

**College of Business and Economics  
California State University, Fullerton**

**AACSB Annual Maintenance Report  
AY 2004 – 05**

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**Section 1 - Progress Update**

Systematic planning at the College of Business and Economics at CSU, Fullerton has been a standard practice that guides the College's operation and administration. In 2001 – 02, an annual strategic planning process was instituted to evaluate the College's progress in achieving its short- and long-term goals. A detailed analysis of the College's external and internal environment laid the foundation for the comprehensive strategic planning framework that was adopted.

The 2004 – 05 academic year was the third year of our annual planning process. Each year, the College produces an annual report that assesses the success of its activities within the strategic plan, as well as its progress towards achieving the College's vision and mission. This is a collaborative and interactive process involving the faculty, staff, students, alumni and external stakeholders. The planning activities drive resource allocation and the agenda of the College in fulfilling its vision and mission.

Three key areas, as established in the original planning analysis, continue to be the Guiding Themes of our continuous improvement process: Program Quality, Balance of Theory and Practice and Technology Integration. Resources were allocated to focusing on these goals and responsibilities were assigned and timelines set for completion of tasks or development of programs to ensure excellence in these three areas that define our College.

**Program Quality** - Programmatic student learning objectives established in 2001 – 02 continued to be tracked through the College's value-added, longitudinal study approach to assessment. Each year student learning outcomes are measures for a number of learning objectives (see Appendix A for BA, Business Administration Assessment Plan).

Based on the College of Business and Economics' Mission Statement and Learning Objectives for the BA, Business Administration, the following assessment actions were taken during the 2004-2005 academic year:

- **Functional Business Knowledge (ETS) Testing** - One hundred thirty-eight incoming freshmen, six sections of Advanced Business Communication (BUAD 301) and seven sections of Strategic Management (MGMT 449) were tested to determine pre- and post-program knowledge in the following areas: core course knowledge, communication, critical thinking, ethics and social responsibility, complex decision-making, interpersonal and leadership skills, technology/computer skills, global perspective, and cross-functional perspective. The test results are attached as Appendix B.

- **Written Communication Skills Testing** – Plans were developed to test approximately 200 students during the fall 2005 semester to measure the pre- and post-program written communication knowledge and skills of our students. To follow-up on the 2003 testing, Writing across the Curriculum efforts were developed in Economics and Accounting and faculty members across disciplines agreed to use the rubric developed and tested for inter-rater reliability by the Business Communication faculty to ensure consistency in grading and to send a unified message about what is important in written communication.
- **Oral Communication Skills Testing** – Based on the assessment of 158 undergraduate students, it was determined that the oral communication skills of that set were adequate. The details follow:

Rubric 1: Organization of Content

Scale: 1 – 3, with 1 = poor, 2 = fair, 3 = good  
 Range of Scores: 2.45 – 2.82

Rubric 2: Characteristics of an Effective Communicator

Scale: 1 – 4, with 1 = ineffective, 2 = adequate, 3 = effective, 4 = outstanding  
 Range of Scores: 2.69 – 2.97

Because of the proven positive inter-rater reliability of the rubrics, a modified rubric incorporating the elements of both grading tools will be used throughout the curriculum to ensure consistency in grading and to provide students with a clear message about what is valued in oral communication.

- **2004 Graduating Senior Survey** – Out of 1,700 surveys sent, 366 graduates responded, for a 22 percent response rate. Overall student satisfaction with the education received was 3.64 (out of 5); this figure is down from 3.73 in 2003. In response to the survey results, specific action was taken in Placement Services, Faculty/Student Interaction, Business World Interaction Opportunities, and Business Ethics Awareness.
- **2004 College Advising Center Survey** – Using electronic technology, all College of Business and Economics students were surveyed (over 6,500). Of this number, 550 messages were undeliverable; however 594 students responded for a 10 percent response rate. On a scale from 1 – 5 (1 = very dissatisfied to 5 = very satisfied), the range of responses was lowest (3.45) for Waiting Period and highest (4.06) for Listening Skills. Although the Waiting Period number was low, it has improved significantly from 2002's figure of 2.85. Significant changes were made in advisor-student interactions and waiting room improvements to help improve student satisfaction in that area.

Along with BA, Business Administration program activities, assessment activities were also focused on the MBA and BA, International Business. Details include:

- **MBA Administration / Assessment Plan** - As part of the overall MBA update, the ETS will be used as part of the MGMT 591 capstone course to measure the learning of all graduating MBA students starting with the 2005-06 academic year.

In addition to an assessment plan, the administrative structure was revamped. The College hired a Graduate Programs Coordinator and a Graduate Admissions Evaluator to help improve the administration and marketing of the College's graduate programs.

