COLLEGE OF
Business
California State University, Chico

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Chico State's Motto

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Note: In addition to the 5th Year Continuous Improvement Review Report and relevant appendices, the following documents are also available online (and some in print during the visit). These resources may help the visitation team assess the engagement, innovation, and impact of our programs.

1. College of Business Web Site - http://www.csuchico.edu/cob/
2. The COB Strategic Plan - http://www.csuchico.edu/cob/about/strategic-plan/index.shtml
3. College of Business Newsletters - http://www.csuchico.edu/cob/news/index.shtml
4. COB Business Resource Center - http://www.csuchico.edu/cob/about/commitment-to-quality/cob-faculty-resources.shtml
    - For security purposes, access will be made available to the team via an email with each team member's username and password.
5. The College of Business Policy and Procedures Manual - Available online in the COB Business Resource Center.
6. Syllabi for Courses in the COB Required Core - All core syllabi are available online in the COB Resource Center
7. COB Instructor Resource Blog - http://www.csucob.com/
8. University Catalog - College of Business - http://catalog.csuchico.edu/viewer/16/BADM.html
9. Activity Insight – Database of Instructor Information (CVs, ICs, Professional Memberships, Consulting, etc.).
    - Login URL: https://www.digitalmeasures.com/login/csuchico/faculty/authentication/showLogin.do
    - At login window, where it says Email, type in AACSB
    - Where it asks for the Password, type in AACSB1234
    - This will give you access to look at individual faculty profiles and give a sense for how we have been collecting this data.
10. COB Faculty Members' Vita – Available in Activity Insight. Will be available in print upon visit.
11. COB Faculty Members' Articles in Peer-Reviewed Journals - Available in Activity Insight.
12. COB Facebook page - https://www.facebook.com/CSUCOB/

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I. EXECUTIVE SUMMARY: ENGAGEMENT, INNOVATION, AND IMPACT

The College of Business continues a tradition of excellence by offering distinctive programs, by engaging students in academic, professional and personal growth, by hiring and developing a roster of highly qualified and student-oriented faculty and staff, and as the marketplace signifies, by graduating career-ready students. We are delighted to share developments over the last five years that demonstrate the College's commitment to offering exceptional programs and opportunities that reinforce our mission and strategic plan, and enable high degrees of faculty and student engagement, innovation, and impact.

The following items highlight some of the more significant mission-consistent programs and outcomes related to engagement, innovation and impact since our last review. Additional examples and details are woven into the remainder of the report.

