AACSB INTERNATIONAL CONTINUOUS IMPROVEMENT REVIEW REPORT

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CSUF | Mihaylo College
of Business and Economics

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SECTION 1:
EXECUTIVE SUMMARY

The Mihaylo College of Business and Economics adheres to the mission of California State University, Fullerton to serve a diverse student population; to provide high-quality education, preparing the next generation of business leaders; and to support the Southern California community.

We have listed here examples of innovation, impact and engagement, summarizing them into two major areas: student success and community engagement.

Student Success

With a student body of more than 9,000, Mihaylo College is a leader in providing innovative and versatile education to the next generation of business professionals.

Transforming the Student Experience

Mihaylo College has formed a college-level student success team, consisting of two sub-teams: student support and curriculum improvement. The student success team has established a formative foundation for student achievement, while simultaneously fostering cross-unit and faculty-staff collaboration. It has contributed to the impact of several programs, including an open house event to assist transfer students' successful matriculation; development of innovative teaching practices for bottleneck courses; and the faculty mentoring program, which pairs faculty and students to create links between academic preparation and future career paths. By laying a foundation for positive student outcomes, the student success team ensures a commitment to the success of the college's student population, while facilitating the impartation of academic best practices from college faculty and staff.

Mihaylo College supports its students through such accessible and engaging initiatives as BUAD 300 – Professional and Career Development, a general education course for incoming transfer students focused on the development of invaluable soft skills and life abilities, including personal and academic organization, goalsetting, time management, social network management, and long-term career and life planning. As an outcome of various student success initiatives along with insights from the private sector, an assembly of diverse faculty and staff developed the course, which provides a holistic foundation for the historically underserved transfer student population. First offered in fall 2015, the course currently has a stable enrollment of between 300 and 400 students each semester.

In coordination with the university's faculty development center, the college was awarded funds to use high-impact practices for revamping courses that are seen as bottlenecks. One example is our ECON 315 – Intermediate Business Microeconomics course. It is math intensive and requires considerable quantitative skills. Professor Mira Farka has created videos showing problem-solving techniques and providing step-by-step demonstrations to solve some of the problems students face in the course. She then designed trial-and-error online homework assignments that allow students to practice these problem-solving techniques. After the course redesign, the DWF rate fell to 20% from the historical average of 26%.

At the heart of the Mihaylo College experience are career development opportunities, including workshops, networking events and internships, offered to our students through our Centers of Excellence, vast business network, faculty and staff, and courses that integrate applied learning activities into the curriculum. By maintaining and growing a commitment to connecting students with career-specific and mutually beneficial internships and career path experiences, the college supports the professional success of our students, while forging a versatile and diverse network in Southern California and further afield.

Among the many students who have had memorable internship experiences in recent years is Taryn Hoffmann-Torres '15 (Appendix 1.4), who spent the summer of 2014 interning with Deloitte in Fortaleza, Brazil, giving her a cultural immersion experience as well as a practical introduction to the Big Four accounting field. Today, she is a senior audit associate for Windes, the oldest accounting firm in the Long Beach area. Katherine Gwaltney '18, a marketing senior, interned at Adobe's Experience Cloud in San Francisco in summer 2017, giving her inside sales experience in a cutting-edge Silicon Valley environment. Today, she is an account executive at the headquarters of Google Inc.

Mihaylo College maintains active engagement with its students through career-focused events such as the Business Career Fair, which debuted in the fall of 2016 as a complement to the university's annual career fair in the spring. The college aims to provide students with an additional opportunity to meet with professionals in a variety of business fields. In 2017, this annual event attracted 663 students, who were connected to part-time and full-time job opportunities and internships at 47 employers. Participating organizations included companies across multiple industries, such as Amazon, Edward Jones, Target, PepsiCo, Banc of California and The Irvine Company. About 48% of attendees were undergraduate seniors and 12% were graduate students. Nearly 70% of student attendees were from historically underrepresented demographic groups. This career fair, as well as similar events held by our departments, Centers of Excellence and programs, further demonstrates our commitment to equipping students for optimal career outcomes, as well as building a diverse professional network from across a wide range of industries powering the 21st century economy.

We have observed positive outcomes for graduation rates and career outcomes. Six-year graduation rates for first-time freshmen at Mihaylo College rose from 58.4% for the fall 2008 cohort to 68.2% for those arriving in fall 2011. The achievement gap for underrepresented students decreased from 12.4% in 2014 to 6.5% in 2015 (Appendix 1.1-1.2). Transfer students at Mihaylo College are experiencing unprecedented academic success, with four-year graduation rates for the fall 2013 cohort rising to 74.2% from 68% for the cohort arriving in fall 2010, emblematic of a broader revolution in access and achievement that is transforming the Cal State Fullerton student experience (Appendix 1.3).

Titan Capital Management

Among the initiatives connecting students to the industry while providing mutually beneficial outcomes to all stakeholders is Titan Capital Management (TCM), which enables up to 28 students, who are selected for their finance acumen, to manage an actual investment portfolio emphasizing either stock or bond securities over a 12-month intensive period. Proceeds from the fund support student services, such as the Mihaylo Tutoring Center, thus simultaneously and seamlessly serving the business education of current students, utilizing the college's diverse business network through mentoring, and supporting the college's undergraduate population, which benefits through improved and accessible student services.

Preparing students for the TCM experience and providing applied investment opportunities for a broader cross-section of the Mihaylo College community, the Student Managed Investment Fund (SMIF), an extra-curricular activity involving the management of funds for the CFA Society of Orange County, provides applied experience in analyst and junior analyst positions for participants.

Alumni of the TCM and SMIF programs have graduated to rewarding and lucrative careers in finance, including positions at top-tier institutions such as Deutsche Bank, Goldman Sachs, Nestlé, Pacific Life, the U.S. Export-Import Bank, U.S. Trust and Wells Fargo, as well as Orange County boutique firms.

Among this diverse group of Mihaylo College applied investment alumni, now numbering in the hundreds, is Irina Arora '14 (Appendix 1.5), who serves as a principal associate at CapitalOne, a role she secured due to her portfolio manager role in the TCM program and her vice presidency of SMIF. Francesca Cortazar '15 is a senior investment analyst for Pathway Capital Management and has served in credit analyst roles at Goldman Sachs and The Walt Disney Company. Her career was launched through TCM.

Supporting the TCM program are finance and investment professionals who see the potential in the next generation of industry leaders. Among these are Jeff Van Harte '80, chairman of Jackson Square Partners, who, through generous donations, facilitated the initial establishment of the program and the recent creation of a state-of-the-art, on-campus trading lab environment, which consists of a seminar room and a computer lab with Bloomberg terminals installed in both spaces. Van Harte and dozens of other financial leaders have also provided guidance and mentorship to TCM students, ensuring positive student outcomes and a bridge between academics and the industry.

Among the industry supporters of TCM are Pacific Asset Management, which sponsors the program's annual conference, providing scholarships for students who best present investment terminology in their presentations. The conference facilitates networking with industry professionals and has provided career opportunities, internships and mentoring to current and recent students.

Community Engagement

Mihaylo College is situated in one of the most dynamic economic, social and academic regions in the western United States. With an alumni network of more than 60,000, Mihaylo College is uniquely equipped to engage with its community, both in Southern California and throughout the world.

Engaging the Business Community

Through its Centers of Excellence – self-supporting, faculty-led institutions that serve Southern California business, academic and public-sector communities, and provide applied learning environments and networking opportunities for students, alumni and professionals – Mihaylo College maintains a powerful and concerted presence in the various subsets of the regional business community. This provides the college with many of the thought resources that would be expected for a business school at a world-class research institution, while also facilitating an independent donor stream, opportunities for student professional development and continuing education for professionals in a wide range of subsets of business.

The Center for Insurance Studies (CIS), the home of the largest and most active risk management and insurance program in the western United States, has built an expansive network of industry talent in the insurance, risk management, excess and surplus, and actuary fields, serving as a prime example of the college's outreach, impact and visibility in both the professional and academic spheres of a dynamic and growing discipline. The center sponsors the annual Insurance Forum, a symposium headlined by keynote speakers, such as California Insurance Commissioner David Jones, for the continuing education of industry veterans and the professional development of students and other entrants into the field. Through internship connections and applied academic learning, the center connects its students with the insurance industry in Southern California and beyond. Each year, the center also connects its students with insurance industry executives through events such as Excess and Surplus Day, iDay (the largest career fair specific to the risk management and insurance industry in Southern California), and the Jim Gutmann Speaker Series. In 2017, the program was one of 20 worldwide that was named a Global Center of Insurance Excellence (GCIE) by the International Insurance Society (IIS).

The Center for Economic Education (CEE) is committed to ensuring personal financial literacy for Southern California youth, particularly those from underprivileged backgrounds, which demonstrates the college's social responsibility, while also introducing students from underrepresented communities to the business education at our institution. With the support of U.S. Bank, the center sponsors a five-year individual development account (IDA) program for local eighth-graders in which student savings are matched, thus supporting upward mobility and personal financial development. Through the annual Financial Literacy, Business and Economics Olympiad, students from more than a dozen Southern California high schools are encouraged to hone their knowledge of business while competing for academic and career incentives. The center also provides continuing education for California middle school and high school teachers through teacher training workshops that include the annual State-Wide Teachers Workshop in Economics and Financial Literacy.

Mihaylo College hosts the headquarters of Lead SBDC, a small business development center, partially funded by the U.S. Small Business Administration and private sector funds, serving Orange County and the Inland Empire. Since 2003, the center has provided no-cost business consulting, startup assistance and capital assistance. In 2016 alone, the center's regional network provided more than $350 million in capital infusion, led to the creation or retention of 1,500 jobs, and supported the establishment of 200 new businesses. In 2015, the center was ranked first in the nation's small business development center network for access to capital provided to businesses. Recognizing the diversity of the Southern California region, Lead SBDC provides assistance to clients in languages such as Spanish, Mandarin, Vietnamese and Farsi, in addition to English. This demonstrates the college's commitment to leadership developing solutions and improvements to challenges and opportunities in the local community.

When Southern California business professionals seek the pulse of the marketplace, they look to Mihaylo College, which has provided an annual and midyear Economic Forecast through the Woods Center for Economic Analysis and Forecasting for nearly a quarter century. Examining the current state of the local, regional, national and global economies and the outlook for the next three years, the forecasts are pivotal in the business decisions of industry leaders across multiple sectors of the Southern California economy.

The Center for Corporate Reporting and Governance (CCRG) is a premier resource for financial reporting and corporate governance in Orange County. Through its annual SEC "Hot Topics" Conference, the center provides comprehensive updates at the SEC, FASB and PCAOB to an audience of regional audit committee members, CFOs, auditors, accountants, lawyers, academics and financial professionals, awarding continuing professional education credits to those in attendance.

An Impact on the Academic Community

According to a 2017 study in the *Journal of Education for Business*, Mihaylo College was ranked 20th in the U.S. in research productivity in business and management education. Through our commitment to research excellence, we ensure that our students are educated by leading innovators and voices in their fields. This impact on the academic community also solidifies Mihaylo College as a leader across numerous subsets of business, with attendant implications for the further development of the college's faculty and research interests, as well as application in the professional spheres.

Faculty in each of the college's six departments are leaders in research, contributing to the body of knowledge of their respective disciplines, while often having cross-disciplinary implications for application and impact.

The Department of Information Systems and Decision Sciences (ISDS) is particularly active in research excellence, ranking 84th globally for research productivity in the information systems field as reported by the Association of Information Systems. This ranking is tied with programs at such venerable institutions as Carnegie Mellon, Harvard University and the University of Cambridge. This ranking is 51st in the United States and second only to UC Irvine in California. Among individual authors, two of the department's faculty, Ofir Turel and Jordan Barlow, are world leaders in ISDS research, ranking 75th and 168th, respectively, in individual global rankings. INFORMS lists Zvi Drezner as one of the global leaders in location theory and analysis. Since 2013, his work has been cited more than 5,000 times by scholars all around the world.

In 2016, the Carnegie Classification of Institutions of Higher Education bestowed R3 Research Status on Cal State Fullerton, recognizing the institution's dual commitment to research and teaching excellence. Much of this designation is due to the activities of Mihaylo College faculty, who have published 457 ranked journal articles, including 123 A-level articles over the past five years. From the impact of social media on workplaces to the volatility of the stock market, Mihaylo faculty research has an applied impact on practitioners at the front lines of the industry as well as fellow academics.

The Mihaylo College community and its Centers of Excellence provide forums for the presentation and discussion of academic research and the professional development of faculty from around the world specializing in business-related disciplines.

