

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

**AACSB Annual Maintenance Report
AY 2005-06**

Section 1 – Progress Update

Strategic Planning. This past year a strategic planning committee representing faculty, staff, administrators, University stakeholders and external stakeholders met to chart the future course of the College to ensure appropriate resource allocation, faculty / staff resource plan development, curriculum development and placement in the marketplace. The College was in the fourth year of a five-year strategic plan and the foundation was set for the next comprehensive strategic planning process.

Based on input from this group, a steering committee was formed to craft revised mission and vision statements to better reflect our strategic efforts. These statements follow:

Mission Statement

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

Vision Statement

We will be the choice of Southern California's businesses and governments for college graduates, business solutions and professional development.

As stated earlier, during AY 05-06 the College was in the fourth year of a five-year strategic plan with the Guiding Themes of Program Quality (including faculty development and programmatic assessment), Balance of Theory and Practice, and Technology Integration as the foundation of our efforts and the basis for resource allocation.

Program Quality – Faculty development and programmatic assessment were major initiatives this past year.

Faculty Development. Special focus was placed building and supporting a qualified faculty base. The College's faculty activities database was fully developed and online with 92 percent of the full-time faculty entering information on 2005 activities. Part-time faculty will also be added to the system. The information in this database was then used to track and enforce graduate teaching standards based on AACSB International Standards. To further ensure a qualified faculty base, all departments either developed or are in the process of developing a five-year faculty resource plan including a recruitment program and package to ensure adequate coverage by academically and / or professionally qualified faculty.

Programmatic Assessment. The College made a commitment to better integrate the assessment of student learning outcomes into curriculum review and development. To this end, the College's Assessment Committee was incorporated into the charge of the Undergraduate and Graduate Programs Committees. Programmatic learning objectives were reviewed and revised at the College Senate level and an inventory of where these objectives are taught throughout the core courses was determined. Based on this study, two-year, course-embedded assessment schedules were developed for the BA, Business Administration (includes BA, International Business students) and the MBA programs. The schedules are attached as appendices A and B.

Report on Programmatic Assessment and Closing the Loop Efforts from AY 2005-06

During AY 2005-06, changes were made to allow for the evolution from stand-alone, value-added programmatic assessments to course-embedded programs. The course-embedded programs will get underway in AY 2006 – 07. However, in 2005-06 the stand-alone program was in full-swing with undergraduate assessments of skills and knowledge completed for technology and written communication. The ETS was given to our graduating BA, International Business and MBA students. Indirect measures included the 3, 5 and 10 year alumni, graduating senior, and undergraduate and graduate advising surveys.

Functional Business Knowledge Test: As an assessment, the ETS Functional Business Knowledge Test was administered to the MGMT 480 (Global Strategy Management) class during the fall 2005 semester. AY 2005-06 was the first year of programmatic ETS testing for the BA, International Business and MGMT 480 is the capstone course for this program.

For the MBA program, the ETS was administered in the capstone course, BUAD 591 (Comprehensive Business Management), during the fall 2005 semester.

Differences between the College and national scores can be found in Tables 1 and 2 below. MGMT 449 (which was tested in spring 2005) surpassed the national mean score. Comparison summaries are provided in Tables 1 and 2 below. Detailed results for all ETS tests taken since 2003 are attached in Appendix C.

Table 1 Comparison of 2005 ETS Scores

<i>Class</i>	<i>The College Mean Scores</i>	<i>Mean National Scores</i>	<i>Difference¹</i>
MGMT 480	149.5	152.5	-3
BUAD 301	145.6	152.5	-6.9
MGMT 449 ²	154.3	152.5	1.8
BUAD 591 (MBA)	249	250.2	-1.2

¹ The difference was calculated by subtracting the Mean National Scores from the College mean scores.

² ETS was administered in the 2004-2005 academic year.

Table 2 Comparison of 2003 AND 2005 ETS Scores

	2005 Mean Scores	2003 Mean Scores	Difference ¹
MGMT 449 ²	154.3	150.9	3.4
BUAD 301	145.6	145.7	-.1
National	152.5	154.1	-1.6

¹ The difference was calculated by subtracting the 2003 scores from the 2005 scores.

² ETS was administered in the 2004-2005 academic year.

Technology Skills Assessment: In fall 2005 and spring 2006, a total of 190 students successfully completed the on-line technology skills assessment. All entering students in the sample were from Information Systems and Decisions Sciences (ISDS) 265, an introduction to information systems and applications. Graduating students were recruited from upper division Management classes.

Students completed an on-line self-evaluation of technology skills, and then completed an Excel exercise to demonstrate technology skills. Results showed that students graduating from the College scored higher on the Excel exercise than students entering the program. Also, students who scored higher on the Excel exercise were also more confident of their Excel skills.

It appears that the College does have an impact on the technology skills of students, as scores for students in the graduating cohort were higher than students in the entering cohort. Additionally, the strongest predictor of performance on the Excel exercise besides the cohort was the total number of courses taken at the College.