- Programs of Distinction – Our strategic plan and mission specifically focus on the development and support of "distinctive initiatives to meet the ever-changing needs of our stakeholders." Our faculty and professional staff bring together engaging, innovative, and impactful programs to help our students develop academically, grow personally, and succeed professionally.
  - The Seufferlein Sales Program, Sales Certificate and Competitions – Supported with a generous gift from the Seufferlein family, the sales program has a new facility, has seen exceptional growth, and has been graduating students that are heavily recruited and handsomely paid. The program has strong support from corporate partners who donate time and money to the program and its competitions. The Seufferlein Sales Program demonstrates faculty, students, and practitioner engagement in an innovative program that has a meaningful and significant impact on students and the College.
  - Center for Entrepreneurship, Bridge Program, and Competitions – The center sponsors a variety of competitions engaging students and professionals. Professionals judge competitions and award capital to support new businesses. After participating in our program, one Chico student team, PocketPoints, has gone on to receive $600,000 in venture capital and opened up an office in San Francisco. Recently, a College led group of faculty from across the University, and from the community, worked together to bring entrepreneurial acumen and orientation to a broader university and community environment. This Bridge Entrepreneurship program is supported by all seven colleges and the Meriam library has donated a location for a Makerspace.
  - Excellence and Innovation in Accounting – Our accounting program has been increasing rigor and through our Professional Accounting Certificate offers students a pathway to sit for the CPA exam. In addition, our accounting program has an extremely dynamic co-curricular environment with an award-winning IRS Volunteer Income Tax Assistance (VITA) program. In 2016 the VITA program engaged fifty students with the local community and completed returns of $1,010,811. As incredible as 2016 was for VITA, in 2017 VITA produced a $1,250,626 positive tax impact for local residents. The success of our VITA program is due to highly engaged faculty and students, and exemplifies an element of our mission which states "The College of Business embraces the residential nature of our campus to create a learning-centered community…" Our accounting students have the second highest CPA pass rate (51.4%) of all the CSUs, and far exceeded the average pass rate amongst all California universities (41%). All these factors lead to our students being attractive to recruiters and thus getting placed well.
  - Business Information Systems Department and Center for Enterprise Systems and Informatics Research – Leveraging our close relationship with SAP, the department and center support the SAP hosting center that serves the SAP curricular needs of over 175 universities worldwide. This relationship allows students and faculty to be engaged with the newest software and thinking regarding enterprise systems, big data, and data analytics. Faculty and students attend workshops, conferences, and competitions. For example, in 2014, a team of three students and two faculty took top honors in the SAP Innojam competition and in 2016 five students took first place at the SAP #Innotakeoff competition.
  - Professional Consulting Program and Certificate – Launched in Fall 16, the consulting program connects students, companies, and faculty to offer opportunities in consulting and project management. The program emphasizes hands-on projects with clients to help students apply their academic knowledge, while also developing their professionalism, and communication and problem-solving skills.
  - Reinvigorated and Enhanced Student Support Services – Our Business Student Advising and COB Student Success Center help students get the most out of their academic programs and facilitate personal and professional growth.

During the past few years we have hired new advisors, added specializations (e.g., accounting, MBA, study abroad), new programs, and emphasized professional development for the staff. Our lead advisor has coordinated a "living learning community" for freshman business students living in the dormitories. Students will take cohort-based courses and have special access to advising, tutoring, faculty, and other personalized programming activities with the overarching goal of increasing retention and persistence rates. Our new COB Student Success Center offers free tutoring and workshops targeted at academic and professional development (e.g., salary negotiations, presentation coaching, Dress for Success). All these programs engage students, faculty, and staff with innovative initiatives that have immediate and long-term impacts on students' lives.

  - Students for the Advancement of Global Entrepreneurship (SAGE) – SAGE is an international non-profit organization, founded by accounting professor Dr. Curt DeBerg, that links secondary school student organizations to business and college student mentors. SAGE has grown into a world-wide program with student teams from 15 countries including Nigeria, Russia, China, Japan, Kenya, South Africa, India, Korea, and more. Students involved in the SAGE program have incredibly unique and impactful experiences that help develop their personal and professional skills while engendering global and social awareness. In addition, the SAGE program helps build global awareness for the University and the College.