The Center for Corporate Reporting and Governance's Haskell and White Corporate Reporting and Governance Conference headlines recently-published papers on topics such as auditing, financial accounting and reporting, international accounting, corporate governance, and accounting ethics. The center particularly encourages recent doctoral graduates to submit papers, thus providing a forum for the development of a new cohort of academic researchers.

The Edwards Beyesian Research Conference, held each year at Mihaylo College with the support of the college's ISDS faculty, provides a forum for investigators to present empirical or theoretical topics relating to judgment and decision making. Cohosted by Mihaylo College ISDS faculty member Daniel Cavagnaro and CSUF psychology Professor Michael Birnbaum, the event represents a cross-disciplinary commitment across the Cal State Fullerton community to provide presentation opportunities for academic researchers.

The Alumni Impact

Perhaps no other metric testifies to the impact of Mihaylo College more than the 60,000 alumni of the business program, who serve their communities and industries across all fields at locations throughout the United States and around the world. As executives, entrepreneurs, professionals, members of the military, educators, and civic leaders, our alumni are on the front lines of serving their families, industries, faith, communities, country and world.

There is no better example of this commitment to service than our alumni who have been elected or appointed to public service positions in Southern California. Jesus Gomez '93 serves as city manager of Norwalk; Ryan Bent '99 was elected to a four-year term as a trustee of the North Orange County Community College District in 2016; after decades of public service, Lou Correa '80 was elected to the 46th U.S. Congressional District in 2016; Stephen Faessel '72 was elected to the Anaheim City Council in 2016; La Palma Mayor Gerard Goedhart '76 was elected in 2018; and Mike Munzing '87 has served as mayor and city councilmember of Aliso Viejo.

A new cohort of community leaders has risen among Mihaylo College's current students and recent alumni, ensuring the commitment to public service will continue into a new generation. These include Grant Voss '17, who at the age of 21 was appointed the youngest commissioner in the history of Mission Viejo; Jay Jefferson II '12, who leads the legislative and budgetary staff for California State Assemblyman Mike Gipson; and Alison Martin '14, who served as district representative and grant support manager for fellow alumnus and retiring U.S. Representative Ed Royce '77 while still a student and is now campaign manager for Scott Baugh's congressional bid.

Our students and alumni in public service reflect a commitment to a cause greater than self and a desire to make a positive impact in the community, in keeping with the objective of developing truly transformative and impactful leaders for tomorrow. This is consistent with the college's desire for impact on both the public and private sectors, seeking to bring governance across all sectors to a higher level of impact, ethics and professionalism.

SECTION 2:
SITUATIONAL ANALYSIS

A. Historical, National, Local and Other Factors Shaping the School's Mission and Operation

Established in 1960, the California State University (CSU) system is the nation's largest four-year public university system, with 23 campuses and eight off-campus centers across the state of California. The CSU system's mission is to promote student success through opportunity and high-quality education that prepares students to become leaders in the changing workforce, making the CSU a vital economic engine for California. It creates an opportunity for the diverse students of California to reach their educational goals and become leading citizens. Overall, the California State University system educates approximately 474,600 students and employs more than 49,000 faculty and staff.

California State University, Fullerton

California State University, Fullerton (CSUF) was established on July 5, 1957, as the 12th campus of what is now the 23-campus California State University system. Initially a local college of 452 students, the university has grown into a major, comprehensive, regional university with a global outlook, which enrolls **more than 40,000 students** and offers more than **100 degree** programs (57 undergraduate and 52 graduate, including doctorates in education and nursing practice). CSUF has consistently maintained a position as the largest or second-largest campus in the Cal State system in terms of student enrollment.

CSUF has achieved recognition for academic success. CSUF ranks **fifth in the nation** in baccalaureate degrees awarded to underrepresented students, and ranks first in California and second in the nation in awarding degrees to Hispanics. *U.S. News and World Report* has ranked CSUF among its top national universities since 2016 and has listed CSUF as one of the **most innovative schools**. Locally, the Orange County Black Chamber of Commerce honored CSUF for **60 years of helping students succeed**.

Mihaylo College of Business and Economics

Located in one of the most vibrant and entrepreneurial business communities in the United States, Mihaylo College of Business and Economics is the third-largest accredited business school in the nation. Home to more than 9,000 undergraduate and graduate students, Mihaylo College hosts 24% of the total CSUF student enrollment, the largest among the university's eight colleges. The college confers more than 2,000 degrees annually, or 25% of the university's annual graduating class.

Mihaylo College offers a B.A. in business administration degree with 17 concentrations, a B.A. in international business, as well as five graduate degrees supported by six academic departments: accounting, economics, finance, information systems and decision sciences, management, and marketing. See Appendix 2.1 for a complete list of programs included in the scope of review.

The college's 13 Centers of Excellence are a bridge between the college and related industries. These faculty-centric think tanks address key community-based issues, tackle global challenges, provide invaluable services to the local business and government sectors, and link students and alumni to real-world learning and networking experiences.

B. Relative Advantages

Since the establishment of CSUF's business school in 1959, the college has remained committed to program quality, balancing theory and practice, as well as expanding outreach and visibility. As a result of these efforts, the college's relative advantages related to reputation, resources, sponsors and supporters include:

- **Academic reputation.** Both the university and college have earned a national reputation for outstanding academic programs. Cal State Fullerton was recognized as a top national university (*U.S. News & World Report*, 2017). In 2016, California State University, Fullerton was elevated to R-3 (research) status by the Carnegie Classification of Institutions of Higher Education (Appendix 2.2).

- **Diverse student population.** CSUF is designated as both a Hispanic-serving institution and an Asian-American and Native American/Pacific Islander-serving institution. The Mihaylo College student body comprises 33% Hispanic students and 28% Asian-American/Pacific Islander students. *Diverse: Issues in Higher Education* ranked **CSUF No. 1 in the nation** for degrees in business administration, management and operations awarded to Hispanics, and No. 2 in the nation for the number of business administration, management and operations bachelor's degrees awarded to Asian-Americans (Appendix 2.3).

- **Low cost of tuition.** Cal State Fullerton offers relatively low tuition costs and a good return on investment ensuring that Mihaylo College graduates are prepared for the ever-changing job market. As of 2016, the average student debt for CSUF graduates was about $7,000 less than the California average.

- **Alumni network.** With more than 60,000 alumni, 80% of whom work in the Southern California region, Mihaylo College is viewed as a local and regional economic force.

- **Robust regional community/business leader involvement.** Through our centers, guest speakers, mentorships, advisory boards, alumni clubs and programs, Mihaylo College has valuable, lively and active partnerships with the business community and key stakeholders, many of whom visibly support our students and programs through initiatives such as Professor for a Day.

- **Attractive location.** Orange County's economy is the third-most diverse in the U.S. The region offers an extraordinary range of job opportunities across many industries. Many Fortune 500 companies, including Ingram Micro, First American Corporation, Broadcom, Western Digital and Pacific Life, are headquartered in Orange County. Additionally, Orange County serves as the regional headquarters for many international businesses, including Experian, Toyota, Ricoh and Billabong.

- **Quality programs.** Quality programs produce satisfied graduates. In a recent graduate program exit survey, 83.7% of the student body indicated satisfaction or extreme satisfaction with the education received at Mihaylo College (Appendix 2.4).

- **Information/decision-making technology.** As part of the CSU, Mihaylo College has access to CSU-wide information systems, which provide centralized data-gathering and reporting for budgets, curriculum and policies; opportunities for grants and contracts; online and high-impact teaching strategies; and partnerships

with national educational organizations.

- **Student services.** Mihaylo College offers business-specific academic advising, career advising and tutoring services in addition to what the university provides to better support our students.

C. Relative Disadvantages

Historically, teaching has been the CSU system's primary focus and faculty research a secondary objective, creating the mindset in some that the CSU is academically inferior to University of California institutions. Along with tackling this misconception, being a state-sponsored university carries challenges to reputation, resources, support and sponsors. These relative disadvantages include:

- **Faculty recruitment and retention.** As part of the CSU system, faculty salary ranges are set by the system and there is no range differentiation based on the discipline, so an assistant professor in accounting will have the same salary range as an assistant professor in history. This limitation is a great disadvantage in hiring and retention of business faculty as our salaries are well below the market rate.

- **Cost of living.** CSUF is located in a relatively high cost-of-living area. Coupled with the salary restrictions mandated by the CSU system, Mihaylo College is hugely dependent upon personal outreach from current faculty and administrators to attract leading professionals.

- **Lack of infrastructure in research support.** As teaching is the priority for the CSU system, there is no infrastructure built into the CSU system or the university to encourage and support research activities.

- **Split student priorities.** A little over one-half of CSUF's entering freshmen students earn degrees in six years or less. This statistic does not reflect that 40% to 50% of students are employed 15 hours or more per week and 20% to 25% are employed full time. This reality of competing priorities increases as graduation draws near — 75% to 80% of seniors are working 30 or more hours per week.

- **Reduction in state funding.** Although the demands on the university have increased over the years, state funding to support the university has decreased. Prospective students also express concerns about committing to state institutions where evaporating resources result in uncertain course offerings and time-to-degree challenges. As of 2016-2017, state investment per student was $8,843. This number reflects a slight rebound since the Great Recession, but adjusted for inflation, it is still below the amount invested per student 30 years ago.

- **Disparity between public perceptions and fundraising needs.** Even with a relative 78% reduction in state funding over the past 12 years, the general public, alumni and business community perceive the college to be funded primarily through taxpayer dollars. Due to this misconception and dramatic regional economic challenges, fundraising cannot keep pace with state funding losses.

- **State legislature demands.** State Senate Bill (SB) 1440: The Student Transfer Achievement Reform Act mandates certain transfer student admissions. Admission criteria is based on a general transfer curriculum model between California Community Colleges and the California State University. Several of our required lower-division courses, including business calculus and business writing, became optional for SB1440 students. These changes directly influence the Mihaylo College business student profile and impact how we teach students in upper-division courses as students now have different foundational knowledge.

D. Future Challenges

A continuous, systematic analysis of internal, environmental and competitive forces challenging Mihaylo College's future is required to ensure demands and opportunities are met. Listed below are the challenges identified through this on-going process.

- **Internal factors.** Increased funding is needed to execute necessary changes and to initiate new programs. Vacancies due to retirements and an inability to compete for talent present constant challenges. Collective bargaining agreements and uncertain campus-based funding distribution plans further hamper the college's ability to recruit talent and restrict current processes. Fast turnover of university leaders also leads to uncertainty in university and college directions and continuation/sustainability of existing programs/projects.

- **System-wide factors.** CSUF is part of the CSU system, and the university follows the chancellor's direction on various issues. This centralized structure brings challenges. Below are a few items the college is facing:

  - The baseline number of staff positions in the college hasn't changed much in the past 10 to 15 years, despite the high demand in recent years for advisors. Because of this, the college has supported most advisor positions with its operating budget, which is not a sustainable solution as salaries and benefits increase each year.

  - Per the CSU's Graduation Initiative 2025, all campuses have been tasked with reaching a 40% four-year graduation rate for first-time freshman and a 45% two-year graduation rate for transfer students by the year 2025. For the college to achieve this goal, it must double the current four-year graduation rate for first-time freshman. The college must establish a delicate balance as it works to meet these goals while simultaneously attending to student needs and maintaining high-quality programs.

  - A recent Executive Order from the CSU Chancellor's Office, Assessment of Academic Preparation and Placement in First-Year General Education Writing and Mathematics Courses (EO 1110-Appendix 2.5), has removed the math and English qualification tests as well as remedial courses designed for students who are not math or English ready. This change could have a great impact on freshman- and sophomore-level business foundation courses.

- **Competitive factors.** Direct competitors for graduate programs include UC Irvine, also located in Orange County, and nearby private institutions such as Chapman University and Pepperdine University. Outside of these universities, we also compete with our sister campuses in the CSU system for students. It is a major challenge for the college to stay competitive in the market with very limited resources for marketing and recruitment for graduate programs.

E. Opportunities

Even with budget constraints, Mihaylo College has sought to develop and maintain superior programs. Over the next five years, the college will implement several new programs, some self-supporting, if demand is present and resources are available. At the undergraduate level, we will launch two new concentrations: accounting analytics and economic analytics. At the graduate level, we will introduce two degree programs — M.S. in financial engineering and risk management and M.S. in accounting and finance — as well as a fully online professional certificate in human resources management.

