Impact on the California Economy  
  **Investigators:** Mira Farka, Adrian R. Fleissig, Priscilla Lopez, and Laura Gil-Trejo  
  **Funding Source:** California Hispanic Chamber of Commerce

- **Project Title:** International Trade Economic Forecasts: an Overview of Orange County and Southern California Exports  
  **Investigators:** Mira Farka and Adrian R. Fleissig  
  **Funding Source:** IEES

- **Project Title:** Inland Empire International Trade Economic Forecasts  
  **Investigators:** Mira Farka and Adrian R. Fleissig  
  **Funding Source:** IEES

- **Project Title:** San Bernardino Department of Workforce Development: Return On Investment Study  
  **Investigators:** Adrian R. Fleissig and Laura Gil-Trejo  
  **Center:** IEES and the Social Science Research Center (SSRC) at CSUF  
  **Funding Source:** County of San Bernardino  
  **Student Hiring:** 10-15 students will be hired to work on the project

- **Project Title:** Southern California Leading Indicator  
  **Investigators:** Adrian R. Fleissig  
  **Center:** IEES

- **Project Title:** Orange County Business Expectations Index  
  **Investigators:** Anil K. Puri  
  **Center:** IEES
Activities Supported by the Center in AY 2011-12

a. We redeveloped the RELUI website to incorporate social media and news feeds
b. We hosted an IREM Program for students - a no cost event on campus
c. We hosted a CREW Program for students - a no cost event on campus
d. ARGUS Training Program - training sales to industry participants, free to students
e. Commercial Real Estate 2012 Program - industry audience, funded through ticket sales (total sales of 150 tickets)
f. RELUI Scholarship Program - student scholarships funded by RELUI Endowment, approximately $10,000 disbursed
g. We entered into a Memorandum of Understanding agreement to collaborate with the Institute of Real Estate Management on real estate education programs.

Special Projects Undertaken in AY 2011-12

Multiple research papers were published. A full list is available upon request. Both Professor Lin and Professor LaCour-Little received recognition for their scholarly research. In addition, Professor LaCour-Little was appointed to the CoreLogic Academic Research Council and recognized as Academic Member of the Year by the Institute of Real Estate Management - Orange County Chapter in 2011.
Funds Received – Amounts and Sources

We received approximately $10,000 from the State of California Real Estate Education Endowment Fund and that dollar amount in scholarships was disbursed in 2011-2012. We do not handle any of these funds as they are sent directly to students based on our recommendations. In addition, we received a $3,000 Program Improvement Grant from Sacramento, none of which was spent, since it was inadequate to fund any project. We have requested that funds be carried over to 2012-2013. On Feb 16, 2012, we were informed that we had received a $25,000 (CAMPUS PROG 9000-INTRAFU) from the Dean’s office to support ongoing activities.

Special Projects Planned for AY 2012-12

Continue annual program in commercial real estate for industry audience.

Continue ARGUS training program for industry and students.

Continue scholarship program, subject to funding from the RELUI endowment.

Develop specific set of initiatives in cooperation with IREM-OC in accordance with MOU, including the possibility of offering a property management course at MCBE.

We are also currently working with our advisory members Bob Taylor and Bob Osbrink from REMM international to develop real estate training program for scholars, government officials, and real estate professionals from China.
Activities Supported by the Center in AY 2011-12

a. 3 career panel discussions & a Professional Sales Career Fair  
b. Advisory Board meeting  
c. Awards Ceremony  
d. Scholarship program (nine scholarships awarded totaling $10,500)  
e. Sent student team to Western States Collegiate Sales Competition  
f. Five workshop style classes offered:  
   • Basic Sales Training Class  
   • Sales Skills for Leadership  
   • Sales Skills for Interviewing  
   • Sales Skills for Consumer Products  
   • Sales Management  

Special Projects Undertaken in AY 2011-12

Kondo, C. T., Donoho, C., Sherwood, S. (2012). A comprehensive view - what can we do to prepare our students for careers in sales. Presented as part of a panel discussion which I organized. Marketing Educators Association 2012, Marketing Educators Association, Long Beach, CA.


Funds Received – Amounts and Sources

Endowment - $2000.00  
Advisory Board Membership Fees - $35,000.00
Special Projects Planned for AY 2012-12

- Assess workshop style classes and decide which ones to offer next year.
- Continue career programs
- Continue scholarship program
- Expand number of sponsors.
- Complete fund raising for Sales Communications Lab
- Created sales emphasis
- Create advanced selling class
About the Center

The Orange County / Inland Empire SBDC Network is funded in part through a cooperative agreement with the U.S. Small Business Administration and California State University Fullerton and extended to the public on a non-discriminatory basis. The Orange County/Inland Empire Regional SBDC Network stimulates economic growth in Orange, San Bernardino and Riverside counties by providing small businesses and entrepreneurs with expert consulting, effective training and access to resources.

Special Projects Undertaken in AY 2011-12

Monthly workshops (average 17) held in various locations provide guidance in business-related areas (i.e., How to Start Your Small Business, QuickBooks for Beginners, Marketing Your Small Business, Federal and State Basic Tax Payroll, Success on the Web)
Small Business Institute
Annual Report 2011-12

Director: John B. Jackson
(657) 278-3464; jackson@fullerton.edu
http://business.fullerton.edu/centers/cfe/sbi.htm

About the Center

The Small Business Institute (SBI) at California State University, Fullerton (CSUF) is hosted by the Mihaylo College of Business and Economics (MCBE) and is managed by the college’s Center for Entrepreneurship (CFE). The purpose of the SBI is to strengthen the small business sector of Orange County's free enterprise system through increasing the effectiveness and impact of small business teaching, consultation, and research at the University.

The students are MBA students or graduating seniors majoring in business. The students form consulting teams and work like apprentices, closely supervised by a select group of experienced faculty experts. In addition, many undergraduate teams are coached by volunteers -- Entrepreneurs in Residence, Executives in Residence, and members of the Service Corps of Retired Executives (SCORE). Faculty grade students on the practical results they achieve for the client. In addition, many undergraduate teams are coached by volunteers -- Entrepreneurs in Residence, Executives in Residence, and members of SCORE.

The SBI is a non-profit program, mandated to be self-supporting. To continue this award winning outreach, our program relies on affordable client fees, donations from alumni, community entrepreneurs, and supporters of entrepreneurship. In addition, volunteers serve our organization by giving of their valuable time and energy.

Awards AY 2011-12

- Fortis Resource Partners – Undergraduate National Champion!!
- Connection III Entertainment National Top 10 Corporation - Undergraduate