

**CONTINUOUS IMPROVEMENT REVIEW PEER REVIEW TEAM REPORT - 2020  
FOR BUSINESS ACCREDITATION**

The AACSB International Peer Review Team has completed its review for:

**Organization:** California State University, Fullerton  
**Business School Name:** College of Business and Economics  
 College of Business and Economics  
 PO Box 6848, SGMH 3100  
 Fullerton, CA 92834-6848  
 United States  
**Business Degree Level(s) Offered:** Undergraduate, Masters  
**Date of visit:** 2023-10-15 to 2023-10-17

**I: Peer Review Team Recommendation**

The peer review team recommends **Extension of Accreditation** of the degree programs included in the scope of accreditation offered by California State University, Fullerton. This recommendation reflects the opinion of the peer review team only and will be reviewed by the Continuous Improvement Review Committee during the next scheduled meeting on 2024-01-30. The primary role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation extension. Following ratification by the Board of Directors, the Official Representative of the school will be notified initially via email and subsequently by letter from AACSB. The applicant must wait until the Board of Directors ratifies the recommendation before making any public announcement.

Within ten days following the visit, the team provides the peer review team report to the school and the Continuous Improvement Review Committee Chair. Prior to issuing the final report to the school and the Continuous Improvement Review Committee, the school should be provided a review of the report in order to offer any clarifying comments and corrections related to factual information noted in the report. The school may also submit a response to the Continuous Improvement Review Committee ([circ@aacsb.edu](mailto:circ@aacsb.edu)) within ten business days of receipt of the final peer review team report.

**II: Accreditation Standards Issues**

**1. Identified by the prior Peer Review Team**

The school will be expected to demonstrate that its Assurance of Learning (AoL) system operates at a macro, programmatic level. The school should be prepared to:

1. Ensure that all assessment instruments and rubrics adequately test student learning goals at the program level;
2. Ensure that all student assessment data are analyzed by a faculty college committee and not individual faculty members; and
3. Illustrate clear examples of how the assessment process informs changes in the curriculum. (Standard 8: Curricula Management and Assurance of Learning)

PRT Observations for Issue 1.1- 1.3: The College of Business and Economics (CBE) has implemented a far more systematic AoL process, established an undergraduate committee to oversee assessment efforts and review outcomes, updated rubrics, and provided training to increase inter-rater reliability. The current CIR Report, the dean's response to PRT questions before the campus visit, and interactions with faculty provide examples of the assessment process informing changes in select areas of the curriculum. While improvement in the AoL process is documented and mature for select programs additional improvement is needed as referenced later in this report. CBE has identified areas warranting further improvement and has already taken steps to address them. The PRT concludes improvement has been made relative to the concerns, and CBE has a clear understanding of continuous improvement actions needed moving forward.

**2. Identified by this Peer Review Team that Must Be Addressed Prior to the Next Peer Review Team Visit.**

**Standard 8: Impact of Scholarship: CBE provided evidence of scholarly activity among faculty, especially SA faculty. In looking at the alignment of the self-identified quality and impact of that research, and the**

Alignment of the volume and types of research produced by CBE faculty does not align with the generally accepted quality and rigor levels for the types of journals faculty have actually published in. As stated in the CIR, faculty self-identify the type of research (basic, applied, pedagogical). There was not a well-defined, relevant, and intentional framework for categorizing research output that provides guidance to faculty and shows alignment to CBE mission and vision. For the next review, this should be clearly articulated with measures that demonstrate impact and alignment. Greater detail can be found in the section on thought leadership, engagement, and societal impact. Attention to this is especially important since CSUF has been designated an R2 since 2022.

**III: Peer Review Team Observations and Feedback that Form the Basis for Judgment for the Recommendation**

**1. Strategic Management and Innovation:**

- a. Describe the mission and strategic planning process utilized by the school, and plans in place to mitigate risks identified by the school;
- b. Describe the financial strategies, financial model, sustainability and alignment with the school's mission and strategic goals;
- c. Explain how the faculty and staff are supported and set up for success in their positions;
- d. Address whether the school has adequate participating faculty to support the mission of the school;
- e. Address the appropriateness of the school's definitions for participating and supporting faculty;
- f. In instances where recommended faculty sufficiency and qualification ratios are not met, the peer review team should address whether the school is producing high-quality outcomes for these programs to support this faculty staffing model (e.g. student learning outcomes, placement, employer satisfaction, etc.);
- g. Address the appropriateness and consistency of the school's faculty qualification criteria.
- h. Evaluate whether the school has identified one or more areas of societal impact as part of their strategic plan and has made impactful contributions in their chosen area of

focus;

- i. Evaluate the school's description of activities that advance diversity and inclusion consistent with their mission. Are these activities impactful, meaningful, and sustained?

