TEAM VISIT REPORT – MAINTENANCE OF ACCREDITATION REVIEW

California State University, Chico
College of Business

I. Team Recommendation

A. Accreditation Recommendation:

  • Sixth Year Review to take place in academic year 2013-14 to examine the specific accreditation standards-related problems cited in this report.

Note: In all cases, the applicant may file a statement with the Maintenance of Accreditation Committee in response to the Peer Review Team Report.

B. Team Recommendation Review Schedule:

  • The College has ten days to send the team and Maintenance of Accreditation Committee (MAC) Chair any comments and corrections related to factual information noted in the report. Concurrence by the MAC is required prior to official notification. The MAC will meet on December 10, 2012.

II. Identification of Areas That Must Be Addressed:

A. Summary of the team’s analysis of the College’s response and actions to address concerns that were stated during the College’s last maintenance accreditation review:

  • The College monitors its undergraduate program in Redding to ensure equality of educational outcomes, in terms of grades and assurance of learning, with its programs in Chico. In addition, it eliminated the Professional MBA program in Redding.

  • The College appropriately phased out its Master of Science in Accountancy program.

  • The College has implemented an improved faculty planning process in an attempt to target requests for new hires and replacements for retiring faculty. However, it has been unsuccessful in many of its efforts either to seek authorization from central administration to hire replacements for retiring faculty or to complete searches successfully.

  • The College has maintained a level of participating faculty that meets or exceeds standards in each discipline and overall.

  • The College has been less successful in the deployment of Academically Qualified faculty. Accounting has not been able to meet the 50% minimum, and Management
has alternated between meeting the minimum and falling short of the minimum. The College has implemented an AQ Maintenance Policy in an attempt to encourage activities that will lead to maintenance of AQ status.

B. Identification of areas that must be addressed during the Sixth Year Review citing the specific accreditation standards relevant to the issues to be addressed and the reporting that is required:

- **Standard 10:** The current deployment of AQ and PQ faculty in the Accounting Department falls well short of the minimum acceptable ratio, both in AQ faculty and AQ+PQ faculty. Furthermore, the current hiring plan will, if successful, resolve the AQ ratio but not the AQ+PQ ratio. Action must be taken to fill new positions with qualified faculty, to hire qualified adjunct faculty, and to support current faculty who are not qualified in their efforts to become qualified.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

- The Situation Analysis provides information about key advantages that enable to the COB to remain competitive and solvent. The COB has developed distinctive programs that build on effective relationships with influential businesses such as SAP, Chevron and others. These programs include sustainability, professional sales, entrepreneurship and project management.

- The COB faces several challenges. Primary challenges are related to the high dependence on state funding that is dropping rapidly and highly bureaucratic processes starting with the State. In addition, they COB faces constraints associated with a CSU System that generally treats all campuses the same and does not take into consideration the unique needs and opportunities of CSU, Chico.

B. Changes impacting Eligibility Criteria:

- There are no significant changes that impact the Eligibility of CSU, Chico, other than a continually deteriorating state budget for higher education.

C. Strategic Management:

- The College’s mission statement was revised in March 2009. The process involved substantive faculty input and feedback. The mission was also presented for comment to alumni, recruiters, employers, students, staff and Advisory Board members. The mission speaks to “applied research” as a means to encourage faculty research efforts in the types of Intellectual Contributions for learning and pedagogy, organizational practices, and discipline-based scholarship. A review of
the Portfolio of IC’s in Table 2-1 reveals: 125 IC’s in learning and pedagogy, 100 in contributions to practice, and 112 in discipline-based research.

- When the 2006-11 Strategic Plan expired, a new planning process was created for developing the next strategic plan. The process demonstrated the alignment of the COB mission with the strategic priorities of CSU, Chico. The Strategic Initiative Scoring Model was used to organize and analyze the COB’s infrastructure, learning environment, faculty and staff development, and external environment. The Model produced three new action items: expand grant and contract projects, increase online offerings, and develop an MBA option in Enterprise Information Systems.

- The Strategic Initiative Scoring Model appears to be a robust tool for planning and decision making. The Model and its results were shared with and understood by the faculty.

- Financial strategies exist to support these action items and total nearly $50,000 in first year costs funded primarily from state funds and MBA fees. Financial strategies also include two other important areas: (1) hiring two tenure-track accounting faculty; and, (2) creating a Professional Sales Lab to enhance the Professional Sales Certificate Program.

- Overall, Strategic Plan action items and financial strategies focus on more efficient use of faculty resources, resulting in the delivery of academic programs to more students without lowering quality.

D. Participants:

- Student admissions policies are appropriate given the College’s mission but are under discussion given the budget situation.