The largest areas of growth at the Irvine Center have revolved around college's Centers of Excellence, including the physical expansion to house the college's Startup Incubator and the local chapter of the SBDC. As we move forward, the Irvine Center will continue to focus on forming partnerships with the business community and creating opportunities for students beyond the classroom.

SECTION 3:
PROGRESS UPDATE ON COMMENTS FROM PREVIOUS REVIEW

During the last review, the team asked us to monitor the following items.

A. Faculty Sufficiency Across All Teaching Locations

Things to Monitor

"The University, the College, and the Department expect significant enrollment growth in the Business and Accounting programs offered at the Irvine Campus. The College should develop a strategic plan and appropriate initiatives to ensure that AACSB standards for faculty sufficiency and deployment are met at the Irvine campus for each program should the enrollment growth occur at the Irvine campus. — 2003 Standard 9: Faculty Sufficiency; 2003 Standard 10: Faculty Qualifications; 2013 Standard 5: Faculty Sufficiency and Deployment; 2013 Standard 15: Faculty Qualifications and Engagement"

Updates

Since the last review in 2013, the university location in Irvine has been renamed the Irvine Center to reflect its changing uses. As the Irvine Center evolves, Mihaylo College will be more engaged with local business communities through the Centers of Excellence in Irvine. The college will develop more executive education programs in collaboration with the university's Extension and International Programs division to better serve the needs of local businesses and the community.

In addition, the Irvine Center serves several hundred undergraduate and graduate students each year. Students often choose to take classes in Irvine because it is closer to their homes or work. Overall, the undergraduate cohorts during the last five years have taken 1.7% to 2.3% of their credit units at the Irvine Center. The rest of their units are completed at the main campus. With regard to all other activities, including student organizations and recruiting, students have the opportunity to participate in events at the Irvine Center as well as on the campus at Fullerton. This gives students a greater flexibility to find events and assistance that fit their needs.

Faculty sufficiency can be uneven among the departments offering classes at the Irvine Center. Three of our six departments meet the 60% threshold for faculty sufficiency in Irvine. The other departments vary from year to year. Because of the relatively small number of classes offered in Irvine, of the college's 731 sections taught in Fall 2017 only 69 were in Irvine, these sufficiency numbers can change greatly based on a few faculty members. We plan to work with the department chairs to ensure a balanced mix of faculty in the future. Tables 15-1 and 15-2 (Appendix 3) show deployment of Mihaylo faculty for 2017-2018. Table 15-1 is broken out by student levels and locations.

To aid in student success, supplemental instruction (SI) is also offered at the Irvine Center for ISDS 361A and 361B and ACCT 301A and 301B, with plans for FIN 320 in fall 2018. In addition to supplemental instruction, the academic advisor at the Irvine Center provides an average of 500 individual advising sessions per semester. Graduation check workshops are offered four times a semester, and probation workshops are offered twice per semester.

B. Faculty Qualification Standard

Things to Monitor

"The College needs to interpret more rigorously faculty qualifications, particularly with regard to intellectual contributions standards. Under current CBE policy on intellectual contributions in determining faculty member AQ status, it is technically possible to be classified AQ without a peer-reviewed journal. As the College revises its faculty classification policy to comply with the new AACSB 2013 standards, the College should consider establishing a rule for a minimum number of peer-reviewed journals articles. —2003 Standard 10: Faculty Qualifications; 2013 Standard 15: Faculty Qualifications and Engagement"

Updates

Mihaylo College underwent an in-depth program review as part of its maintenance of accreditation review cycle during fall 2013. In response to the concerns indicated in the report, Mihaylo College has adopted new Faculty Qualification Standards (Appendix 3.1) and an updated Faculty Qualification Table (Appendix 3.2). The table lists various faculty activities and associated point values used to determine faculty qualification status. Specifically, two peer-reviewed publications, plus other service activities are required to maintain scholarly academic (SA) status. The college has also set the criteria for college-recognized, B-level publications (Appendix 3.3) to ensure publication quality.

SECTION 4:
STRATEGIC MANAGEMENT AND INNOVATION

A. Mission and Vision Statements

Mihaylo College Vision and Mission Statement

We leverage the diversity and entrepreneurial spirit of Southern California to produce globally aware business leaders through innovative teaching and high-quality applied research.

Mihaylo College Strategic Goals

Goal 1: Strengthen Student Success Programs

Goal 2: Enhance Community Engagement

Goal 3: Continued Academic Excellence through Faculty and Staff Recruitment and Development

Goal 4: Enhance Financial Resources

Each academic department, operational unit and Center of Excellence has its own strategic plan, which outlines its mission, goals, objectives, actions/activities, measurements and outcomes. At the start of each academic year, the chair/director/head meets with the Mihaylo College dean and associate dean to review their plan and report on progress in achieving goals. These plans must be consistent with the CSUF and Mihaylo College strategic plans.

B. Strategic Management Planning Process and Outcomes

Prior to the development of the first university strategic plan presented in the "Accreditation Maintenance Report" in May 2013, Mihaylo College implemented a rigorous strategic plan process in 2011 that involved recognizing nascent business education trends, understanding stakeholders' expectations of the college and analyzing college attributes relative to peer schools. The team also discussed the college's values and distinctive capabilities. A total of 44 faculty members and staff, student and alumni representatives, along with other stakeholders, were invited to form the strategic planning team and four planning sessions were held from September through December 2011.

In June 2012, then-CSUF President Mildred García launched an institution-wide strategic planning process. Further refinement of the college plan was put on hold until the university plan was finalized. The university quickly set out to review and revise Cal State Fullerton's strategic plan through several town-hall meetings involving all internal and external stakeholders of the university. Initially drawing upon earlier planning efforts and then collaboratively engaging broadly across the university through the use of multiple workgroups from the campus community, multiple large and small town hall meetings, extensive solicitation of electronic feedback, as well as presentations to the Council of Deans, the Academic Senate and the Philanthropic Board.

The current Mihaylo College strategic plan (2013-2018) was developed in alignment with the university's strategic plan. Following the establishment of the college strategic plan, Mihaylo College has routinely conducted strategic planning activities reflecting the university plan. The college's plan consists of four goals and 16 objectives.

In the five years since the installation of the college's strategic plan, the college has made outstanding progress toward meeting the identified goals and objectives, particularly in the area of strengthening student success programs. Section 4.D will speak to our efforts to enhance financial resources, and section 5 addresses our faculty and staff development. The annual review process allows for regular evaluation of projects and adjustments. Some of the highlights:

The academic advising team started an Academic Success Academy that sponsored a series of connected workshops throughout the school year geared toward at-risk underrepresented minority students. During the review process, they found that attendance and retention was a challenge because many students had outside responsibilities that prevented them from consistently attending the workshops. The team has since changed their strategy to focus more on one-on-one outreach that can be adjusted to fit student needs.

The college has developed a course, BUAD 300 – Professional and Career Development, to address three areas of importance for undergraduate students: social skills, executive functioning skills and career exploration. The course is designed to help students develop the life-long learning skills necessary for success during their time at Mihaylo College and in their future careers. The course was first piloted in fall 2015. Currently, we have a stable enrollment of 300 to 400 students each semester. Please see some of the testimonials from students in Appendix 4.1.

The college has adopted supplemental instruction (SI) for courses that have a relatively high failure rate, including those in business analytics, accounting and intermediate business microeconomics. By spring 2018, the college had 33 SI sections in various business subjects. Because of SI, the college has seen a decline in drop-in appointments at the Tutoring Center, but the center still services more than 3,000 students each year (Appendix 4.2).

The college's Centers of Excellence have been central to realizing the vision of sustainable funding and mutually beneficial community engagement in particular sectors of the college. Through funding from the U.S. Small Business Administration, the Mihaylo College chapter of the SBDC was the national leader in providing access to capital for small business development in 2015, helping clients obtain more than $34 million in debt and equity. With business consultants from across multiple industries, including a number of alumni and members of other aspects of the college's business network, the center's consulting services have assisted in the creation of more than 800 new jobs and 180 new businesses annually, including many entrepreneurships developed by Mihaylo College and CSUF students and alumni, and employment positions now held by students and alumni.

The college's Center for Leadership, which encourages the leadership development of students and the broader Orange County business community, has expanded its impact and footprint over the review period through strategic fundraising and community outreach. The center has launched a YouTube series, "The Leadership Voice," that engages top-level Southern California executives in discussions about leadership excellence and development, while incorporating field research by CSUF faculty. In addition to the directorship, the center has created a second full-time position, which in turn, further supports the continued growth, community relations and development activities of the center.

Through the center's Leadership Scholars program, Mihaylo College students have exclusive access to business executives across multiple industries. The center simultaneously builds the college's professional network and alerts business leaders to the student talent at the college. The center's Executive Program provides direct faculty-led learning opportunities to Orange County organizations of all kinds through lunch-and-learn events, covering topics such as diversity management, organizational dynamics, organizational leadership and development, and servant leadership. The Leadership Academy, an immersive two-day learning experience to assist high potential leaders and middle managers in enhancing their professional skills, further facilitates the center's outreach to the community. Each year since its debut in 2012, the center has recognized exemplary and visionary leadership in the business arena through the Annual Leadership Awards Luncheon, peer-nominated honors that are sponsored by major Southland corporate partners.

The Next Strategic Plan

At the fall 2017 convocation, former CSUF President Mildred García **announced the initiation of efforts** (Appendix 4.3) to develop the subsequent strategic plan to be unveiled at the 2018 convocation. Early in fall 2017, University Strategic Plan (USP) 2018 planning committee members and co-chairs were identified. In October 2017, the committee began gathering feedback on the following prompts: identify opportunities for growth based on USP 2013 outcomes; identify emerging initiatives and priorities we must address in USP 2018; and identify additional aspirations/possibilities that might be incorporated in USP 2018.

In February 2018, the plan was sent to the campus community for review and feedback. The final strategic plan is scheduled to be released in October 2018. The timeline, including a description of key topics and a draft of the upcoming strategic plan are provided in Appendix 4.4 and 4.5.

The college started our next five-year strategic plan in May 2018. As the first step, all operation units, departments and centers were asked to hold internal meetings and develop their strategic goals. Each unit is tasked with setting up their priorities referencing the university's strategic plan draft during the summer. By late September or the beginning of October, the units will submit their plans and priorities. Then, the college will organize a task force with participants from all stakeholders, including students and alumni, to develop the college strategic plan under the guidance of an external facilitator. The college will have the finalized strategic plan by the end of 2018.

C. Intellectual Contributions, Impact and Alignment with Mission

The faculty of Mihaylo College endeavor to maintain high standards of faculty research activities by keeping up with the latest developments in their specialized fields and creating new knowledge for the benefit of their students and society. This aligns with the college's mission to provide innovative teaching, conduct applied research, and to either guide students in conducting research or apply research findings into teaching materials.

Faculty receive support for their research and professional development from many sources throughout the university. The college has a dedicated research grant specialist, who is available to help our faculty members apply for external grants as well as the numerous internal grants available to them from the university. For example, annual intramural grants, awarded to junior and senior faculty, fund instructional improvement projects that lead to increased student success similar to the ECON 315 project that was mentioned earlier in the report. The college also funds five to 10 similar research projects per year depending on budget constraints.

From 2013 through 2017, the college has published 457 unique peer-reviewed articles including 134 articles in A-level journals across a variety of disciplines. Some of these premier journals include *Advances in Accounting*, *Journal of Accounting*, *Auditing and Finance*, *European Economic Review*, *Journal of Economic Dynamics and Control*, *Journal of Finance*, *Journal of Banking and Finance*, *MIS Quarterly*, *Journal of the Operational Research Society*, *Journal of Advertising Research*, *Journal of Business Research Academy of Management Learning & Education*, *Human Resources Management* and many others.

Table 2.1 shows a summary of intellectual contributions from faculty in different areas. See Table 2.2 in Appendix 4.6 for a full list of publications, journals and corresponding rankings.

Table 2.1 – Intellectual Contributions

FIVE-YEAR SUMMARY OF INTELLECTUAL CONTRIBUTIONS													
	Portfolio of Intellectual Contributions			Types of Intellectual Contributions									Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Peer-Reviewed Academic/ Professional Meeting Proceedings	Peer-Reviewed Academic/ Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Other Teaching Materials	Professional Practice Standards, or Public Policy	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percent of Total Full-time Equivalent (FTE) Faculty Producing ICs
Accounting	62	45	33	51	1	38	1	0	0	0	14	25	57.5%	68.8%
Economics	132	53	11	89	1	59	33	0	0	0	1	13	88.5%	80.5%
Finance	149	41	18	94	1	67	18	2	0	0	5	21	82.4%	86.0%
Information Systems and Decision Sciences	188	48	31	167	3	48	14	0	0	0	6	29	88.9%	86.9%
Management	119	98	34	131	3	75	6	0	0	0	13	23	66.7%	63.4%
Marketing	62	30	71	56	14	53	17	2	0	0	2	19	70.0%	70.1%
Grand Total	712	315	198	588	23	340	89	4	0	0	41	130	74.3%	75.3%

Research Impact

As mentioned earlier in the report, the CSU system was founded with the goal of being an interconnected group of preeminent teaching universities. Throughout the years, the goals of the system have evolved to include faculty research. In many cases, the system's original focus of teaching is reflected in the education-focused research conducted by our faculty.