Overall, is the school aligned with the spirit and intent of Standards 1-3?

Over the five-year period of the current CIR review, California State University Fullerton (CSUF) College of Business and Economics (CBE) experienced substantial turnover in its leadership. Not uncommon in this type of transition, year-over-year continuity in strategic focus becomes somewhat blurred. In reviewing the CIR, the PRT found the first few years of the review period to be lacking in a clear and intentional approach to carrying out mission-informed strategic initiatives. The most recent two years (new leadership) of the five-year cycle have demonstrated a more systematic, intentional mission-driven approach to continuous improvement in carrying out the spirit of AACSB and its standards. In addition to leadership transition in the CBE, there has been substantial transition in high-level leadership at both the provost and president levels.

While comprehensive, the CIR was somewhat confusing because of the need to blend the strategic leadership and mission link of two deans. As a result, the PRT requested additional information and data from CBE. That information is included in an attachment to this report. The CIR, plus the responses to the PRT requests, were included as part of the review.

## 1. Strategic Management and Innovation:

### a. Describe the mission and strategic planning process utilized by the school, and plans in place to mitigate risks identified by the school.

The five-year review cycle straddles two deans. The mission under which the 2018 -2023 strategic plan was carried out was:

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

The arrival of the current dean prompted the development of a new strategic plan, including revisiting the mission and vision of the CBE that would guide the College for the next five-year cycle (2023-2028). The process was inclusive of a variety of stakeholders. It involved more than 50 people representing more than 20 different stakeholder constituencies. The result was a revision of the vision and development of a two-part mission statement:

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

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

*New Community Mission: We positively impact organizations and communities through intentional engagement.*

Unlike the previous strategic plan, CBE's 2023-2028 plan provides many measurable objectives that will assist in assessing progress toward their goals. Further, the plan is distinctive and reflects CBE's primary service area (Orange County), student demographics, and the College's commitment to serving its community.

Risk: CBE identified three risks appropriate to their mission and location: Decline in enrollment, decline in state funding (currently 55% of CSUF's operating costs), and a strike by CSUF's staff and/or faculty. Mitigation plans to address each risk align with strategic priorities such as increasing enrollment in revenue-generating programs and cross-training for staff.

### b. Describe the financial strategies, financial model, sustainability and alignment with the school's mission and strategic goals.

Several sources of funding contribute to CBE's overall resource pool. The primary source of funding is state funding. CSUF's funding model, which is based primarily on enrollment, provides 68 percent of CBE's budget. Over the five-year period this has increased minimally (10.9%). This base funding is enhanced through Fees for graduate programs, and cost recovery/profit sharing which accounts for 4.9 percent of CBE's budget.

In addition to state-determined funding, CBE also generates support through its foundation funds: outreach centers, indirect recovery costs from federal grants, and program revenues. This funding totals about 27.1 percent of its overall budget. Philanthropic fundraising has also contributed to the financial sustainability of CBE, especially in terms of supporting innovation and growth.

### c. Explain how the faculty and staff are supported and set up for success in their positions.

CBE has a well-developed system to support faculty success. The typical teaching load at CSUF is 12 credits per semester. Faculty are provided with a three-credit reassignment time each semester, if active in scholarly endeavors (i.e., research publications). In addition, faculty can increase reassign time by an additional three-credit hours per year if they publish in exceptional PRJs. Faculty also have access to \$2,500 per year to support travel and engagement in scholarly activities such as conference presentations. Additional professional development funds are available for training, workshops, etc. to enhance teaching.

In addition, for new tenure-track faculty, CBE provides 2:2 teaching loads and a \$20,000 summer research stipend for three years to support the development of a research stream.

### d. Address whether the school has adequate participating faculty to support the mission of the school.

CBE comfortably meets the expectation for participating. All disciplines are well above the minimum 60 percent required, with most being above 75 percent. This contributes to CBE's continued efforts to enhance mission-linked experiential learning at both the undergraduate and graduate levels.

### e. Address the appropriateness of the school's definitions for participating and supporting faculty.

CBE's definitions are appropriate for the applied focus of its academic programs. CBE strives to increase hands-on learning for its students with strong curricular and co-curricular engagement between faculty and students. The definitions for participating/supporting align with CBE's mission (noted earlier in the report).

- f. ***In instances where recommended faculty sufficiency and qualification ratios are not met, the peer review team should address whether the school is producing high-quality outcomes for these programs to support this faculty staffing model (e.g., student learning outcomes, placement, employer satisfaction, etc.).***

N/A Ratios are met.

- g. ***Address the appropriateness and consistency of the school's faculty qualification criteria.***

Definitions for faculty qualifications for CBE's mission and teaching/research balance for faculty are appropriate for its mission and the workload expectations for faculty. Support for research activities also aligns with expectations.