- **BA, International Business Assessment** – Although International Business students take the same gateway assessment classes (BUAD 201 / 301) as general business students, their capstone course is different (MGMT 480 – Global Strategic Management versus MGMT 449 – Strategic Management). Therefore, to obtain post-test assessment information on International Business students, the ETS will be administered to MGMT 480 students starting fall 2005.

Along with continuous improvement efforts, the College approved an Entrepreneurship concentration to meet the expanding market needs for professionals with this background.

In development efforts to fund program quality, faculty research, and student educational needs and facilities, the College secured \$2.9 million in cash gifts from private sources; this total represents an increase of 107 percent over the previous year's gifts of \$1.4 million. The \$2.9 million in cash gifts was comprised of:

- Steven G. Mihaylo Hall - \$1.2 million
- Endowment - \$700,000
- Undesignated Gifts for Campaign - \$200,000
- Programs - \$800,000

Faculty development efforts were also upgraded with the implementation of faculty database to help the College track the academic and professional activities of our faculty. This information will be very helpful in our development of a five-year faculty resource plan, including a recruiting program and package.

**Balance of Theory and Practice** – Preparing our graduates to work effectively requires significant investment of faculty, students and curriculum. Commitment to faculty to encourage both scholarly and pedagogical research is a cornerstone of the College strategic plan as is the focus on preparing students for the workplace by providing opportunities for practical experience and access to internal study programs.

For the 2004 – 5 academic year, the College's internship breakdown is as follows:

2004 – 05 Internships	
Accountancy (MA):	32 academic internships; 106 internships
Business Administration:	190 academic internships; 186 internships
Economics:	38 academic internships; 104 internships
International Business:	44 academic internships; 104 internships
Taxation:	30 academic internships; 100 internships

Career advising and mentoring is an ongoing process. Marketing has the Honors Networking program and the Executive Council provides a mentoring program. The Economics and Finance Associations have taken leadership roles in this area for their select concentrations. Accounting has relationships with the major firms in the area to place students in internship programs. In addition, the College continues to draw on the Professor for a Day, Dean's Advisory Board, and Executive Council databases for speaker events.

With the help of Dean-sponsored scholarships, 35 students were able to participate in the BEST program. The students studied in various locations in Europe broadening their global business experience.

In another effort to balance theory and practice, the University sponsored a program initiative allowing the College to further expand the Writing Across the Curriculum program.

To further enhance student involvement in the College's decision making processes, students were selected for committee placement and there was a reinforced commitment to Business Inter-club Council student representation on the College Senate. There was increased student involvement in the Steven G. Mihaylo Hall project; students actively served on committees to provide input into spaces specific to student activities and services.

**Technology Integration** – The Information Systems Decision Making Sciences department obtained the necessary support to supply lap top computers to students to enhance the classroom learning experience allowing for hands-on practice to improve knowledge and skills. In addition, the College funded the development of a dual-purpose classroom, bringing the total number of classroom computer labs to seven (approximately 210 stations total), one being a networking lab specifically set-aside for students learning hardware networking skills. The College also supports a 75-station shared computer lab for students to use for homework and electronic research needs. Students on the College's Irvine campus have access to the same technology services and equipment that is offered on the main Fullerton campus.

Along with computer classrooms and shared homework labs, the College also sponsors a student tutoring center allowing students to receive one-on-one assistance with Accounting, Economics, Information Systems Decision Making Sciences, Business Writing, and Finance. The Center includes technology assistance and the services are free of charge.

## **Section 2 – Priority Update**

As balancing theory and practice, program quality and technology integration continue to be our College's guiding themes, we have developing a programmatic, integrative process to ensure our efforts and resource allocation are directed to the advancement of these principles. For 2005-06, productivity measures and indicators of quality were developed to measure and evaluate or activities. The strategic plan determines resource allocation and the actions needed to fulfill the College's vision and mission.

What follows is an outline of the College's action plan for 2005-06 along with the specific actions and measures associated with each objective. Effort and resources will be dedicated to the pursuit of the tenants of our vision, and our action plan provides the framework needed to succeed in this endeavor.