Faculty members Randy Hoffman, Glen Hatton and former accounting chair Betty Chavis received the American Accounting Association's **2015 Jim Bulloch Award for Innovations in Management Accounting Education**, (Appendix 4.7) in recognition of their success reducing the number of students repeating core courses and improving final exam scores by 25%.

A 2017 article in the *Journal of Education for Business* put Cal State Fullerton, and by association Mihaylo College, in the top 20 out of 1,900 schools in terms of research productivity in management and business education.

Impact on Pedagogy

Much of our faculty research focuses on connecting theory to practice, particularly through improving teaching methodology and evaluating how diverse groups of students learn best.

Nick Huntington-Klein's work with Goldhaber and Grout on policy briefs has contributed directly to policy discussions surrounding teacher evaluation and whether these evaluations can be improved. The work and has been covered by the *Associated Press*, *The Hechinger Report*, and *EdSurge*.

Sinjini Mitra and Zvi Goldstein conducted intervention studies for ISDS 361A/B on student performance to identify factors that signaled at-risk students. They then devised a two-stage intervention process. The results showed that the at-risk students who were detected and sought additional help significantly improved their performance. The findings were published in the journal *Communications in Statistics: Case Studies, Data Analysis and Applications*.

Allen Broyles conducted an extensive study of Gen Z students, identifying their learning habits. The study found that these students were relying more on video than text, with a desire for on-demand learning. Incorporating the research findings, the department faculty developed a list of video modules now used by all instructors in teaching the foundational marketing course.

Dawit Zerom conducted research focused on how to help students who are less connected to campus (such as commuter students) succeed in their studies, especially with regard to required courses such as ISDS 361 A/B. In collaboration with Thuy Nguyen, he developed a new mathematical model framework to explain failure in a course given effort. The model provides meaningful implication for possible policy interventions from the instructor as well as the institution.

Laura Marcoulides is studying factors that influence students of different ethnicities and genders to select a STEM sub-field within business. This study will be helpful when mentoring students in the early stages of their academic careers. The initial findings show that the mentoring need not be formal.

Dipasri Ghosh presented on effective ways to use Bloomberg technology in classrooms at the Bloomberg for Education conference in 2015.

Daniel Soper created a variety of free online tools and videos to help students, scientists and educators throughout the world. The tools include statistical calculators, financial calculators and a sentiment analyzer. In the last five years, Soper's website has averaged about 6.8 million visitors per year.

Impact on Policy and Community

In an effort to share this research and directly affect the business practices of the local and global community, the college hosts a variety of conferences and forums, including the annual economic forecasts and the SEC Conference that have been mentioned earlier, as well as the Southern California Accounting Research Forum in 2013 and 2018. The forum brought universities together to present, discuss and receive feedback on their latest research as well as promote collegiality among accounting faculty at different universities.

Outside of this varied research impacting pedagogy and learning strategies, our faculty members' research often connects to the wider community and has an impact on public policy.

Nick Huntington-Klein's work with William Zumeta covers the cost-effectiveness of college and is intended directly for policymakers and interest groups. This research has directly impacted policy discussions and decisions in the Council of Independent Colleges, and the Maryland Independent Colleges and Universities Association. The work has also received some wider attention, and has been covered by *The Chronicle of Higher Education*, *The Inter-Mountain* and *The Edwardsville Intelligencer*.

Adrian Fleissig was the invited speaker for the California State Assembly in 2016 for a discussion on "Assessing a Potential Modification to Proposition 13: Property Assessment Portability Laws."

In 2013, faculty member Robert Michaels (now emeritus) spoke before the U.S. House of Representatives Energy Subcommittee on assessing the efficiency and effectiveness of wind energy incentives.

Beyond the research mentioned above, the faculty members in the college have a variety of research interests. The major research themes for each of the college's departments are shown in table 4.1 below.

Table 4.1 – Research Themes Throughout the Departments

ACCOUNTING	ECONOMICS	FINANCE	ISDS	MANAGEMENT	MARKETING
Financial reporting, regulation and compliance	Economics and public policy	Corporate finance (M&A, limited partner performance, R&D spillover)	Computational mathematics (location and grey pattern problems)	Leadership, interpersonal skills, supervisor social support	Self-brand connections and building brand trust
Audit practices and audit quality	Financial literacy and education	Investments, hedge funds and the role of intangible information	Statistical methods	Management education, training and effective human resource management practices	Design in marketing (culture brands, crowdsourcing and SME positioning)
Information systems and firm performance	International trade and labor	Real estate (debt, capacity commitment and foreclosures)	Human computer interaction, technology adoption and addiction	Operations and supply chain management	Social media and consumer behavior
Managerial accounting, corporate strategy and performance metrics		Insurance and risk management	Impact of technology	Social capital, social network dynamics and innovation	Marketing education
Corporate governance				Social responsibility, ethics and sustainability	

D. Financial Strategies for Supporting Strategic Goals

Mihaylo College garners its resources from three sources of funding: state allocations through the Provost's Office based on enrollments (FTES), student fees instituted through the campus and the college's graduate program fee, and privately-raised funds through the college's foundation and auxiliary enterprises. The funds allocated to the state from Extended Education for self-supported programs, such as the fully employed MBA, are projected to be $1.6 million in the 2017-2018 academic year. Revenues from the professional business graduate fee, a $270 per unit AACSB-accredited fee, generated $1.9 million in revenue for the college during the 2017-2018 academic year. Lastly, the college's vigorous fundraising efforts are expected to yield $4 million in 2017-2018.

Analysis of Trend in Resources for the Past Five Years

Since the 2013-2014 academic year, state funding to the CSU system has steadily increased (Appendix 4.8), and the allocation to the university has likewise increased from $130 million in 2013-2014 to $183.1 million in 2017-2018, an increase of 40.8%. Despite this increase in funding, the college experienced a $2.3 million shortfall in baseline funding in the 2016-2017 academic year, a decrease of approximately 8.4% from the prior year. In academic year 2017-2018, the baseline funding method was reset by the Provost's Office, and the allocation to the college was projected to be $24.6 million (Appendix 4.9).

Contingency Planning Process in Case of a Budget Reduction

Despite the funding increase, the college has retained its conservative spending measures to account for the 3.0% general salary increases for faculty and staff that was approved in 2017-2018, and new university programs such as the Graduation Initiative (GI) 2025. In addition, 20% of the General Fund is held in reserve should a reduction in resources occur in the middle of an academic year. The college also contributes another $400,000 back to the Provost's Office as a part of a divisional contingency in case funding is reduced by the university for unexpected reasons. As the economy continues to make small gains, modest improvements in the state budget are expected in the upcoming years, but the college will continue to operate on conservative spending measures and hold adequate funds in reserve as a contingency should there be a university budget reduction.

Financial Support of Major Strategic Initiatives

In alignment with college strategic initiatives related to high-quality faculty recruitment and retention activities, all new faculty are awarded summer start-up funds and assigned a reduced teaching load, thus supporting their research and development of innovative classroom approaches. All full-time faculty receive support for faculty professional development, academic research and related course assigned time, as well as technology and data subscriptions, and professional memberships. The college supports faculty to present their research at academic conferences.

The college also allocates funds to support strategic initiatives regarding student services and success, such as high-impact practices (HIP). These practices include peer mentoring programs and the support of a new class (BUAD 300 – Career and Professional Development) that provides guidance and direction on students' future endeavors as working professionals. The college also uses specially allocated state funds to support new

university programs that support student learning, retention and growth, such as the Student Success Initiative, the aforementioned Graduation Initiative 2025 and summer study abroad programs. The college uses additional funds acquired through MBA fees to support academic advising and career services to improve student retention, graduation and advancement in the workforce.

In the last five years, the college's Centers of Excellence have successfully fundraised and become predominately self-sufficient. That said, the college continues to provide funding for student assistants and large-scale community outreach projects or events when necessary. The college funded the Center for Leadership's YouTube series featuring Orange County business leaders.

Besides state funding, the college has been very successful in private fundraising efforts to support student grants and scholarships, support special outreach projects and alumni events, and support the college's various Centers of Excellence—self-sustaining units that connect students with business organizations and professional leaders in their desired industries of employment.

Other fundraising events include the Mihaylo Golf Classic that garners support for student scholarships, which are awarded based on academic merit and campus involvement. Funds raised by the development team are also used for further development of Mihaylo Hall, its infrastructure, and resources to enrich pedagogy and classroom innovations, such as the Titan Capital Management Lab — a classroom with national connectivity to the stock market that students use to learn about changes in the U.S. stock and investment systems.

The college hosts various annual events devoted to fulfilling strategic initiatives for community engagement by strengthening relationships with alumni and the local business community of Orange County. Professor for a Day continues to be a popular experience for students with insight and instruction from alumni who are business leaders and offer their stories of success within their respective industries. Other community activities and outreach events focus on garnering research grants and endowments for faculty to investigate current business issues and trends.

As aforementioned, the college uses professional business graduate fees to support the MBA and various graduate programs by providing graduate students with advising and counseling services, as well as access to Mihaylo Career Services, which connects students with job opportunities, corporate contacts and community members. These fees also support the development of new and burgeoning graduate programs and are used to invest in software for graduate courses that incorporate the use of computer applications, such as statistical modeling, data analytics and forecasting business scenarios.

The college has also invested financial resources in faculty recruitment and retention. The details are discussed in Section 5 — see Faculty Support and Awards. Additionally, the college also receives funds from open university course fees. These funds, therefore, support faculty attendance at conferences and seminars, positioning faculty to keep abreast of the latest developments in their fields, as well as professional development opportunities such as training and workshops that help bolster their skills and knowledge for the development of new business courses and to update existing courses that benefit programs on the state and self-support side. These functions ensure that faculty are providing students with the latest information available for their respective disciplines and offer insights into the continued development and refinement of EIP curricula.

E. New Degree Programs

Through a fully online program, Mihaylo College's online M.S. in information technology, which began in 2005 but was not part of the previous review, is designed to offer flexibility for working professionals seeking a greater and more holistic understanding of data and telecommunications needed to support contemporary managed IT and cloud computing services. Recognizing the growth of all areas of information technology in the labor market, the program focuses on such concepts and applications as programming, e-commerce, cybersecurity and information technology organization, thus complementing career readiness in the data and security sectors of a wide range of industries and fields. Specific coursework covers information resources and IT project management; business databases, design and processing; data warehousing and foundations of business intelligence; and a capstone seminar in information systems implementation. This is additionally supported with 18 units of electives from the college's IT management or data science concentrations, permitting student specialization for individual goals and objectives.

With a program duration of 20 months and a cohort model designed to build individual professional networks, students partake of a year-round schedule, with two courses per semester. This format provides great versatility, thus serving entry-level professionals desiring to focus themselves on a specific subset of business as well as veteran practitioners seeking the best practices for success in the current field. U.S. News & World Report ranked the program as second in California and 12th nationally in its 2017 Best Online Degree Programs.

The M.S. in information technology shares logistical, faculty and technological resources with the M.S. in information systems program. For this program's learning goals, please reference Section 6.

SECTION 5:
PARTICIPANTS – STUDENTS, FACULTY AND PROFESSIONAL STAFF

A. Mihaylo College Students

Mihaylo College of Business and Economics leverages the ethnic and culturally diverse population that makes Southern California unique.

Changes in Student Trends

Enrollment. Enrollment trends over the past five years show a general increase at the undergraduate level. As shown in Table 5.1, class year is determined by the number of units completed. Consequently, many students advance their class level between the fall and spring semesters, thus the large difference between freshman and sophomore numbers in the table below. In addition, many of our transfer students enroll with enough credits to qualify for senior standing at some point during their first year even though they are taking junior-level classes. At the graduate level, we have seen a more stable enrollment with a decrease in MBA and MSA programs, but with an increase in the MSIS program.