- h. ***Evaluate whether the school has identified one or more areas of societal impact as part of their strategic plan and has made impactful contributions in their chosen area of focus.***

CBE has identified two areas of societal impact which to focus on moving forward: Quality Education (U.N. SDG #4) and Decent Work and Economic Growth (U.N. SDG #8). For both goals, CBE provided examples of activities related to each that have long been a part of CBE. The CIR provides ample examples of activities that fall under each of the goals, along with plans to grow some of the activities. In the spirit of continuous improvement extending plans to actual operational initiatives tied to resource allocation will contribute to cementing societal impact as an intentional component of the culture of CBE.

- i. ***Evaluate the school's description of activities that advance diversity and inclusion consistent with their mission. Are these activities impactful, meaningful, and sustained?***

CSUF has been recognized as a strong supporter of diversity and inclusion. They are designated as a Hispanic-serving institution and an Asian American and Native American Pacific Islander- serving institution. In CBE (CBE has around 8,500 students in total) nearly half of the students are of Hispanic, Latino, or Spanish origin. Approximately 25 percent are of Asian origin. Reflective of their primary service area, 32 percent of their undergraduates are first-generation, and 43.3 percent are Pell eligible. CBE's success in advancing diversity and inclusions was reinforced when the PRT met with alumni and business partners. Numerous stories were shared by alumni who credited CBE with helping them build a strong academic and professional foundation for successful careers and lives from their 'humble beginnings.' The majority of those who shared their stories were from diverse backgrounds (ethnic, racial, economic, etc.). The professionals present at this meeting also represented a large range of time-in-career. Some were close to retirement, and others fairly new (5-7 years in career). The conversations in these meetings also reinforced a strong longitudinal impact of CBE's programs.

#### **Overall, is the school aligned with the spirit and intent of Standards 1-3?**

**Yes**, overall, the school is aligned with the spirit and intent of Standards 1-3. Given the turnover of leadership in CBE and CSUF, and the intrusion of COVID in the middle of this five-year window, CBE has maintained good alignment with these standards.

#### **2. Learner Success:**

- a. Describe how curriculum is current, relevant, forward-looking, globally oriented, aligned with program competency goals and consistent with the school's mission, strategies, and expected outcomes;
- b. Describe how the curriculum content cultivates agility with current and emerging technologies;
- c. Describe how the technology embedded within the curriculum is sufficient to prepare learners for work-preparedness expectations in their field of study;
- d. Address whether the school has a systematic process, appropriate to their cultural context and school's mission, in place for assessing student learning. Provide an overview of learner outcomes that demonstrate success. Describe how the curriculum demonstrates continuous improvement;
- e. Comment on enrollment trends over time and particular challenges the school may be facing with enrollment. Evaluate the robustness of the school's efforts to recruit and retain diverse learners.
- f. Describe how the school demonstrates overall learner success, including adequacy of degree progression;
- g. Describe how the school identifies, provides intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations.
- h. Summarize how the school supports quality teaching and assesses the impact of teaching on learner success.
- i. Summarize the business school's executive education portfolio including the faculty who are involved, and how it is linked to the school's mission, expected outcomes, and strategies. Describe how the school ensures the quality of executive education and summarize any continuous improvements made as a result of feedback received.

Overall, is the school aligned with the spirit and intent of Standards 4-7?

- a. ***Describe how curriculum is current, relevant, forward-looking, globally oriented, aligned with program competency goals and consistent with the school's mission, strategies, and expected outcomes.***

CBE has demonstrated its commitment to aligning its curriculum to current and emerging market needs as identified by employers, advisory boards, and alumni. Substantive curricular changes in a variety of disciplines were noted as well as an intentional emphasis in developing or enhancing classes in high-demand areas, including data analytics, that includes foundational programming in Python, cryptocurrency, block-chain, and managing technological innovation.

CBE has also strengthened experiential learning opportunities for students in the curriculum. An example is the creation of practicum experiences for students to gain hands-on learning. Practicum courses are identified, and students will have choices of which experiences they prefer to take.

CBE continues to expand existing and create new partnerships with foreign universities to provide greater options for global learning.

**b. Describe how the curriculum content cultivates agility with current and emerging technologies.**

CBE has likewise made a concerted effort to infuse several in-demand technologies into their curriculum (e.g., Bloomberg (for Titan Capital), Python programming to support data analytics coursework and careers, analytic courses in multiple disciplines, and partnering with Alteryx to provide applied projects. It is also worth noting that CBE has added a Managing Technological Innovation course.