- The College’s centralized advising office provides complete advising for all undergraduate students. Some BS/IS students believe the office does not provide as well for their major as for the BS/BADM major.

- The College relies on a centralized career center, which seems to provide good service to the students.

- The College properly deploys participating faculty, including supporting adjunct faculty to increase the amount of participation in College activities.

- For a master’s level institution, the College deploys a bare minimum level of academically qualified faculty, and its deployment of academically and professionally qualified faculty also barely meets the standard.
As noted above, the Accounting Department does not meet minimum standards for deployment of qualified faculty. The Department has attempted to hire qualified faculty to meet this long-term situation, so far without success. The Department seems to have excessive standards in its recruitment process for AQ faculty, and this view may be to the overall detriment of the department. The department’s view of the attributes needed by the applicants to meet qualifications needs to be modified away from the combination of PhD, CPA, and substantial work experience to a broader focus on fit with the department, region, and industry. Also, more effort must be made to locate and hire professionally qualified persons as adjunct instructors. Even though accounting students mostly praised the instructors, the overall ratio of qualified to total faculty resources needs to be increased substantially.

The College has generally appropriate policies for establishing and maintaining academic and professional qualification.

E. Assurance of Learning:

The College has engaged in numerous examples of curriculum development at both the undergraduate, post-baccalaureate, and master’s degree levels. These efforts have been triggered in large part through interactions with industry leaders.

The assurance of learning program for both undergraduate degrees and for the MBA program have effectively transitioned from a focus on individual courses to a focus at the program level with simplified, program-wide learning goals and objectives. Loop closing has been accomplished in several areas, and the program has a regular schedule of data collection in place for the future. The College has integrated its assurance of learning team into the curriculum committees of the various programs.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

The College is to be commended for a number of programmatic strengths, innovations and unique features that are consistent with its mission.

During the past few years, the College developed or is developing new programs in: the Professional Sales Certificate Program, international 3+2 agreements at the undergraduate and MBA levels, SAP certification course, entrepreneurship and small business management option and minor, and Project Management minor.

Seven faculty completed MIT Sloan’s System Dynamics program to learn cutting edge teaching and research methods. This is the largest MIT trained Systems Dynamic group outside of Massachusetts.
• The Project Management program and the Professional Sales Management program have strong ties with business professionals for curriculum development, advisory councils and maximizing interaction with students.

• The College completed the development of a new online Enterprise Information System (EIS) post-baccalaureate certificate program. During 2011-12, the first two of four courses were delivered to cohort of 25 Chevron employees in three countries. Chevron fully funded employee participation.

• The College secured from NetApp a gift of software, hardware and services valued at slightly less than $1M to support the Center for Information Systems Research.

• During the meeting with the Student Leadership Council, the PRT was impressed with the quality of student leaders and their level of energy, engagement, and commitment. The Council meets formally with the Dean on a regular basis (4 times a semester) and enjoys informal access to the Dean. Students commented about the strong interaction of faculty and staff and how this contributes to student success.

• These strengths, innovations and unique features support the COB mission and help to create a student-centered learning community.

B. Effective practices:

• The College’s faculty and administration puts great effort into its partnerships with industry. The College makes excellent use of its advisory councils, allowing the faculty to gather input from business professionals in curriculum and program development, but the College also shows it listens well to its advisors; a number of initiatives have been begun because of such input. The College also calls on advisors for interaction with students.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

• The College policy “normally” requires 2 Peer-Reviewed Journal articles (PRJ) plus 1 Other Intellectual Contribution (OIC) for maintenance of Academic Qualification status. In many schools similar to the College, works such as peer-reviewed monographs, books, and book chapters are seen as the functional equivalent of PRJ. Such a modification in policy could be considered by the College.

• Sufficiency in terms of qualified faculty is threatened by the University’s policy over the last decade of not allowing for replacement of retired faculty. This policy, if continued, promises to threaten the College’s ability to hire quality faculty to deliver quality academic programs. This could adversely impact AACSB accreditation.
Financial strategies for the College are tenuous and based on reserves. This basis cannot continue. For the College to retain its quality of instruction, it must be protected from further budget cuts and allowed to diversify its sources of revenue to enable enhancement of current program offerings.

Faculty production of the various types of intellectual contributions (pedagogical research, contribution to practice, and disciplinary research) is relatively even; the mission statement seems to emphasize contribution to practice slightly more than is seen in Table 2-1. The College should consider further incentives for faculty to work with its industry partners if it desires relatively more contributions to practice.