Table 5.1 – Enrollment Trends

	2013	2014	2015	2016	2017	PERCENTAGE DIFFERENCE (2013-2017)
Level						
Freshmen (0-29 units)	1,316	1,377	1,345	1,230	1,110	-15.6%
Sophomore (30-59 units)	799	883	934	921	905	13.3%
Junior (60-89 units)	2,298	2,227	2,499	2,789	2,683	16.7%
Senior (90+ units)	3,542	3,499	3,471	3,598	3,724	5%
Graduate	648	614	646	686	669	3.2%
Total	**8,603**	**8,600**	**8,895**	**9,224**	**9,091**	

Diversity. The current student body demographics for the college, the campus and the region are provided in Table 5.2. Approximately 40% of the undergraduate population are first-time freshman, and 60% are transfer students. First-generation students make up about 30% of Mihaylo College students, and about one-third of the students are underrepresented minorities.

Table 5.2 – College, University, Region Demographics (Fall 2017)

	AMERICAN INDIAN	BLACK	HISPANIC	ASIAN	PACIFIC ISLANDER	WHITE	UNKNOWN	MULTI-NATIONAL	INTER-NATIONAL
Mihaylo N=9,091	<1%	1.43%	32.71%	27.70%	<1%	18.48%	4.03%	4.05%	11.40%
CSUF N=40,439	<1%	1.98%	40.78%	20.81%	<1%	20.37%	4.10%	4.18%	7.81%
Orange County (2016) N=3,172,532	1.1%	2.1%	34.3%	20.4%	<1%	41.1%	<1%	3.4%	

Graduation rate. In the past five years, both the college and the university have made major efforts to improve the graduation rate for both first-time freshmen and transfer students through intentional advising, academic support, course redesign to incorporate technology and the elimination of system barriers for students. The result of these efforts are demonstrated through the continually improving student graduation rate and the reduction in the achievement gap between under-represented minority (URM) students and non-URM students. Figure 5.1 and Figure 5.2 show the graduation rate for first-time freshmen and transfer students. The university's Institutional Research web page has more detailed data on graduation rates for **freshmen** and **transfer** students.

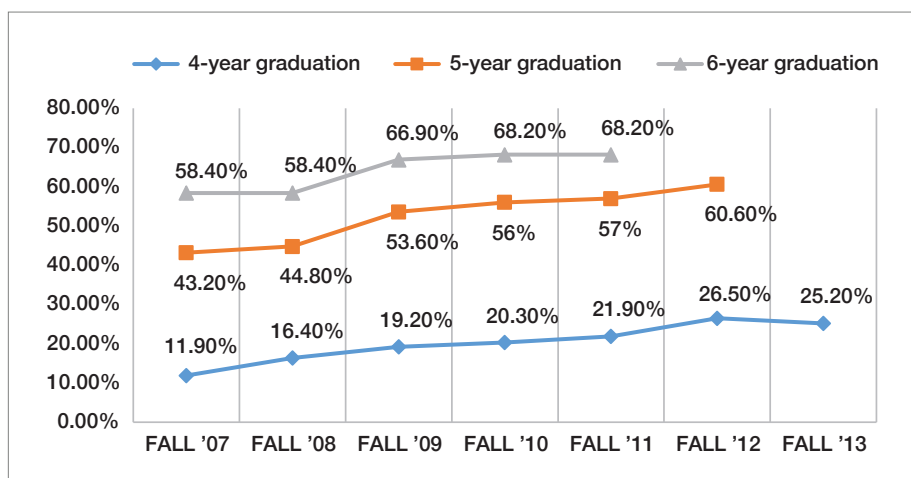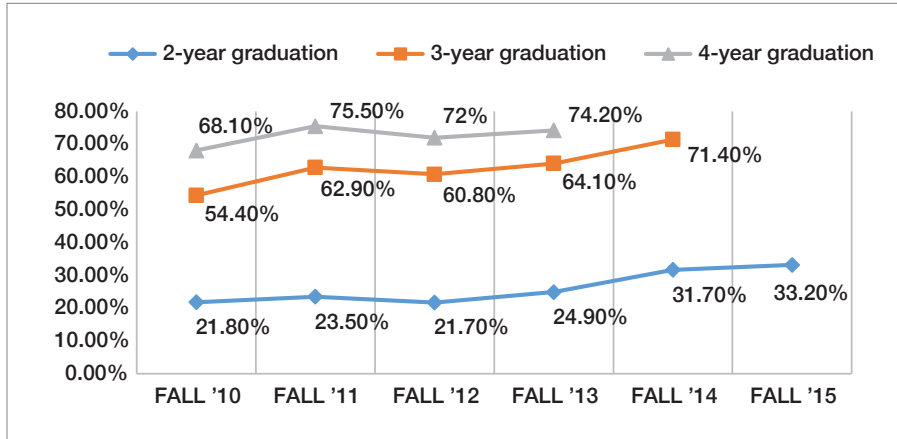Figure 5.1 – Graduation Rates for First-time Freshmen

Figure 5.2 – Graduation Rates for Transfer Students

Changes in Student Services

Since the last review, both the university and Mihaylo College have strengthened student support areas to best provide for the various student success initiatives. Below is a list of student support programs and structures that have been changed:

- Supported by student success fees, the university has funded graduation specialist and retention specialist positions for each college. The specialists are professional academic advisors who report to both the university and college. They are responsible for university initiatives that apply to all colleges, while also supporting college-specific programs. Graduation specialists work with junior and senior students to best ensure these students are on track to graduate, and retention specialists work with freshman and sophomore students to help them find their way and persist in the college.

- The college changed the structure of business advising to replace graduate student advisors with professional advisors, who greatly enhanced the quality and quantity of service. Currently, the business advising team consists of an assistant dean, one senior advisor, four undergraduate advisors, two advisors for the online program, one part-time undergraduate advisor at the Irvine Center, one internship advisor shared with Mihaylo Career Services, two graduation specialists, and a retention specialist. In addition to working with students, the advisors develop programs that support student success. Projects developed during the review period by the unit include enhanced communication campaigns for students at different levels and workshops on declaring a major and academic probation. In the most recent academic year, the unit conducted more than 11,000 one-on-one student interactions through appointments and walk-in advising. The unit has also offered 199 workshops with 5,318 attendees.

- Mihaylo Career Services started in 2012 with a director and two advisors. Now, the team consists of the director, an assistant director on employer relations, two graduate career advisors, two undergraduate advisors, one career consultant for experienced MBA students who are looking for better opportunities, and one internship advisor shared with Business Advising. Mihaylo Career Services served 268 students in 2012. That number grew to 3,452 in the 2017-2018 academic year. In addition to one-on-one appointments, Mihaylo Career Services hosts various career development workshops. They supported 2,735 student-employer connections in the 2017-2018 academic year through the Business Career Fair, Accounting Expo, Data Analytics Industry Night and other events (Appendix 5.1).

B. Mihaylo College Faculty

The **Office of Diversity, Inclusion and Equity Programs** guides and assists faculty, staff and administration to ensure equal employment opportunities and to foster a diverse and inclusive work environment. CSUF has adopted successful strategies for increasing faculty and staff diversity, yet this is an ongoing process for all colleges. Mihaylo College promotes diversity among its 291 faculty members and almost 90 staff members; the college rigorously continues to make every effort to recruit diverse faculty and staff. Tables 5.3 and Table 5.4 illustrate demographics of faculty teaching in fall 2017. The Office of Institutional Research website provides a more detailed data breakdown on **faculty demographics**.

Table 5.3 – Mihaylo College Faculty Demographics (Fall 2017)

	NATIVE AMERICAN	BLACK	LATINO	ASIAN	CAUCASIAN	UNKNOWN
Mihaylo Faculty (FT/PT) N=291	0.8%	3.1%	4.7%	17.3%	58.3%	15.7%

Table 5.4 – Mihaylo College Faculty Gender Breakdowns (Fall 2017)

FACULTY	FEMALE	MALE
N=291	33%	67%

Faculty Support

Faculty receive support for their research and professional development from many different sources throughout the university. Workload and incentives are managed through Mihaylo's assigned time policy, research grants, etc. The department chair and the associate dean oversee all of these activities. New faculty members receive orientations from the university and college in addition to onboarding from their department colleagues and their respective department chairs.

All new tenure-track faculty members receive a reduced teaching load and summer support for at least their first two years to help them establish a research profile. After the first two years, faculty members can earn a reduced course load by continuing their research. The criteria for this can be found in the college's assigned time policy (Appendix 5.2). The college has a dedicated research grant specialist who is available to help our faculty members apply for external grants as well as the numerous internal grants available to them from the university. For example, annual intramural grants fund projects that lead to increased student success. The college also funds five to 10 similar research projects per year depending on college budget constraints.

Along with grants and support from the college dean's office, the departments provide support to faculty for conference trips related to their research and teaching development. The departments will also fund journal subscriptions and submissions, research data purchases (such as the Thomson Reuters SDC data), software purchases (such as Stata), and professional membership payments and more.

Several departments organized in-house research seminars in which faculty presented their recent research, sought suggestions, and found opportunities to collaborate with their CSUF colleagues as well as peers from other universities. These seminars help improve research productivity and quality, another important goal of our college.

Outside of research, the university has a **Faculty Development Center** (FDC) that provides in-person and online resources to help our faculty incorporate new academic technologies and teaching techniques in their classrooms.

The FDC has increased support to retain faculty. New faculty support has been expanded from two-day event held the week before the semester to monthly support meetings. In addition, support and recognition have been put in place for faculty in their second year. The FDC has also begun online on-demand workshops with the goal of reaching lecturers and faculty who would like to take workshops in an alternative format. Programming has been designed to strengthen faculty capacity in specific areas, including diversity, HIPs, social justice and mindfulness, with certificates offered for completion of a number of hours of participation and a thoughtful reflection in each area.

Faculty Recruitment

A culturally diverse faculty enriches the education of students, staff, faculty and the community. CSUF strongly promotes diversity and inclusion in the university's recruitment guidance. The implementation of the search for a new tenure-track faculty is primarily the responsibility of the relevant department chair with oversight from the dean. The department chair works with the department search committee and the human resources office to find and review a diverse selection of candidates. All tenure and tenure-track faculty in the relevant department have the opportunity to provide input regarding candidates. The process and procedure of recruitment and appointment of tenure-track faculty is defined in (**UPS 210.001-Appendix 5.3**). The processes and procedures reflect our policy that affirmative action efforts must be integrated into the total personnel system and are designed to ensure that consistent hiring practices are followed by all CSUF departments/programs. Goal three of the strategic plan focuses on the recruitment and retention of a high-quality and diverse faculty and staff. In 2014, the UPS was revised to clarify the tenure-track faculty recruitment process and the heightened equal employment opportunity (EEO) review.

In addition, the Academic Senate similarly revised and the president approved the policy associated with temporary faculty recruitment, "Recruitment and Appointment of Temporary Faculty" (**UPS 210.050-Appendix 5.4**). Full-time temporary faculty recruitment follows the same procedures as full-time faculty recruitment. Part-time temporary faculty must be qualified for their assigned duties, as evidenced in their curriculum vitae, letters of recommendation, and any other appropriate materials a department wishes to use, such as reference checks, personal discussions with the department chair or other faculty, teaching demonstrations, or other documented relevant experience.

Faculty recruitment is a yearlong process, beginning each spring semester with formal departmental requests for faculty positions, including stated need, justification and projected enrollments. These requests are reviewed by the dean and forwarded to the provost; faculty positions must be approved by the provost. Generally, full-time equivalent students (FTES) determine the number of faculty budget lines within the college and departments, although the mix of tenure-track, full-time lecturers and part-time faculty depends upon multiple factors, many of which are beyond the college's control, including the state budget, economic considerations and university-based administrative decisions.

Professional Development

Upon hiring, the college assumes some responsibility for making it possible for faculty to maintain qualifications. Mihaylo provides a variety of programs and services to motivate, encourage, support and recognize faculty members' efforts to maintain high-quality teaching practices along with solid research and professional agendas. CSUF has a number of faculty development activities in place designed to improve teaching, learning and assessment of learning outcomes. These include, as previously mentioned, the new faculty orientation during which faculty are introduced to the university, their tasks and responsibilities. Throughout the year, the Faculty Development Center (FDC), Faculty Affairs and Records (FAR) and the office of Assessment and Educational Effectiveness (OAEE) conduct workshops and trainings. Faculty members also receive training in the learning management system.