**c. Describe how the technology embedded within the curriculum is sufficient to prepare learners for work- preparedness expectations in their field of study.**

A review of CBE curricular changes since the last review demonstrates the College's commitment to ensuring their students develop experience and proficiency using technology. Both the CIR Report and discussions with academic leaders and faculty identified numerous examples of technology being embedded within and across the curriculum. While much of this is found in information systems and accounting courses, examples were also provided for areas such as business analytics, finance, management, and operations and supply chain management.

**d. Address whether the school has a systematic process, appropriate to their cultural context and school's mission, in place for assessing student learning. Provide an overview of learner outcomes that demonstrate success. Describe how the curriculum demonstrates continuous improvement.**

CBE has also been proactive in reviewing and revamping its AoL process, procedures, and learning goals. Following recommendations in the prior CIR, CBE has established an Undergraduate Assessment Committee charged with overseeing AoL activities for the BABA and BAIB programs. Rubrics have been reviewed and revised and training in same has been conducted to improve inter-rated reliability. The number of faculty actively engaged in AoL has likewise increased. Using the California State University System's Business Assessment Test (BAT), employed by most CSU campuses, also allows CBE to benchmark select SLOs. The CIR report, follow up responses from CBE leaders, and meetings with faculty identified tangible, albeit fewer than expected examples of AoL driven continuous improvement. While CBE meets the spirit of the standard, continuous improvement in his area should be a strong focus given the maturity of AoL in the standards.

**e. Comment on enrollment trends over time and particular challenges the school may be facing with enrollment. Evaluate the robustness of the school's efforts to recruit and retain diverse learners.**

In AY18-19 CBE had 5,562.9 full-time equivalent students (FTES). Following the onset of COVID, CBE's enrollment fluctuated for two years and in AY22-23 rebounded to 5,480.6 FTES. As noted previously, CBE is designated as a Hispanic-serving institution and an Asian American and Native American Pacific Islander- serving institution. Nearly half of CBE's 8,500 students in total are of Hispanic, Latino, or Spanish origin and approximately 25 percent are of Asian origin. CBE has made concerted effort through advising, mentoring, and tutoring to support and retain their most at-risk students. In the current year (2023/24) CBE has experienced its largest first-year class ever.

**f. Describe how the school demonstrates overall learner success, including adequacy of degree progression.**

CBE has embraced the California State University System's "Graduation Initiative 2025" to increase graduation rates and eliminate equity gaps. Despite a considerable number of COVID related stop-outs, from 2018 to 2022 CBE increased its four-year graduation rate for first-time first-year students from 31% to 43.8%. This exceeded the "Graduation Initiative 2025" goal of 40% of first-time first-year students completing in four-years. CBE's most recent six-year graduation rate of 72.3% likewise exceeds the "Graduation Initiative 2025" goal of 70%. Over the past five years, CBE has likewise seen an increase in the two-year completion rate for transfer students from 28.8% to 33.3%. Four-year completion rates for transfer students in the same period went from 79.6% to 79.4%. One initiative offered by the University has been a summer tuition grant for students going into their last year of study. This allows these students to take summer classes in order to ensure the ability to graduate 'on time.'

**g. Describe how the school identifies, provides intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations.**

With a very high percentage of undergraduate students considered at risk, CBE has focused on improving professional services through Business Academic Advising and Business Career Advising, enhancing tutoring services and options, supporting supplemental instruction, and piloting peer-mentoring program. As noted in 2.f above, CBE's improvement in its students' achievement (completion) rate for under-represented minorities, Pell eligible, and First-Generation demonstrates its commitment to see at-risk students succeed.

**h. Summarize how the school supports quality teaching and assesses the impact of teaching on learner success.**

Both the CBE and University support pedagogical innovation through instructional related funding. Examples of CBE faculty leveraging this funding to bring innovative practices to their classrooms were provided. CBE has likewise invested in specialized databases, such as Bloomberg, to support student learning and graduate success. A practicum requirement was also established for all undergraduate students in the BA program to both enhance their educational experience and career readiness.

One area to focus on for continuous improvement is placement rates. From 2020-2021 only 38.4% of CBE's bachelors were employed six months out. During this same period 58% of MBAs and 54.7% of MS/MA graduates were employed within six months of graduation. These percentages lag national norms for this period and warrant further investigation to determine if this is due to regional career opportunities or career readiness. CBE noted that most of their students' goal is to stay in Orange County. Further, CBE has an extremely high percentage of underrepresented minorities, first-gen, and Pell eligible students who may require additional career services to successfully transition to the workforce.

**i. Summarize the business school's executive education portfolio including the faculty who are involved, and how it is linked to the school's mission, expected outcomes, and strategies. Describe how the school ensures the quality of executive education and summarize any continuous improvements made as a result of feedback received.**

N/A

### Overall, is the school aligned with the spirit and intent of Standards 4-7?

Yes, overall, the school is aligned with the spirit and intent of Standards 4-7. Continuous improvement associated with Standard 5: Assurance of Learning, especially for select graduate programs, should remain a priority.