Some of the scores on the Excel exercise, however, need to be discussed and decisions toward action need to be made, specifically regarding the regression scores. In fall 2006, an agenda item for the Undergraduate Committee will be to determine acceptable levels of technological performance. The complete Technology Skills Assessment report can be found in Appendix D.

Written Communication Skills Test: In 2005, the Written Communication Skills assessment was completed and included two parts: an on-line, multiple choice test and an in-class writing assignment. The sample consisted of 239 students entering the program from BUAD 201, and 166 students exiting the program from MGMT 449.

The on-line multiple choice test indicated that the exiting cohort, compared to entering cohort, had an increased understanding and application of basic writing (literacy), an increased ability to apply what they have learned (content) and an increased recognition of business writing strategies. The weakest areas were audience and style. The in-class writing assessment showed minimal differences between the entering and exiting students. The complete Written Communication Skills assessment report can be found in Appendix E.

Noted below are the recommendations for improving student learning that were developed by the BUAD 301 and 201 course coordinators, the Written Communication assessment coordinator, and the department chair for Business Communication.

Recommendations to Improve Students' Written Communication Skills and Knowledge

- Standardize instruction through the BUAD 301 diagnostic.
- In both the entry and exit diagnostic, require that students write memos that emphasize and appeal to the interests of the audience.
- Collect additional, course-embedded data by grading the BUAD 301 exit diagnostics (final exams) using holistic scoring. Explore the possibility of rubric scoring in the categories of Audience and Style.
- Provide a model response to the entry diagnostic so that students will understand the instructor's expectations.
- Offer *The Business Writer's Handbook* or *The Business Writer's Companion* as a recommended text in BUAD 301.
- Add a one-unit class for tutorials so that students can be given more individualized instruction as to what constitutes audience and style in our diverse business communities.
- Reduce class size.
- Encourage faculty throughout the College to use the Business Communication Program's CLASS rubric to grade their students' writing.

Balancing Theory and Practice – Student access to alumni and other professionals is an integral part of the student experience. Specific events such as Professor for a Day, Salute to Business Leaders, Business Week, Marketing Honors Network, Business Inter-Club Council allow students to meet and develop on-going relationships with regional business leaders. Students gain even more in-depth experience through involvement in our centers of excellence, including (but not limited to) the Center for Corporate Reporting and Government, Center for the Study of Emerging Financial Markets, Center for Entrepreneurship and the Small Business Institute. Applied business experience opportunities are offered through department based internship programs and coordinated efforts with the University internship center.

Technology Integration - The College is home to six computer classroom labs, an open student lab and a networking lab. With over 200 stations available for students, students are provided with ongoing exposure to technology and how it is integrated into business, not matter what the discipline (Accounting, Business Communication, Economics, Finance, Information Systems and Decision Sciences, Management and Marketing). Web-based learning, BlackBoard, on-line classes and chat rooms are all a part of the College experience.

Section 2 – Priority Update

Provided below is an outline of the College’s AY 2006-07 action plan with specific objectives and measures associated with each action. Based on this framework, effort and resources will be dedicated to the pursuit of our vision.

COLLEGE OF BUSINESS AND ECONOMICS AY 2006 – 07 ACTION PLAN

Program Quality –

Objective (with links to University Mission & Goals)	Outcome Measures / Quality Indicators
1. Ensure adequate and comprehensive coverage of Ethics throughout the undergraduate and graduate curriculum. (M&G II.D)	1. Inventory of ethics coverage by core course. 2. Course-embedded assessment of the ethics learning objective at both the undergraduate and graduate level. 3. Code for ethical practices by faculty and staff.
2. Support department-based faculty resource plans. (M&G III.C)	1. Number of newly hired tenure-track faculty by department.
3. Achieve AACSB mandated AQ / PQ ratios. (M&G III.C)	1. AQ / PQ numbers by department.
4. Adapt curriculum to changing market needs (program development). (M&G I.C)	1. Number of new courses / programs offered. 2. Number of revised or updated courses / programs.
5. Implement course-embedded assessment program. (M&G I.C)	1. Completed assessment of course-embedded plan for AY 2006-07. 2. Establishment of Core Course Coordinator Council (C4).

Balancing Theory and Practice –

Objective	Outcome Measures / Quality Indicators
1. Further develop experiential learning opportunities for students through internships. (M&G IV)	1. Number and type of internships offered by department.

Technology Integration –

Objective	Outcome Measures / Quality Indicators
1. Continue updates of classroom computer labs to be sure up-to-date equipment and software are integrated into the curriculum. (M&G I.G)	1. Number of updated labs (including the shared lab). 2. Types of upgrades made. 3. Up-to-date training of information services staff.

Across all Themes –

Objective	Outcome Measures / Quality Indicators
1. Further develop external relationships to support program development. (M&G VI.A)	1. Number of involved alumni. 2. Results of fund-raising efforts. 3. Number and quality of professional relationships. 4. Marketing plan.
2. Continue with the plans for Steven G. Mihaylo Hall. (M&G I.F, V.G.)	1. Construction schedule kept on-track. 2. Group II needs defined and implementation schedule created.