At the college level, there is financial support provided for faculty to attend conferences and seminars to keep abreast of the latest developments in their fields and professional development opportunities such as training and workshops that help broaden their skills and knowledge. In addition, each department supports faculty by sharing knowledge, best practices and teaching ideas, including lecture content, class exercises, relevant publisher materials and syllabi. Senior faculty also mentor new adjunct faculty to ensure preparation. Finally, all faculty have access to our excellent Faculty Development Center (FDC) for a range of training opportunities, both in person and online.

Evaluation

CSUF maintains solid faculty governance through the CSUF Academic Senate, which controls all academic policies campus wide, along with an extensive set of governing policies called the University Policy Statements (UPS). The most important UPS faculty documents include Faculty Personnel Policy and Procedures (**UPS 210.000-Appendix 5.5**), Personnel Policy for Full-Time Temporary Faculty (**UPS 210.050-Appendix 5.4**) and Personnel Policy for Part-Time Lecturers (**UPS 210.070-Appendix 5.6**). In addition, a faculty contract negotiated through the California Faculty Association (CFA) provides guidelines and faculty procedure regulations. Post-tenure CSUF faculty members are reviewed every five years, with the explicit purpose to "encourage and maintain excellent performance in university assignments" (**UPS 210.020-Appendix 5.7**).

The *Faculty Handbook* details the faculty hiring and evaluation processes (Appendix 5.8). Appointment of core faculty requires a degree appropriate to the content area, experience in higher education teaching, professional expertise in the area of specialization, as well as involvement in scholarly activities and professional/community service. Faculty evaluation is based on a faculty portfolio, which includes information on teaching performance, professional activities, publications and presentations, and public or professional service. Expectations for faculty are defined by each department's personnel standards. Research is evaluated based on a research point system that tracks publications and other research outcomes. Teaching is evaluated based on a student-opinion questionnaire (SOQ), overall class GPA, course materials developed for the class and curriculum development.

It is the philosophy of CSUF in compliance with the California Education Code, Title 5 and collective bargaining agreements to follow a program of performance management that incorporates planning, measurement, feedback and continuous development.

At the college level, the departments check faculty status based on the AACSB requirements and faculty inputs in Digital Measures. Also, the department chairs rely on student opinion questionnaires (both quantitative and qualitative) completed at the end of each semester and periodic personnel review of faculty in terms of syllabus content, lecture and curriculum content, and consistency in grading distributions. Faculty receive feedback and suggestions to improve their teaching via their retention, tenure and promotion evaluation reports.

Faculty Governance

CSUF has a solid shared-governance model in which faculty and administration work together to decide university matters. At the university level, faculty governance is through the **CSUF Academic Senate**, which controls all academic policies campus wide, along with extensive governing policies called **University Policy Statements (UPS)**. UPS documents provide guidance and define administrative and support procedures regarding faculty personnel procedures, student-related policies, curriculum procedures, library policies and research-related policies. All full-time faculty are encouraged to serve on varied committees at the university, college and departmental levels.

At the college level, faculty governance mirrors the governance structure put forth by the university. Mihaylo College is the only college in the university with its own senate. Mihaylo Faculty Senate is chaired by a faculty member and comprises two faculty members from each department along with the chairs of the six departments. The rules governing the senate are set forth in the **Mihaylo College Constitution**. All proposals for curricular changes must originate with a faculty member.

Faculty, both full-time and part-time, vote to elect the chair of their department. Chairs are elected to a three-year term. Thus, faculty have a meaningful voice in determining the leadership of the college. The procedure for electing a chair is defined by **UPS 211.100 (Appendix 5.9)**. Retention, tenure and promotion (RTP) standards must be approved by the faculty within each department. As specified by **UPS 210.000 (Appendix 5.5)**, faculty service is a material element in the RTP evaluation.

Faculty Engagement within the College

Faculty serve the college on the following committees: undergraduate curriculum, graduate curriculum, MBA programs and research. The department-level committees, covering areas such as curriculum, recruiting, personnel and research, provide faculty with an opportunity to serve their respective departments. Ad-hoc committees comprised of faculty are formed as necessary (e.g., to revise the college peer review journal ranking list).

Faculty are classified as participating or supporting based on the number of activities that they engage in during the year. If faculty participate in three or more activities per year, they have participating status. The activities counted toward participating status are based on the faculty qualification table activities with some additions made by the dean's office. The activities include: advising student clubs, serving on a committee and participating in curriculum development. A full list of the activities can be found in Appendix 5.10.

Every year, the college recognizes a faculty member's contributions to student services in the college by awarding him or her a Faculty Student Service award.

As mentioned earlier, the college reworked our faculty qualification standards after the last continuous improvement review in order to provide more guidelines and clarity around the various levels of qualification. Appendix 3.1 provides full details regarding the qualification standards.

At a university-wide level, Mihaylo College has representatives on all **committees overseen by the academic senate**, including the Faculty Research Committee, the Academic Standards Committee, the Assessment and Educational Effectiveness Committee, and the Diversity and Inclusion Committee, among others (Appendix 5.11).

In addition to serving as the CSUF Academic Senate Chair, our finance faculty member Mark Stohs, is the CSU Senate member representing CSUF.

Awards

Mihaylo College of Business and Economics and CSUF celebrate faculty excellence by recognizing faculty scholarly and creative accomplishments through awards. At the university level, CSUF is committed to supporting faculty who meet the institution's mission. The campus has increased incentives, assigned time and recognition for research, creative activities, and scholarship to enhance the university's reputation as a model public comprehensive university. Some of the most notable recognition includes Intramural Research Grants (**UPS 280.000-Appendix 5.12**), which are awarded to junior and senior faculty members each year; the Outstanding Professor Award (**UPS 290.000-Appendix 5.13**); the Distinguished Faculty Member (**UPS 291.000-Appendix 5.14**); and the L. Donald Shields Award (**UPS 294.000-Appendix 5.15**), which recognizes excellence in scholarship and/or creative activity; and college-level awards.

Mihaylo College actively encourages and rewards scholarship and innovation in curricular and instructional activity. The accolades include:

- **Executive Council Outstanding Faculty Award:** The award recognizes and honors a faculty member in Mihaylo College who has enhanced the prestige of the college by demonstrating outstanding ability, with a focus on teaching, research and service.

- **Instructional Innovation Award:** Mihaylo College is committed to both encouraging and rewarding innovation in its curriculum. This award honors a full-time faculty member for extraordinary instructional innovation.

- **Faculty Student Service Award:** A full-time faculty member is honored for providing outstanding service to students.

- **Faculty Scholar:** This award is bestowed upon the college faculty members who have the best peer-reviewed publications during the previous calendar year.

- **Mihaylo Faculty Fellowships:** The purpose of these fellowships is to recognize and support the initiative and outstanding achievements of the college's senior faculty.

- **Faculty Excellence Fellowships:** These fellowships recognize the ongoing, outstanding performance of junior faculty in research and teaching, and the continuing positive impact and engagement exhibited by the faculty members' work.

- **Outstanding Part-Time Faculty Honoree:** This award recognizes and honors the extraordinary contributions of a part-time faculty member.

C. Mihaylo College Professional Staff

Professional staff are essential to the college's operation and provide valuable support services needed to fulfill the college's mission. Staff members fall into three categories: student support, department support and college operation support.

Student support staff is now the largest group of staff members in the college. It includes members of our academic advising team, career services team and the college's graduate programs team. These teams have grown considerably in the last five years in order to achieve the college's student success goals. In 2013, the student support team had nine people. As of spring 2018, the team has 22 people. The largest areas of growth are in business advising and career services as mentioned earlier in the report.

Department support staff are the coordinators and assistants in each of the college's six departments. They facilitate class scheduling as well as data collection and communications to the faculty and students in their respective departments.

College support staff includes the analysts overseeing the college's budget and data, coordinators supporting the college's assessment and staffing support needs, as well as the teams for marketing/web development and fundraising/alumni relations. All of these teams have grown over the past five years to meet the needs of the college's various constituencies.

Staff Hiring

Attracting and retaining a diverse and talented workforce is vitally important. Mihaylo College uses the campus-wide **automated recruitment management system** for hiring staff and management positions. Thus, a well-organized recruitment and selection process ensures we hire individuals who contribute to the university's vision and strategic goals.

CSUF has developed effective processes and procedures to support recruitment, hiring and retention, and to increase professional and leadership development opportunities available across career stages.

A culturally diverse staff enriches the education of students, fellow staff members, faculty and the community. The hiring procedures reflect relevant laws regarding equal opportunity and nondiscrimination to ensure that we protect the rights of individuals. These laws must be followed by all CSUF departments and programs.

The college staff recruitment efforts have focused on strategically important areas, including research and grant support as well as business advising and career services, to meet the increasing demand of our students and faculty.

Staff Professional Development

At the college level, individual units develop and execute professional development practices to ensure retention and success of their staff. For example, our Business Advising Center has developed a comprehensive plan related to professional development for its staff that starts once an advisor is hired. Advisors go through a three-month training process for the major degree requirements and general education policies and procedures.

Approximately six times a year, the Business Advising Center provides professional development workshops on various topics such as team building, conflict management and student success. A success team retreat is conducted annually that includes advising, careers and student affairs. In addition, advisors are given the opportunity to attend a local conference once a year. Finally, the advisors attend a strategic planning retreat each year to develop the strategic direction of the department.

At the university level, there are various resources to support professional staff including monthly workshops facilitated by our Human Resources and Diversity Inclusion office. Some of the workshop topics include strategies for team building, overcoming unconscious bias in the workplace, communicating with empathy, and many others. All staff also have access to online learning modules through Lynda.com. This allows employees to learn new programs and software that can help them advance in their current positions and beyond.

Staff Evaluation

A new staff member will have a one-year probation period. During this year, the staff member will be evaluated at their three-month, six-month and 11-month anniversaries. All permanent staff members are evaluated annually following the **Staff Performance Evaluation Guidebook** (Appendix 5.16). Through a pre-evaluation form, the employee provides feedback on their accomplishments and their goals for the next review period. The supervisor then provides feedback for the review period, sets goals for the next period and recommends training and development.

SECTION 6:
LEARNING AND TEACHING

A. Curricula Management and Development

The past five years have been a time of reflection, revision and growth in the college's curriculum. Departments have reviewed their course offerings and revised content to reflect new or current trends. Provided below are some major curricula development efforts based on the results of new trends in business practices and assurance-of-learning efforts. A summary of major program-level changes are described below, a detailed list of curriculum changes can be found in Appendix 6.1. The structure of each degree program included in this review can be found in Appendix 6.2.

Analytics Throughout the Curriculum

The most pervasive change the college has seen in the last five years is the growth of analytics in all fields. With the emphasis on analytics in the business world, the college has strengthened its faculty resources in the area through recruitment and faculty development in all departments and particularly in the Department of Information Systems and Decision Sciences (ISDS). ISDS updated its analytics curriculum and created several new courses and concentrations discussed below. The college has also developed or proposed courses and concentrations dealing with marketing analytics, accounting analytics and economic analytics. These include:

- The M.S. in information technology program has a new concentration in data science (started fall 2017)

- The M.S. in information systems program has a concentration in business analytics (started in fall 2014)

- The B.A. in business administration has a concentration in business analytics (started in spring 2014)

- Two new joint courses with Marketing Department

    ○ ISDS/MKTG 443 – Marketing Analytics

    ○ ISDS/MKTG 444 – Social Media Marketing and Analytics

- Two new concentrations are in the proposal stage as a result of interdisciplinary collaboration and the role analytics plays in different business domains:

    ○ A collaboration between the accounting and ISDS departments to create an accounting analytics course (proposed spring 2018)

    ○ A collaboration between the economics and ISDS departments to create an economics analytics course (proposed spring 2018)

MBA Updates

The college revamped the MBA program in 2017-2018 due to the drop in MBA enrollment. The college carried out several studies, both internally and through external consulting firms. Our large number of core requirements for the MBA program was identified as an area to investigate further. After researching the national model programs and some comparable and competitive programs, we reduced the core requirement by nine units and added six units to concentrations so students have more preparation in specialized areas. The update of the MBA program structure will take effect in fall 2018.

International Program Updates

After a close examination and in response to globalization, the college decided to change the direction of the B.A. in international business. The upper-division core courses now focus on global business instead of sharing the same core courses as the business administration program. In addition, a new global trade concentration started in fall 2015 emphasizes the knowledge and skill sets needed to conduct global business rather than just focusing on languages.

In recent years, lack of language offerings from the modern language department has become an obstacle for international business students in these language-focused concentrations. After some discussions with the modern language department, the college decided to discontinue the language concentrations. Moving forward, a new concentration in intercultural management will begin in fall 2018; language classes will be listed as electives for the concentration.