### 3. Thought Leadership, Engagement, and Societal Impact:

- a. Describe the quality and demonstrated impact of the faculty intellectual portfolio and alignment with the school's mission, and how the school supports faculty in the production of high-quality scholarship;
- b. Provide exemplars of the school's research that have made a positive impact on society;
- c. Describe other school-supported activities that demonstrate a positive societal impact.

Overall, is the school aligned with the spirit and intent of Standards 8-9?

**a. Describe the quality and demonstrated impact of the faculty intellectual portfolio and alignment with the school's mission, and how the school supports faculty in the production of high-quality scholarship.**

In early 2022, CSUF Carnegie classification was elevated to an R2 (High Research Activity). CBE's efforts to demonstrate quality and impact of faculty intellectual contributions provides a baseline of activities and potential components for building a stronger framework for defining and measuring quality and impact, and for a sustainable strategy for supporting faculty under a more rigorous research designation.

Support for faculty research has been available and is part of the financial resource plan. For new tenure-track faculty, summer grants and reduced teaching loads (to a 2/2 load) are provided for the first three years. For all research active faculty, a teaching load of 3/3 is possible (normal teaching load is 4/4). For highly productive faculty an additional one course reduction per academic year is possible.

CBE recognizes three primary components to define quality and impact of intellectual contributions: citations (SCOPUS and Google Scholar), level of journal publications (A, B, C, etc. as identified in the Australian Business Deans Council journal list), and Elsevier. In the CIR report, CBE notes that faculty made more than 1,200 intellectual contributions, including 510 peer reviewed journal articles. Many of the focus areas of research have a societal impact potential, such as impact of hurricanes on housing markets, the role of more authentic workplaces in fostering more ethical employees, gender differences in treatment for opioid addiction, and the importance of having a socially responsible CEO.

Self-reported by faculty, these PRJs were categorized as 58.7% basic/discovery research, 30.4% applied, and 10.9% teaching/pedagogy. Moving forward, a well-defined and relevant framework for categorizing research output will be important to better assess impact and alignment with mission. For example, basic/discovery research was self-reported to be 58.7% of overall CBE output. In looking at the journal outlets reported (A, B, etc.), only 29.4% were in A-level journals. Creating a framework with definitions that link types of research and impact of research would provide greater clarity to faculty as well as to other stakeholders when communicating impact and quality.

**b. Provide exemplars of the school's research that have made a positive impact on society.**

CBE has several externally facing centers that provide aspects of societal impact. Two examples are:

- The Woods Center for Economic Analysis and Forecasting which partners with the Orange County Business Council annually to provide the Economic Forecast for the region.
- The Gianneschi Center for Non-Profit Research is being renamed the Gianneschi Center for Social Impact. It will focus on providing thought leadership in the area of measuring social impact. The newly named center will partner with the University of North Hampton's Institute of Social Innovation and Impact.

**c. Describe other school-supported activities that demonstrate a positive societal impact.**

As noted above, CBE has several external centers (14) that contribute to the region's growth and development. Many of the centers also engage students in their work, which adds additional impact to student learning.

In terms of CBE's identification of 'quality education' as a Societal Impact goal, they have several programs contributing to this, including the Titan Capital Management Program (student run portfolio management), Executive in Residence Program (students are linked with professional mentors), Women's Leadership Program (explores challenges of underrepresented women in top leadership roles), and the Social Capital Academy (helps to bridge the gap for first generation and underrepresented students to gain tools to build their social capital and empower them to find internships, careers, and career-related jobs).

### Overall, is the school aligned with the spirit and intent of Standards 8-9?

Yes, overall, the school is aligned with the spirit and intent of Standards 8 and 9. Continuous improvement is needed, specifically in generating a clearer articulation of how CBE is advancing the work related to these standards that will contribute to more sustainable and impactful outcomes that contribute to advancing the mission of the College.

### 4. Other noteworthy high-quality outcomes consistent with the school's mission and strategies not included elsewhere in this report.



#### IV: Commendations and Best Practices

Describe any noteworthy best practices or initiatives in which the school engages.

Describe any noteworthy best practices or initiatives in which the school engages.