**Section 2 – 2005-06 Action Plan (order of priority by objective and action item)**

<b>Objective</b>	<b>Action Item</b>	<b>Productivity Measures</b>	<b>Indicators of Quality</b>
<b>OBJECTIVE 1</b> Build and support a qualified faculty	Complete the College faculty activities database and implement its use by faculty.	<ol style="list-style-type: none"> <li>1. Track number of faculty using as percent of total</li> <li>2. Ensure completeness of information (teaching, publications, service)</li> <li>3. Extend to part-time faculty</li> <li>4. Provide access to department chairs</li> </ol>	Extent of usage by faculty, chairs
	Re-state and enforce the policy for graduate teaching standards based on the revised AACSB International standards.	Audit percentage of academically qualified faculty teaching graduate courses	<ol style="list-style-type: none"> <li>1. Evidence of increased faculty productivity</li> <li>2. Currency and relevancy of class</li> <li>3. Trend of fewer student complaints</li> <li>4. Trend of better student evaluations</li> </ol>
	Develop a five-year faculty resource plan, including a recruiting program and package.	<ol style="list-style-type: none"> <li>1. Develop resource plan by department</li> <li>2. Track progress against the plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of more cohesive depart. Faculty recruitment plans</li> <li>2. Better coordination of recruitment with course offerings</li> </ol>
	Refine College's research assigned-time policy.	Strengthen criteria for acceptable peer-reviewed publications	Award of research time for journals meeting quality standards
	Create \$50,000 prospective award program to support faculty research.	Track number and amount of awards	Number of papers submitted and/or published through due to the grant program
	Establish and implement standards for temporary faculty hiring and retention.	Develop criteria for academically and professional qualifications	Percent of temp. faculty meeting the standard
<b>OBJECTIVE 2</b> Continue development of plans for new College building	Undertake all actions necessary to keep building construction on schedule; including work associated with the detail design phase.	Track completed work with development schedule	Satisfactory and timely design of individual spaces in the building
<b>OBJECTIVE 3</b> Increase external support	Hire an additional fund-raising staff person.	Increase College fund-raising by 20 percent	<ol style="list-style-type: none"> <li>1. Number and percentage of alumni givers</li> <li>2. Money contributed by alumni and others</li> <li>3. Number of Center Advisory Boards and their membership</li> </ol>
<b>OBJECTIVE 4</b> Enhance student services	Expand student services.	<ol style="list-style-type: none"> <li>1. Provide evening hour staff assistance to students on selected days of the semester</li> <li>2. Track student demand for specific evening services and hours</li> </ol>	<ol style="list-style-type: none"> <li>1. Hours and days of extended staff services offered</li> <li>2. Number of students served</li> </ol>
	Increase use of the student portal. Provide information on time to degree road maps.	Regularly post College-based messages starting in fall 05	<ol style="list-style-type: none"> <li>1. Calculate response rate by certain groups to certain messages (Dean's scholars, clubs, honors)</li> <li>2. Measure student awareness and response (survey)</li> </ol>
<b>OBJECTIVE 5</b> Increase regional and national awareness of the College	Develop a marketing plan for College to increase regional and national awareness, fundraising, and ranking (long-term)	<ol style="list-style-type: none"> <li>1. Be sure plan document exists and implementation begins as of 12/31/05</li> <li>2. Identify selected ranking organizations</li> <li>3. Provide data and information to the ranking organizations</li> <li>4. Create and distribute information pertinent to the objectives of selected audiences</li> </ol>	<ol style="list-style-type: none"> <li>1. We have accomplished steps outlined in Productivity Measure #1</li> <li>2. Measures of effectiveness: <ol style="list-style-type: none"> <li>a. Number of surveys responded to</li> <li>b. Number of publications and quality /size of distribution</li> <li>c. Number of ads placed</li> <li>d. Number of students from outside region /state expressing interest in the College</li> <li>e. Number / change in number of faculty applications for advertised positions</li> <li>f. Number of news articles about us (faculty / staff / students)</li> </ol> </li> <li>3. Track responses to all efforts by the end of the year</li> </ol>
	Enhance alumni database.	Count the number of current mail and email addresses	Increased percentage of current mail and email addresses
	Ensure that College and department websites are coherent, current, and attractive.	<ol style="list-style-type: none"> <li>1. Develop a consistent format across College / department pages</li> <li>2. Complete training of responsible individuals for web maintenance and currency</li> <li>3. Establish a schedule for web site updates</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of a consistent look</li> <li>2. Currency of information</li> <li>3. Number of visitors to each web site</li> </ol>