In addition to the above changes in the degree programs, the departments have also developed new certification programs and minors for professionals and non-business majors who want to develop business knowledge without the time and expense of a full degree.

New Certification Programs

- Professional certification in healthcare data analytics

- Professional certification in human resource management (starting in spring 2019)

- Professional certification in personal financial planning (starting in fall 2019)

New Minors

- Minor in sales (starting fall 2018)

- Minor in marketing (starting fall 2018)

- Minor in entertainment and hospitality management (starting fall 2018)

B. Assurance of Learning

Mihaylo College has conducted an active and rigorous assurance-of-learning process for many years. The programs offered by the college are designed to provide every student with the knowledge and skills essential for a successful career in business. Several assessment tools are used to constantly evaluate our program as well as our students' progress. Students, faculty and staff participate in college assessment activities. In doing so, Mihaylo College is able to measure its strengths and weaknesses, and continue to cultivate a climate of excellence in its students and programs.

Learning Goals and Objectives

Each degree program has learning goals and objectives with specific desired learning outcomes associated with it. For many years, the B.A. in business administration (BABA) and the B.A. in international business (BAIB) "shared" learning goals and objectives as students in both degree programs would complete the same core business courses.

However, in fall 2016, the BABA program changed, and a new set of goals and objectives were adapted (Table 6.1). Realizing that this did not adequately reflect the BAIB learning structure, the committee began reviewing the international business degree's learning goals and objectives in 2016, approving and introducing revised goals and objectives in 2017. As a result, rearrangements in the schedule needed to be made, which created a few gaps in some areas as the new system was refined and implemented.

At the graduate level, the MBA program assessments are guided by the MBA Steering Committee, which identifies learning goals and objectives, courses in which assessments take place, and provides guidance for future assessment activities.

The learning goals and objectives for M.S. in information systems (MSIS) and M.S. in information technology (MSIT) degrees are developed by a committee of faculty in the Information Systems and Decision Sciences Department. Table 6.1 to Table 6.5 list learning goals for each degree program along with the assessment tools and the demonstration of achievement. Note that the M.S. in taxation and M.S. in accountancy assessment activities are discussed in detail in the Accounting Continuous Improvement Report.

Table 6.1 – Assessment Measures – BABA Program

MIHAYLO BABA LEARNING GOALS	OBJECTIVE	MEASUREMENT	TOOL
1. Functional knowledge	Demonstrate an understanding of each of the functional areas of business	Comprehensive exam (BAT) and case study analysis	Rubric, exam
	Analyze business problems and integrate concepts from multiple business disciplines		
2. Business opportunity recognition and problem solving	Be aware of business problems in different markets	Class paper, class project	Rubric, exam
	Identify solutions using appropriate concepts, techniques and models		
	Analyze and compare data, applying appropriate methodologies to support decision-making		
3. Interpersonal skills	Communicate, influence and inform using effective oral/written communication	Case analysis, short-answer questions, term paper	Rubric
	Recognize and apply appropriate concepts and theories of motivation to achieve group and organizational goals		
	Diagnose sources of conflict in group and organizational settings and identify effective solutions		
4. Awareness of global, local and regional environment	Understand the implications of legal and multicultural issues	Short-answer questions, multiple-choice questions	Rubric, exam
	Identify how global, local and regional factors interact with the business environment		
	Identify solutions to ethical dilemmas		

Table 6.2 – Assessment Measures – BAIB Program

MIHAYLO BAIB LEARNING GOALS (2016)	OBJECTIVE	MEASUREMENT	TOOL
1. Functional knowledge	Demonstrate an understanding of the major concepts, methods, models and practices relevant to international business	Case analysis and class projects	Rubric
	Apply and integrate techniques and theories from multiple business disciplines to international business situations	Short-answer questions	Rubric
2. Problem solving	Identify solutions to business opportunities in the global market using appropriate techniques and models	Case-study analysis	Rubric
3. Interpersonal communication	Present, influence and inform using effective oral and written communication	Project presentation and class papers	Rubric
4. Global competency	Demonstrate global competency that allows students to conduct business with people in different global regions and/or with different cultural backgrounds	Project presentation and class papers	Rubric

Table 6.3 – Assessment Measures – MBA Program

MIHAYLO MBA LEARNING GOALS	OBJECTIVE	MEASUREMENT	TOOL
1. Analytical and quantitative	Apply analytical and quantitative techniques to analyze and interpret business data	Case analysis and class projects	Rubric, exam
2. Technology	Understand the strategic implications and applications of technology within business	Short-answer questions	Rubric
3. Functional knowledge	Demonstrate proficiency in functional areas of the business disciplines	Multiple-choice questions and strategic plan project	Rubric, exam
	Integrate knowledge of current business practices and managerial techniques to formulate strategic plans	Multiple-choice questions and strategic plan project	Exam
4. Leadership and team building skills	Develop skills and behaviors to be more effective leaders	Class paper	Rubric
	Work effectively in teams using collaborative techniques	Class project	Rubric
5. Legal and ethical	Identify legal and ethical issues	Case analysis, short-answer questions, term paper	Rubric
	Analyze legal and ethical issues, and propose socially responsible solutions	Case analysis, short-answer questions	Rubric
6. Global awareness	Explain implications for working effectively in a diverse environment		Rubric
7. Communication	Design and present information in an organized and logical manner	Case study, written project, oral presentation	Rubric
	Employ clear and concise written communication	Case study, written project, oral presentation	Rubric

Table 6.4 – Assessment Measures – MSIT Program

MIHAYLO MSIT LEARNING GOALS	OBJECTIVE	MEASUREMENT	TOOL
1. Managing IT	Articulate strategies and methods for effective IT management	Multiple-choice questions	Exam
2. Data management	Identify, design and implement data management	Application of techniques in projects and exams	Rubric, exam
3. Collaboration	Collaborate effectively in groups to solve business problems	Application of techniques in projects and exams	Rubric, exam
4. Research design	Plan and conduct research	Group project	Rubric

Table 6.5 – Assessment Measures – MSIS Program

MIHAYLO MSIS LEARNING GOALS	OBJECTIVE	MEASUREMENT	TOOL
1. Telecommunications	Assess the telecommunications needs of an organization	Research paper, group project	Rubric, exam
2. Management skills	Understand managerial aspects of an information technology organization	Multiple-choice questions	Exam
3. Systems development analysis	Analyze information systems needs of an organization and design an information system to serve the needs of an organization	Capstone project	Project, exam
4. Data needs design	Identify appropriate software to operate a database system and design a database system to serve the needs of an organization	Multiple-choice questions	Project, exam
5. Collaboration skills	Work productively in a team or collaborative setting to achieve a common goal	Multiple-choice questions	Group project
6. Programming concepts	Write a computer program using the fundamental concepts of programming	Capstone project	Project
7. Research skills	Conduct, evaluate and synthesize research and apply theoretical ideas to practical setting	Capstone project	Research paper

Assessment Tools and Procedures

Assurance of learning (AoL) within Mihaylo College is achieved through a set of well-defined processes and procedures that involve individual course student-learning objectives (SLOs), departmental SLOs and college-level learning goals and objectives.

The assessment of Mihaylo College's programs is coordinated through the college assessment 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. The committee also addresses situations in which improvements are needed. The committee consists of a faculty coordinator for each core course appointed by the department. Graduate program assessments are monitored by the program directors in consultation with the department chair and faculty, who identify learning objectives and courses in which assessment takes place and guide future assessment activities. 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 AACSB and provide university-wide overviews of assessments for the Western Association of Schools and Colleges (WASC) accreditation. The B.A. in economics and M.A. in economics are reviewed under the WASC guidelines once every seven years. The most recent PPR was completed in the spring of 2018. Assessment plans for these degrees are monitored by the individual departments with assistance from the college office of assessment.

Data from assessment of courses at the Irvine Center is not disaggregated from the Fullerton course assessment because it is a satellite site. Assessment activities within those courses occur within the framework of departmental or programmatic assessment. Because departments and programs typically offer only a single section of a course in Irvine, disaggregating the assessment data would allow identification of a particular class, contrary to the principles of assessment at Cal State Fullerton. However, as we recognize that the Irvine Center is an integral part of the university and Mihaylo College, business programs are required to include Irvine courses or sections in their assessment plan as appropriate.

Closing-the-Loop Activities

Mihaylo College has continued to strengthen its closing-the-loop processes and activities. All assessment activities occur in Mihaylo College biennially. This process allows enough time to review the results of each assessment, make recommendations or modifications, apply them, and then retest. Essentially, we follow the rule: test twice; close the loop once. The most recently measured learning goals/objectives for each degree program are listed below. Assurance of learning at the undergraduate level is completed by C4. Since the core comprises classes across all departments, the committee is responsible for assurance-of-learning activities that occur in any of those common classes.

Direct data collection: The learning objectives reporting form is the course-level assessment of how well the students met the program goals mapped to that course. For each relevant program goal, the faculty member indicates the means of assessment and the criteria for success that determine the number of students who meet, marginally meet or do not meet the course learning objective. These data are aggregated first to the level of the course then collectively used as input into each program goal. Finally, the results for each program goal are reported at the level of the program.

Indirect data: We have also incorporated questions in the college's demographic survey that ask students to select the most challenging topics as well as their perception of the content. Other questions focus directly on the student learning experience. Each year, graduating students are asked to take an exit survey. This data combined with direct measures of student learning guides curricular improvement and development. Results from these surveys are presented in Appendix 6.3 along with details for all Mihaylo College assurance-of-learning efforts and closing-the-loop activities during the past five years.

Table 6.6 through Table 6.7 list the latest assessment and some of the major closing-the-loop efforts.

Table 6.6 – Latest Assessment Cycle – BABA Program

LEARNING GOAL	MOST RECENT ASSESSMENT CYCLE	ASSESSMENT RESULTS (SATISFACTORY OR UNSATISFACTORY)	ASSESSMENT RESULT DETAILS AND RECOMMENDATIONS	CLOSING THE LOOP
Functional knowledge	2016-2017	Overall average score ACCT: 68.65% ECON: 59.82% FIN: 71.56% MGMT: 55.48% MIS: 45.28% MKTG: 68.23% STAT: 51.60% ETHICS: 89.22% INT'L: 71.83%	An item-by-item analysis using questions. Results by discipline were shared with each department. Departments to determine which questions and areas of coverage need improvement.	Improved results can be attributed to an enhanced coordination of test administration and increased faculty and student involvement.
Business problem recognition and solving	2017-2018	Two performance criteria were assessed. The internal benchmarks were satisfactorily achieved.	Share the results with instructors and request that they review how they are explaining the concepts that are being assessed.	Student performance has improved, and faculty communication has increased. Concepts that were underperforming are now emphasized in the classroom. A prerequisite course of all core courses was redesigned.
Interpersonal skills	2016-2017	Two performance criteria were assessed. The internal benchmarks were satisfactorily achieved.	No additional curriculum changes were recommended by the committee.	Instructor awareness of student oral presentation skills has increased over the last decade, and instructors continue to incorporate new opportunities for students to practice oral communication skills using new technologies and campus services.
Awareness of global, local, and regional environment	2016-2017	The goal was reviewed and revised. One secondary goal was created by C4 members. Internal benchmark was achieved.	Some of the current assessment questions do not appear to meet the level of rigor that we should require in our ECON 335 course.	After the establishment of SLOs, common topics, etc., a mandatory assessment information session for all instructors is held at the beginning of each semester, ensuring that all instructors share a common knowledge base for assessment.