- CBE has strong relationships with the business community and region. They have a significant number of alumni living and working in the region. Their strong external focus through their numerous centers and programs positively contributes to society.
- Development of alternative funding sources to supplement their State appropriated operating budget. The impact of this additional funding is critically important to the College in an era of reducing funding for public higher education.
- Despite historically high academic advising loads, CBE has improved its retention and completion rates, further it has reduced achievement gaps for undergraduate students. This trend is expected to continue with the investment in additional academic advisors.
- To address career readiness, CBE has implemented a practicum requirement, which can be satisfied via an internship, an experiential learning course (from approved list of courses), or the BUAD 300 Professional and Career Development course that allows students to develop their soft skills while exploring career options. With a high percentage of first-generation students this requirement holds great promise for significantly improving the career readiness of graduates.
- CBE should be commended for supporting a portfolio of 14 Centers and five Programs of Excellence in an era where many business schools are reducing or eliminating them in the face of fiscal challenges. These Centers have and will continue to make a significant impact on Orange County, CSUF's primary service area.
- CBE's Center for Information Technology and Business Analytics has formed strategic partnerships with data analytics firms, such as Alteryx, to offer students expertise in technology and business analytics.
- CBE should be commended for their positive societal impacts through several of its Centers, including but not limited to: Center for Economic Education; Center for Entrepreneurship; Center for Family Business; Orange County Inland Empire Small Business Development Center (SBDC); and Woods Center for Economic Analysis and Forecasting.
- CBE's pilot peer-mentoring program and plans for expanding same hold great promise and are closely aligned with their goal of increasing student success and the CSU System Graduation 2025 Initiative.
- CBE's investment and plans to expand its Business Honors program is noteworthy as many campuses rely on a centralized honors program that increasingly caters to students in the arts, humanities, and sciences.

#### V: Consultative Feedback

**1. Advisory boards: We have many advisory boards serving the college, departments, and centers. We'd like to know how to best manage these advisory boards and cultivate relationships with members.**

Clearly identify what you are seeking from each advisory board and communicate this to current and prospective members to manage expectations. Ensure advisory board meetings focus on bi-directional communication. The college, departments, and centers need to share "their story" but also provide members with an opportunity to share their knowledge, expertise, and perspectives. Incorporating opportunities (e.g., receptions and meals) for one-on-one and small group interaction will aid in cultivating relationships. Identifying opportunities for members to engage with students as guest speakers, mentors, judges for competitions, hosting tours, etc. is likewise effective for building both relationships and affinity.

**2. Alumni engagement: With more than 75,000 alumni in the region, what strategies would allow us to best engage them in supporting the college in the future? The university and college lack updated data for our alumni network.**

First, focus on creating a culture that increases student affinity for CBE to aid in future alumni engagement. Develop a strategy for communicating with alumni via print or digital communication to keep them engaged. Create opportunities for alumni to participate in CBE and CSUF alumni events, including on-campus events. If you can identify employers with significant numbers of CBE graduates explore hosting events at, or near their locations. If there is interest and support from the University's Alumni Office, you might explore the formation of corporate alumni chapters.

**3. Faculty development: In a collective bargaining environment, we would like to enhance practices supporting "additional faculty" — tenured faculty that have stopped publishing — that contribute to their development and encourage intellectual engagement with the discipline.**

To the extent permitted by your collective bargaining agreement seek to develop a mutually agreeable, time limited plan to aid and support additional faculty in regaining SA status. Make it clear that you are making a good faith effort to support them and expect the same in return. Manage expectations regarding the consequences of failing to reengage and both achieve and maintain SA status. If permitted under the collective bargaining agreement these could include: 1) zero opportunities for supplemental compensation from overloads and/or summer school; 2) reduction or elimination of professional development funds; 3) reduction of graduate assistant support; and less input regarding class assignments and schedules.

**4. Centers and Programs of Excellence: The college has more than 15 Centers and Programs of Excellence. We need guidance on how best to coordinate these centers and programs to create an intentional social and economic impact with a structured framework to report collective effectiveness.**

Assuming each Center and Program of Excellence has a clearly stated purpose, establishing key performance indicators could aid in developing a concise annual scorecard. As KPIs are just indicators, a short narrative on noteworthy accomplishments during the reporting cycle could likewise be incorporated. Lengthy annual reports focusing primarily on activity versus accomplishments or impacts are unlikely to add value for internal or external stakeholders. Whereas concise and consistent annual reports showing year-on-year comparisons more effectively communicate contribution and value.

**5. Students: We have observed higher anxiety and challenges with social skills in new students coming to the college. We know this is due to their having experienced nearly two years of online education during high school without proper support and traditional learning environments. We'd like some guidance on how to best support these students so that they will have a successful college experience.**

Look for opportunities to get students networking and engaging with peers both in- and outside of class. Low-risk, minimal-involvement events may prove helpful in initially attracting and engaging students which would benefit the most from increased social interaction with peers, faculty staff, alumni, etc. Encourage faculty in lower division courses to promote these events both in class and via your LMS. If CSUF and/or CBE can mass text students, consider sending text reminders. As most student organizations are composed primarily of upper-division students, consider incentivizing them to recruit more first- and second-year students. This could be aided by sponsoring and actively promoting a student organization fair at the start of each semester.