VI. Visit Summary

A. Descriptive Information:

California State University, Chico (Chico State) was founded as a normal school in 1887. It now has 16,000 students and nearly 2,000 faculty and staff on its campus 90 miles north of Sacramento. It is one of the 23 campuses of the California State University system. It is a residential campus of choice, drawing students from across the state of California (primarily from the Los Angeles and San Francisco metropolitan areas). The College of Business (COB) offers the most popular major on campus. In Spring 2012 1,626 undergraduate FTE students and 56 graduate FTE students were enrolled in COB programs. Enrollment in 2011 was 37% female and 13% Hispanic/Latino; 52% of the students were between 21 and 25 years old. COB faces the same financial challenges as all California State University schools. It has persevered, however, in curriculum innovations despite these challenges.

B. Degree Programs: List of all degree programs included in the accreditation review and the number of graduates in the 2011-12 academic year for each program:

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Major(s), Concentration(s), Area(s) of Emphasis</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science/Business Administration</td>
<td>Accounting, Finance, Marketing, Management, Human Resource Management, Entrepreneurship and Small Business Management</td>
<td>573</td>
</tr>
<tr>
<td>Bachelor of Science/Business Information Systems</td>
<td>Management Information Systems, Supply Chain Management</td>
<td>53</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Accounting, Enterprise Information Systems</td>
<td>54</td>
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</tbody>
</table>

C. Comparison Groups:

Comparable peers

Appalachian State University      Boise State University
Montana State University         Northern Arizona University
University of West Georgia       Sam Houston State University
Western Washington University          Weber State University

Competitive group

California State University, Sacramento          California State University, Fresno
California Polytechnic State University, Pomona          California State University, San Bernardino

Aspirant group

College of William and Mary          Colorado State University
Miami University

D. Visit Team Members: November 4-6, 2012

Brian Burton, Chair
Danny Arnold, Member
Roy Savoian, Member

E. Maintenance Review Visit Schedule:

<table>
<thead>
<tr>
<th>Sunday, November 4, 2012</th>
<th>From</th>
<th>To</th>
<th>Location</th>
<th>Event</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>6:00</td>
<td>7:00</td>
<td>Monk's Wine Lounge</td>
<td>Reception</td>
<td>PRT, Business Advisory Board (BAB), Business Administrative Council (BAC), Provost, Community Members</td>
</tr>
<tr>
<td></td>
<td>7:15</td>
<td></td>
<td>Christian Michaels</td>
<td>Dinner</td>
<td>PRT, BAB, Community Members, Provost, Dean</td>
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<table>
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<tr>
<th>Monday, November 5, 2012</th>
<th>From</th>
<th>To</th>
<th>Location</th>
<th>Event</th>
<th>Participants</th>
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<tr>
<td></td>
<td>7:45</td>
<td>8:00</td>
<td>Hotel Diamond</td>
<td>PRT Breakfast</td>
<td>PRT</td>
</tr>
<tr>
<td></td>
<td>7:45</td>
<td>8:00</td>
<td>Hotel Lobby Tehama Hall</td>
<td>Walk to COB</td>
<td>PRT, Tim Heinze</td>
</tr>
<tr>
<td></td>
<td>8:00</td>
<td>8:30</td>
<td>Tehama 303</td>
<td>Introduction to Workroom</td>
<td>PRT, Julie Indvik, Tim Heinze</td>
</tr>
<tr>
<td></td>
<td>8:30</td>
<td>9:30</td>
<td>Tehama 303</td>
<td>BAC Meeting</td>
<td>PRT, Julie Indvik, Kenny Chan, Mike Rehg, Jim Sager, Tim Kizirian, Chris Serna, Jerry Hight, Amy Lance</td>
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<tr>
<td>From</td>
<td>To</td>
<td>Location</td>
<td>Event</td>
<td>Participants</td>
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<tr>
<td>8:00</td>
<td>9:30</td>
<td>Hotel Diamond</td>
<td>PRT Breakfast &amp; Report Review</td>
<td>PRT, Julie Indvik</td>
<td></td>
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<tr>
<td>9:45</td>
<td>10:00</td>
<td>Hotel Lobby Kendall 103</td>
<td>Walk to President’s Office</td>
<td>PRT, Julie Indvik</td>
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<td>10:00</td>
<td>11:00</td>
<td>Kendall 103</td>
<td>Meeting with President &amp; Provost</td>
<td>PRT, Paul Zingg, Belle Wei</td>
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<tr>
<td>11:00</td>
<td></td>
<td>Kendall 103</td>
<td>Depart</td>
<td>PRT, Julie Indvik</td>
<td></td>
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F. Materials Reviewed:

- Chico State Fifth-Year Maintenance of Accreditation Report
- College of Business Policy and Procedures Manual