Objective	Action Item	Productivity Measures	Indicators of Quality
<u>OBJECTIVE 6</u> Balance theory and practice	Expand "writing across the curriculum" program.	<ol style="list-style-type: none"> <li>1. Support collaboration between Business Communications and discipline based faculty</li> <li>2. Track faculty use of written communications rubrics</li> <li>3. Propose to Instruction Committee that each core course will have a written/oral communications assignment</li> </ol>	<ol style="list-style-type: none"> <li>1. Number/increase in writing assignments</li> <li>2. Attainment of target level (for example, 90%) of core courses have comm.. assign.</li> <li>3. Improved student scores on College-based written communication assessment</li> </ol>
	Increase options and grants for international courses/programs.	<ol style="list-style-type: none"> <li>1. Develop a 2006 summer study abroad program</li> <li>2. Develop a 2007 intersession study abroad program</li> <li>3. In both programs, have students earn credit for course in College core</li> <li>4. Provide grants/scholarships to partially support program costs</li> </ol>	<ol style="list-style-type: none"> <li>1. Survey of participating students</li> <li>2. Student evaluations of courses</li> <li>3. Number of study abroad courses</li> <li>4. Number of participating students</li> </ol>
<u>OBJECTIVE 7</u> Increase the use of technology to enhance student learning across College curriculum	Develop web resources for student academic advising.	<ol style="list-style-type: none"> <li>1. Generate report on number of students using web-based advising</li> <li>2. Link roadmaps into each department home page</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of hits to the website</li> <li>2. Volume of web-based vs. face-to-face; with a goal to increase web-based</li> </ol>
	Enhance the use of technology in selected courses.	Identify courses where electronic databases, software and e-communication (e.g. chat sessions) are integral to the course content and enhance the use of technology in these courses	<ol style="list-style-type: none"> <li>1. List of courses and type of technology integral to the course content</li> <li>2. List of technology-based assignments by class</li> <li>3. Currency/depth of use of the technology tools</li> </ol>
<u>OBJECTIVE 8</u> Enhance assessment	Develop learning objectives for each concentration.	Provide evidence of a learning objectives/list of learning objectives	<ol style="list-style-type: none"> <li>1. Comprehensive pre / post testing if feasible</li> <li>2. Embedded assessment (that is, concentration objectives must be broken down to course objectives, which could be different for different tracks)</li> </ol>
	Implement phase II of Assessment plan.	Complete progress reporting on planned communication skills, technology and body of knowledge assessment activities to be undertaken in each of three areas (BA, International Business, MBA)	Assessment data that provide actionable basis for curriculum improvement
	Improve data base on graduate placement.	Collect additional data on placement of graduating seniors and long-term alumni (undergraduate and graduate)	<ol style="list-style-type: none"> <li>1. Measures of student satisfaction with placement service; use historical data to detect trends</li> <li>2. Measures of placement quality (proportion of students that get position in field of study, pay ranges, etc.)</li> </ol>
	Conduct point-of-service surveys of advisees to evaluate user perceptions of College academic advising services (graduate and undergraduate levels).	Report results of survey taken	Comparison to baseline measures and trend of improvement in the measures
<u>OBJECTIVE 9</u> Enhance the treatment of ethical issues in College core courses	Increase student awareness and enforcement of the penalties associated with cheating and plagiarism.	Determine the percentage of students who have signed the Code of Ethics	Magnitude of change in instances of reported cheating
<u>OBJECTIVE 10</u> Adapt curriculum to changing market needs	Create a minimum of 4 new elective courses for the MBA.	Count the number of new courses being introduced	Enrollment in new courses

Business Administration, B.A.  
Comprehensive List of Assessment Activity To-date (October 2005)

<b>Learning Objectives – Program Quality</b>	<b>Direct Measures</b>	<b>Indirect Measures</b>	<b>Time</b>	<b>Sample / Total Target Population</b>
Functional Business Knowledge (ETS) (core course knowledge, communications skills, critical thinking skills, ethics and social responsibility, complex decision-making skills, interpersonal and leadership skills, technology/computer skills, global perspective, and cross-functional perspective) Pre- and Post-test	X		Spring 01, 03, 05 (Biennial)	Sample (incoming Freshman, BUAD 301, MGMT 449)
Written Communication Skills Pre- and Post-tests Multiple-choice test (knowledge) Written case assignment (skills)	X		Spring 03, Fall 05 (Biennial)	Sample (BUAD 201, MGMT 449)
Oral Communication Skills Self-assessments Interviews	X		03, 06	Sample (juniors and seniors)
Technology Skills (Excel) Self-assessments Skill tests	X		Spring 03, Fall 05 (Biennial)	Pilot – 03, (ISDS 265, MGMT 449 F05)
Graduating Senior Surveys In-depth survey focusing on all aspects of the College		X	Annual	Total (seniors)
College-based Academic Advising Services		X	Biennial	Total student body (point-of-service starting S 05)
Long-term Career Growth		X	Biennial 3, 5, 10 years after graduation	Alumni base

ETS Results (2003 / 2005 Data Summaries)