**VI: Visit Summary**

**Date of visit**

2023-10-15 to 2023-10-17

**Peer Review Team Members**

Diana Lawson, Chair  
Dean  
Grand Valley State University

David Meinert, Member  
Dean  
Missouri State University

**Comparison Groups**

Comparable Peers - California State University, Fullerton

- Ball State University
- Bowling Green State University
- East Carolina University
- Grand Valley State University
- Missouri State University

Competitors - California State University, Fullerton

- California State Polytechnic University Pomona
- California State University, Long Beach
- Chapman University
- San Diego State University
- University of California, Irvine
- University of California, Riverside

Aspirants - California State University, Fullerton

- Farmer School of Business, Miami University
- Kennesaw State University
- Northern Illinois University
- Texas State University
- University of Tennessee at Chattanooga

**Included in Scope Programs**

**Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis**

- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Accounting - Accounting - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - CIS/ MIS - Business Analytics - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Finance - incl Banking - Finance - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - General Business - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Management - General Business - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Management - Human Resources - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - CIS/ MIS - Information Systems - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Management - Management - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Marketing - Marketing - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Marketing - Marketing Analytics - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Management - Operations and Supply Chain Management - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Management - Organizational Leadership - NA
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - Finance - incl Banking - Risk Management & Insurance - NA
- Masters-Specialist - MS in Accounting & Finance - Other Discipline - Accounting - Finance
- Masters-Specialist - MS in Accountancy (or Accounting) - Accounting - Accountancy - NA
- Masters-Specialist - MS in Information Systems - CIS/ MIS - Business Analytics - NA
- Masters-Specialist - MS in Information Systems - CIS/ MIS - Decision Sciences - NA
- Masters-Specialist - MS in Information Systems - CIS/ MIS - Information Systems - NA
- Masters-Specialist - MS in Information Systems - CIS/ MIS - IS Management - NA
- Masters-Specialist - MS in Information Technology - CIS/ MIS - Data Science - NA
- Masters-Specialist - MS in Information Technology - CIS/ MIS - IT Management - NA
- Masters-Specialist - MS in Taxation - Taxation - Taxation - NA
- Undergraduate - BA in Business Administration - Accounting - Accounting - Business Analytics
- Undergraduate - BA in Business Administration - Accounting - Accounting - NA
- Undergraduate - BA in Business Administration - Data Analytics - Business Analytics - NA

- Undergraduate - BA in Business Administration - Economics/ Managerial Economics - Business and Economics Analytics - NA
- Undergraduate - BA in Business Administration - Economics/ Managerial Economics - Business Economics - NA
- Undergraduate - BA in Business Administration - Quantitative Methods - Decision Sciences - NA
- Undergraduate - BA in Business Administration - Hotel/ Restaurant/ Tourism - Entertainment and Hospitality Management - NA
- Undergraduate - BA in Business Administration - Entrepreneurship/ Small Business Admin - Entrepreneurship - NA
- Undergraduate - BA in Business Administration - Finance - incl Banking - Finance - NA
- Undergraduate - BA in Business Administration - Management - General Management - NA
- Undergraduate - BA in Business Administration - HR Mgt - incl Personnel & Ind/Labor Relations - Human Resources - NA
- Undergraduate - BA in Business Administration - CIS/ MIS - Information Systems - NA
- Undergraduate - BA in Business Administration - Other Discipline - Joint Accounting & Finance - NA
- Undergraduate - BA in Business Administration - Other Discipline - Joint Accounting/Info Systems - NA
- Undergraduate - BA in Business Administration - Other Discipline - Joint Emphasis Marketing/Information Systems - NA
- Undergraduate - BA in Business Administration - Business Law/ Legal Environment - Legal Studies - NA
- Undergraduate - BA in Business Administration - Marketing - Marketing - NA
- Undergraduate - BA in Business Administration - Production/ Operations Mgt - Operations Management - NA
- Undergraduate - BA in Business Administration - General Business - Professional Business - NA
- Undergraduate - BA in Business Administration - Insurance - Risk Management & Insurance - NA
- Undergraduate - Bachelor of Arts in International Business - International Business - Global Trade - NA
- Undergraduate - Bachelor of Arts in International Business - International Business - Intercultural Management - NA

**Excluded from Scope Programs**

**Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis**

- Masters-Specialist - MA in Economics - Economics/ Managerial Economics - Economics - NA
- Undergraduate - BA in Economics - Economics/ Managerial Economics - Economics - NA

**Additional information the team received outside of the Continuous Improvement Review Report that would benefit the committee in their review process.**