Table 6.7 – Latest Assessment Cycle-MBA Program

MBA LEARNING GOAL	MOST RECENT ASSESSMENT CYCLE	ASSESSMENT RESULTS (SATISFACTORY OR UNSATISFACTORY)	ACTION PLAN/CLOSING THE LOOP ACTIVITY	CLOSING THE LOOP
Analytical quantitative and knowledge	2016-2017	Learning goal was not satisfactorily achieved. Overall mean = 56.8%	An imbalance was found between sections administering multiple choice exams and those administering written exams. Analysis is needed before the next assessment cycle.	Implementation of a mathematics boot camp to best prepare students in advance of course enrollment.
Technology	2015-2016	Criteria were assessed and the internal benchmarks were achieved. Overall mean = 81%	Emphasis will be placed on the related technology management concepts in lecture videos.	In response to competitive drivers, past assessment data informed curricular changes and a program redesign.
Functional knowledge	2015-2016	Criteria were assessed and internal benchmarks were achieved. Identify problem = 4.6 (Average) Develop analysis = 6.2 (Good) Develop recommendations = 5.2 (Good)	Since BUAD 591 was not formally assessed before, the assessment for fall 2015 was a pilot test aiming to explore the possible ways to measure the achievement of the student-learning outcome and to identify possibilities for improvement in the measurement instrument.	The results of the BUAD 591 pilot study provided several recommendations for improving achievement and measuring learning objectives. In response to competitive drivers, past assessment data informed curricular changes and a program redesign.
Leadership and team building skills	2016-2017	The internal benchmark was achieved. Overall mean = 2.10 (ME)	Solicit suggestions from MGMT 524 instructors on how to improve our assessment process.	In response to competitive drivers, past assessment data informed curricular changes and a program redesign.
Legal and ethical	2016-2017	The internal benchmark was achieved. Overall score = 71% (ME) Term paper = 100% of students performed at satisfactory or above levels.	The large number of international students makes it difficult for us to assess their ability to understand the legal terminologies and, by extension, their ability to identify legal issues and/or provide solutions.	Based on past results, use of the same questions across the multiple sections in addition to the term paper was suggested.
Global awareness	2016-2017	The internal benchmark was achieved. Overall mean = 2.10 (ME)	Solicit suggestions from MGMT 524 instructors on how to improve our assessment process.	In response to competitive drivers, past assessment data informed curricular changes and a program redesign.
Communication	2017-2018	The internal benchmark was achieved.	Assessment data has shown a gap in communications skills between international and domestic students.	Organization of content and articulation of presentations were addressed in business writing courses.

C. Teaching Quality and Effectiveness

Mihaylo College faculty strive toward offering an effective curriculum via continuous innovation. Various high-impact practices are introduced in their classrooms including case discussions, engagement tools, simulations, role plays, small-group discussion, individual and team presentations, and consulting with real-world projects. Faculty are strongly encouraged to stay current on teaching tools and technologies by taking advantage of both college and campus resources. Below are some examples of practices in the classroom:

- MKTG 353 has industry-based projects (Google AdWords, IBM Watson Analytics, etc.) as an integral part of the curricula, and students work under faculty supervision to complete these projects. Students across a range of courses in marketing are encouraged to use technology to facilitate interaction with faculty and fellow students, including frequent and extensive use of online discussion forums, sharing of self-recorded videos, discussion of key topic areas, and the use of online survey software to elicit each other's feedback on class projects.

- In the management department's organizational behavior course, faculty assign projects that generally include team building activities in class, team-dependent project outcomes and team presentations. Faculty frequently incorporate experiential learning approaches in coursework to provide greater interactions and enhanced learning. Teaching methods across the organizational behavior coursework include use of cases, experiential learning, class discussions, individual level assessments, mini-scenarios, multi-media presentations, student-directed learning, student journals and dramaturgical teaching methods. The department also offers several online and hybrid courses. Online courses typically require discussion board interactions between students and faculty. Hybrid courses typically are more interactive in use of class time and less dependent on lecture-based instruction.

- Business communication classes take advantage of the skill-development focus of their courses to use a variety of educational tools. Tools include teamwork projects, small-group work, peer critiques, discussion, lecture, forums, videos, Moodle quiz and exam applications, technology-based writing and plagiarism detection services, service-learning, and flipped-format classes.

- The Business Analytics I class introduced a real-time engagement tool, TopHat, in a large classroom setting. The use of Top Hat encourages student attendance and real-time engagement, fosters analytical thinking, helps better manage large classes, and boosts student-student and instructor-student interaction. The tool has increased attendance of the class and shows an improvement in academic performance for the course.

At university level, the Faculty Development Center hosts workshops and teaching programs throughout the academic year. They also consult on the use of instructional technologies and provide examples of best practices. For new full-time faculty members, the center provides a yearlong development program that includes an initial orientation and monthly meetings on various topics that are essential to faculty. To support teaching effectiveness, they provide various workshops on student engagement, course design principles and high-impact practices. The center also has a component on online education and training, which has a certification program that trains faculty in the use of best practices and the application of instructional technologies in face-to-face, blended/hybrid, and fully online teaching.

At the college level, the core course coordinators meet with faculty at least once a semester to discuss any updates for the courses or assessment and share best practices for the course. The department chairs and the personnel committee recommend different FDC workshops for faculty during annual review process.

In addition, the college also established a teaching innovation award to encourage innovation in teaching each year. Faculty submit their classroom practices and findings to the faculty review committee. The committee evaluates the submissions and selects the awardee. Faculty award winners then discuss their practices in the department meetings or during college-organized teaching workshops.

SECTION 7:
ACADEMIC AND PROFESSIONAL ENGAGEMENT

A. Student Academic and Professional Engagement

Mihaylo College provides various opportunities for student-student and student-faculty interactions in curricular, co-curricular and extra-curricular activities. These activities can be categorized into four groups: engagement through in-class activities, student research and internships, student advising and mentoring, and center and student club activities.

- **In-class activities:** Almost all business courses include team projects, group work and discussions. Such activities require extensive interaction among students and team effort, as well as discussion with faculty to extend their learning to the next level. Examples of such activity were discussed in the teaching effectiveness section.

- **Student research:** Both graduate and undergraduate students are given the opportunity to do independent research work every semester under the supervision of faculty in all departments. Students working on independent research projects meet with faculty on a regular basis to discuss progress, resolve any difficulties and plan the next steps. Faculty provide continuous feedback to students and sometimes these projects lead to publication, conference presentations and awards in research competitions.

  ○ In spring 2014, one of our undergraduate students won the CSUF research competition in the business and economics category. From there, she participated in and won the CSU-wide competition in the business, economics and public administration category among undergraduate and graduate students. She also won the outstanding student award for scholarly and creative activities on campus for Mihaylo College and presented a poster at CSUF Research Day in spring 2014. Two graduate students also won the outstanding student award for scholarly and creative activities in 2015 and 2016.

  ○ ISDS students have also won awards in student competitions, like the Data Analytics Challenge at the Teradata Partner's conference between 2015 and 2017. In fall 2017, 13 graduate students and three undergraduate students registered for independent study courses and worked with 10 different professors on different research projects.

  ○ Over the past few years, a total of 12 economics students have carried out in-depth studies on a number of topics. One student completed a study of remittances and labor supply and went on to represent CSUF at the CSU Undergraduate Research Competition. Student research has also emerged from the Economic Research Methods class. Two students published articles in the *Undergraduate Economic Review* based on the papers they wrote in the class.

  ○ Two other students presented their research in a poster session at the Southern California Conference for Undergraduate Research. Graduate students interested in research have pursued the thesis option for completing their degree and have won the Outstanding Graduate Scholarly Research Award for their research in a variety of areas.

- **Student internships:** Students find internships and jobs through a variety of sources in the college and university including the college Centers of Excellence and the university-wide Center for Internships and Community Engagement (CICE).

  ◦ A large number of ISDS graduate students have paid internships or jobs in the industry during the first summer after joining the department. In summer 2016, 23 M.S. in information systems students received paid internships in prestigious companies, such as Amazon, Paramount Pictures, GE Digital, Warner Brothers and Lionsgate Entertainment.

  ◦ Undergraduate students use internships to gain experience in the private or public sector and apply the knowledge of economic and business principles. Recently, placements have been secured with government bodies (the Orange County Public Defender, U.S. Department of Commerce), the Center for Economic Education, and businesses (such as Republic Services, GEICO Insurance and Apex Outsourcing).

- **Faculty mentoring:** The college has started a faculty mentoring program, in which each newly declared student is asked to meet with a faculty member in his or her field of study to provide additional information on available elective courses and how the coursework may be connected to their future career. Each semester the faculty members meet with four to 15 students each.

  The faculty mentor also provides the student with a list of resources in the college and encourages them to visit Mihaylo Career Services. Students are also encouraged to participate in a related student club or extracurricular activities organized by one of Mihaylo's centers. This program is designed to foster greater engagement among students, faculty, departments and the college, while providing a sense of the small liberal arts college experience to our students. We have received very positive feedback from both faculty and students on this program.

- **Center and club activities:** The many initiatives of the centers in the college allow significant student-student and student-faculty interactions. Some examples include:

  ◦ The Center for Entrepreneurship holds many start-up events and contests to pitch new business ideas. These activities provide opportunities for student-student and student-faculty interactions to facilitate learning through experience and practice.

  ◦ The Center for Information Technology and Business Analytics (CITBA) holds workshops and speaker events that facilitate interactions among students, faculty and industry experts. For example, executives from the Los Angeles Dodgers visited and gave a seminar in 2014. The center has regularly organized SAS certification workshops to train faculty and students. Other workshops have included IBM, Tableau and Qlik, which were also attended by both faculty and students to learn about state-of-the-art technology for business analytics (particularly in the area of visualization). Faculty members of the center have also advised students on projects in the area of business and data analytics that the students have presented at conferences, such as the Teradata Partners' Conference in 2015, 2016 and 2017.

  ◦ Some graduate students in the Department of Economics have been hired to assist in research sponsored by the department-affiliated centers. For example, the Woods Center for Economic Forecasting and Analysis relies heavily on graduate student help in various research activities often associated with economic forecast activities.

  ◦ The Center for Economics Education has involved undergraduate and graduate students in the financial literacy outreach activities of the center. Nearly 20 graduate students in economics have used the center's IRB-approved data to undertake M.A. thesis work or assisted in data collection and/or teaching.

○ Through the Sales Leadership Center, students participate in the Titan Sales Competition, Fastenal Competition and Business Madness Competition.

○ In 2014, the Department of Economics revived the Kappa chapter of Omicron Delta Epsilon, the national honor society in economics. Recruitment occurs each semester for students meeting the minimum requirements (an overall 3.0 GPA and a 3.0 GPA in at least 12 units of economics coursework). Currently, the chapter has 34 members. In 2015, Economics Association President Edgar Charmaine Lansangan was awarded the Charles Phillips Outstanding Student Leadership Award.

○ The Business and Data Analytics Club hosts several events that provide opportunities for interaction and networking among students with faculty and industry experts who are invited to participate in the club events. They also hold professional development workshops on R, Python, Excel and Tableau.

○ The Economics Association, a student organization, sponsored an undergraduate economic research program in fall 2013. The association provides students with opportunities to network with professors and other business professionals outside of the classroom setting. The association regularly hosts events in which students, professors and corporate speakers can interact informally providing students with opportunities to learn about and experience various industries within economics. Membership has increased in recent years from 10 paid members in fall 2014 to 28 currently.

B. Faculty Engagement

Faculty Engagement with the Community

Our faculty are sought after to present their research and are very active traveling nationally and internationally for invited seminars and presentations. Faculty have presented at conferences and meetings for the Federal Reserve Bank, the American Accounting Association, the World Risk and Insurance Economics Congress, the Marketing Educators Association and others. A full list of faculty presentations can be found in Appendix 7.1.

On a local level, Mihaylo College continues to host an annual economic forecast, presented by Anil Puri and Mira Farka through a collaborative effort between the Woods Center for Economic Analysis and Forecasting and the Orange County Business Council. The forecast reports analyses at both national and regional levels and provides policy advice on economic issues to local businesses. Since 2015, the Woods Center has partnered with Lead SBDC to expand its scope to offer an annual international trade forecast in response to the local and regional need on the topic.

In addition to the directorship opportunities for the management of the centers, full-time faculty members throughout the college have numerous opportunities to engage with the business community through the centers. Examples include facilitating professional development programs tailored to individual business needs and conducting applied research specifically geared toward the local community. For more detailed information about the work of our Centers of Excellence, please see Appendix 7.2.

Many of the college's part-time faculty members are founders or hold executive-level positions in their fields. We value the real-world business acumen and experience that they bring into the classroom as well the networking and mentorship opportunities they offer our students.

SECTION 8:
OPPORTUNITIES FOR OTHERS

As shown throughout this report, the college is very proud of the efforts that we have put toward increasing student success and engagement on a large scale. We believe that the student support framework which involves curricular and co-curricular collaboration among faculty and staff allows us to impact a large number of our students and help them achieve their career and life goals. We believe the programs could be replicated by other universities, regardless of their size.

In addition, this focus on student success has driven greater collaboration from the various departments and teams in the college. It gives our faculty and staff common ground for teamwork and shared goals, creating an efficient and engaged work environment.

As evidenced above, collaboration is not limited to academics and the classroom. Our Centers of Excellence help students bridge the gap between theory and practice while providing critical ties to industry partners and corporate and community agencies. We believe that the centers present innovative solutions to the need for alternative funding sources and meaningful community engagement, which are common aims for business schools large and small.