Table 1: Summary Results

2003							
National Mean	SD	N	MGMT 449	SD	N	BUAD 301	SD
154.1	N/A	165	150.9	14.9	166	145.7	11.9
2005							
152.5	13.7	164	154.3	12.5	143	145.6	12.9

Table 2: Results by Discipline (MGMT 449)

Discipline		03-F	SE		05-F	SE		Nat.*	SD*
Accounting		46.9	1.2		46.8	1.2		44.6	6.6
Economics		46.0	1.3		47.9	1.2		42.8	6.8
Management		55.7	1.4		60.0	1.2		57.1	7.5
Quantitative		54.6	1.4		58.1	1.2		56.6	7.8
Finance		36.2	1.3		39.6	1.3		36.4	6.5
Marketing		44.3	1.4		47.9	1.1		46.8	6.3
Legal/Social		44.0	1.6		48.6	1.4		49.8	6.6
International		43.8	1.4		49.8	1.4		44.3	6.9

\*national average information for only 2003 is available (mean percent correct)

Table 3: Results by Discipline (BUAD 301)

Discipline		03-F	SE		05-F	SE		Nat.	SD
								Not available	
Accounting		43.1	1.0		41.8	1.2			
Economics		43.6	1.2		42.0	1.3			
Management		43.5	1.2		42.6	1.3			
Quantitative		51.6	1.3		53.3	1.4			
Finance		30.4	1.1		31.7	1.2			
Marketing		38.5	1.1		37.8	1.2			
Legal/Social		43.7	1.3		42.5	1.5			
International		39.9	1.3		38.9	1.4			

Table 4: Differences in Scores between MGMT 449 / BUAD 301

Discipline	2003			2005		
	449	301	Dif.	449	301	Dif.
Accounting	46.9	43.1	3.8	46.8	41.8	5
Economics	46.0	43.6	3.6	47.9	42.0	5.9
Management	55.7	43.5	12.2	60.0	42.6	17.4
Quantitative	54.6	51.6	3	58.1	53.3	4.8
Finance	36.2	30.4	5.8	39.6	31.7	7.9
Marketing	44.3	38.5	5.8	47.9	37.8	10.1
Legal/Social	44.0	43.7	0.3	48.6	42.5	6.1
International	43.8	39.9	3.9	49.8	38.9	10.9

**Table 5: Changes in Scores between 2005 MGMT 449 / 2003 BUAD 301**

Discipline	2005- M 449	2003 – B 301	+ / -
Accounting	46.8	43.1	3.7
Economics	47.9	43.6	4.3
Management	60.0	43.5	16.5
Quantitative	58.1	51.6	6.5
Finance	39.6	30.4	9.2
Marketing	47.9	38.5	9.4
Legal/Social	48.6	43.7	4.9
International	49.8	39.9	9.9

**Based on the information above, the following observations can be made:**

Overall student performance in MGMT 449 improved significantly between 2003 and 2005 (t value of 2.24 or  $p < .05$ ).

Overall student performance in BUAD 301 did not significantly change between 2003 and 2005 (t value of -.07)

When compared to the nation, overall student performance in MGMT 449 improved significantly between 2003 and 2005 (t value of 3.29 or  $p < .01$ ).

To measure value added one could look at the difference in performance between the MGMT 449 class in 2005 and the BUSAD 301 class in 2003. Overall student performance when comparing BUSAD 301 in 2003 and MGMT 449 in 2005 improved significantly (t value of 5.67 or  $p < .001$ ).

*(thanks to B. Pasternack for his assistance with this statistical analysis)*

**Additional Information since the Spring 2005 Analysis**

**Table 6: Comparison of 2005 Scores by Subset and Sample**

Scores	Freshmen	BUAD 301	Dif	Freshmen	MGMT 449	Dif
Mean	131.1	145.6	14.5	131.1	154.3	23.2
Accounting	24.7	41.8	17.1	24.7	46.8	22.1
Economics	28.4	42.0	13.6	28.4	47.9	19.5
Management	28.4	42.6	14.2	28.4	60.0	31.6
Quantitative	37.7	53.3	15.6	37.7	58.1	20.4
Finance	25.1	31.7	6.6	25.1	39.6	14.5
Marketing	31.4	37.8	6.4	31.4	47.9	16.5
Legal/Social	30.3	42.5	12.2	30.3	48.6	18.3
International	29.9	38.9	9	29.9	49.8	19.9

**Notes:** A sample of 138 incoming freshmen were tested in June 2005 (Scale score mean: 131.1, Standard deviation: 6.7, Standard error: 0.57. The overall mean is based on a total of 200; the scores by discipline are the average % correct.