- CSU Fullerton CIR Pre Visit Requests Response Oct 2023.pdf



## AACSB PRT Visit Schedule October 15-17, 2023

### Sunday, October 15, 2023

TIME	ACTION	PLACE	PARTICIPANTS/ RESPONSIBLE PARTY
Mid-afternoon	Peer Review Team arrives in Orange County Check in to the Fullerton Marriott	John Wayne Airport (SNA)	Drs. Sridhar Sundaram/Sunil Thomas will pick up the team members at airport and transport them to the Marriott.
4:00 – 5:00 pm	Team Meeting	Hotel Meeting Room	
5:30 – 8:00 pm	Welcome Reception and Dinner with CBE Leadership team, Advisory Board members and alumni	Summit House Restaurant	<i>At 5:15pm, PRT members will be picked up at the Marriott and transported to Summit House (restaurant) for the evening reception and dinner (see attached list of Community members - tbd)</i>

### Monday, October 16, 2023

TIME	ACTION	PLACE	PARTICIPANTS
7:30 am	Meet PRT team at Marriott and walk over to Mihaylo Hall	Fulton Marriott	Dean Sundaram will meet PRT at Fullerton Marriott
7:45 – 8:00 am	Visit Team – Review activities for the day	SGMH 3210	Peer Review Team
8:00 – 8:50 am	Breakfast: CBE Overview and Impact w/PRT (all)	Terrace	CBE Leadership Team (see page 3 for complete list)
9:00-9:50 am	Strategic Plan Meeting w/ PRT-BUS members	Scott O'Brien Room	Strategic Planning Task Force members (see page 3 for complete list)
9:00-9:50 am	Strategic Plan Meeting w/ PRT-ACCT members	Rahmatian Board Room	School of Accountancy Faculty and Director (see page 3 for complete list)
10:00 – 10:15 am	BREAK	SGMH 3210	PRT Members
10:15-11:00 am	Faculty Affairs w/ PRT members (all)	Rahmatian Board Room	Assoc Dean, Research Committee Chair and DPC Chairs (see page 3 for complete list)

11:00-11:50 am	Student Success Team	Rahmatian Board Room	Assoc Dean UG Programs, Executive Director Grad Programs, Director of Advising, Director of Career Services, Graduate Programs Director, Student Engagement Specialist and Director of Business Honors Program
11:50-12:05 pm	BREAK	SGMH 3210	PRT Members
12:05-1:05 pm	Lunch with UG and Grad Students	Scott O'Brien Room	UG and Grad Student Representatives (see page 4 for complete list)
1:15-2:05 pm	POA Tenured Faculty w/ PRT-ACCT members	Rahmatian Board Room	(see page 4 for complete list)
1:15-2:05 pm	BUS Tenured Faculty w/ PRT-BUS members	Scott O'Brien Room	(see page 4 for complete list)
2:15-3:05 pm	POA Non-Tenured w/PRT- ACCT members	Rahmatian Board Room	(see page 4 for complete list)
2:15-3:05 pm	BUS Non-Tenured Faculty w/ PRT-BUS members	Scott O'Brien Room	(see page 4 for complete list)
3:05 - 3:20 pm	BREAK	SGMH 3210	PRT Members
3:20-4:10pm	Learner Success w/ PRT BUS members	Scott O'Brien Room	UG Curriculum and Assessment Committees Graduate Curriculum and Assessment Committees
3:20 – 4:10 pm	Learner Success w/ PRT ACCT members	Rahmatian Board Room	UG Curriculum and Assessment Committees Graduate Curriculum and Assessment Committees
4:15 – 5:00 pm	CBE Center and Program Directors – w/ PRT members (all)	Rahmatian Board Room	Directors of the 14 Centers and 5 Programs of Excellence
5:15 – 5:30 pm	Return to Hotel - Break	Hilton	All PRT Members
6:00 – 7:30	Dinner w/ Dean & POA Director	tbd	tbd

**Tuesday, October 17, 2023**

7:30 – 8:30 am	Breakfast at the Hotel Check out as needed	Marriott	Peer Review Team (all)
9:00 - 9:30 am	Debrief w/Academic Leadership Team	Rahmatian Board Room	(see page 3 for complete list)
9:30 – 9:45 am	Debrief with Dean	Rahmatian Board Room	Dean and PRT
10:00 – 10:45 am	President and Vice Chancellor of Academic Affairs	President's Conference Room	Dr. Sylvia Alva, Interim President Dr. Amir Dabirian, Interim VP of AA
11:00 – 11:30	Wrap up and Depart for the Airport	John Wayne Airport	Drs. Sridhar Sundaram/Sunil Thomas will transport the team members to the airport.

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