- Initial Placement and Long-term Success of Graduates – Our mission highlights that a core objective of our allocation of resources is "both immediate success upon graduation and long-term career achievement." We are very pleased that our graduates are getting placed well and having phenomenal success in their careers. Our graduates have higher initial salaries than other CSUs and other college students across the USA. (See Appendix 4 for details.)
- Hiring Successes Build Faculty Quality and Support AACSB Standards – A significant strategic imperative since our last review was to have success hiring new faculty. Over the last five years, the College has hired 25 tenure/tenure-track faculty (three starting in Fall 17), now representing nearly 58% of our full-time faculty (see Appendix 6 for details). We have hired a number of high quality, enthusiastic faculty that have contributed greatly to creating a highly engaging, innovative, and impactful environment. One of these new instructors, accounting professor Dr. Nick Lynch, won the CSU, Chico Outstanding Teacher Award in 2016/17. In addition, all the new hires have enabled the College to meet AACSB faculty qualification ratios.
- Highly Engaged Student Clubs - The College has 19 student organizations that are actively engaged in competitions and the local, professional, and university communities (see Appendix 5 for details.). The College financially and administratively supports the organizations and their leadership. The College wholeheartedly embraces the profound impact co-curricular activities have on student outcomes, especially those most closely aligned with our programs, strategic plan, and mission.
- Comprehensive and Systematic Assurance of Learning Program – All learning goals have been assessed two or more times in the last five years (see Appendix 16 for details). Assessment efforts have combined embedded direct measures, indirect measures, alignment matrices, syllabus analysis, discussions with faculty and other stakeholders, benchmarking studies, and general environmental scanning. The gestalt of these assessment efforts has been some significant changes to our core programs and the addition of a new required core course (Decision Analysis for Business, BADM 308) that will better prepare students for success in their careers.
- Reaping the Benefits of a Renewed Advancement Effort – Fall 14 was the first time the College had professional advancement staff. These individuals have helped the College develop new relationships with alums that have generously donated time and treasure. The new friends to the College participate as judges, on panel sessions, present in classes, are members on our advisory boards, contribute financially to scholarships, support our centers, and back our vision for a new College of Business building. Although the financial contributions have been strong and enabling, the engagement with faculty and students has been substantial and greatly enhances the impact of both academic and co-curricular offerings. For example, in April 2017, the College hosted our 3rd Annual Executives on Campus event wherein successful alums presented in classes, engaged with students and faculty, and took part in our Biz Talks event.

The College thoughtfully and deliberatively manages its strategic plan and resources to contribute to mission consistent initiatives that produce engaging, innovative, and impactful programs and outcomes. If Chico State's motto "Today Decides Tomorrow" is prophetic in any fashion, and in keeping with the University's capital campaign, "Together, We Will Transform Tomorrow," the College, its students, faculty, and staff can be proud of today, and optimistic and excited about tomorrow.

II. SITUATIONAL ANALYSIS

The University

California State University, Chico was founded in 1887 as Chico Normal School, making it the second oldest CSU campus in the state. The University, commonly called "Chico State," now offers 155 undergraduate majors and options, and 46 graduate degrees/options. Chico State employs 966 instructional faculty, 49% are full-time and 84% of these have doctorates or terminal degrees. The University also employs 986 staff members. Chico State is one of 23 campuses of the California State University (CSU), the largest public institution of higher education in the country. Chico State is one of the few residential destination campus' of choice within the CSU system, drawing students from around the state, primarily from the Los Angeles and San Francisco metropolitan areas. CSU, Chico is accredited by the Western Association of Colleges and Schools, as well as 25 professional associations covering all seven colleges. The University recently became a designated Hispanic-Serving Institution (HSI), with 30 percent of enrolled students identifying as Hispanic or Latino.

The population of the "Greater Chico Urban Area" is about 100,000, making Chico with its approximately 17,500 students a "university town." The area surrounding Chico is predominately rural. The closest urban areas are Sacramento (about 90 miles south) and San Francisco (about 180 miles southwest).

The University has been rated a top-10 regional public university in the West by *U.S. News and World Report* since 1998, when the rankings began. Furthermore, Money magazine selected Chico State as one of its "50 Best Public Colleges" after ranking more 705 colleges across the nation for educational quality, affordability, and alumni career earnings. The University not only placed in the top 15 percent but led all 23 campuses in the CSU system in this ranking.

There is a clear and remarkably widespread view that Chico State has a unique and much beloved character that enhances the experience of all members of the campus community. Known as the Chico Experience, it includes distinctive and innovative programs, a wonderful college-town atmosphere, a friendly climate on the campus, a strong sense of community, superior academic technologies, exceptional levels of student support, and the pride taken in contributions to the community and the environment.

The College

Founded in 1972, the College of Business (COB) at Chico State offers the most popular major on campus (15.4% of all majors). The COB offers three degrees, Bachelor of Science in Business Administration (BADM), Bachelor of Science in Business Information Systems (BIS), and Master of Business Administration (MBA). Within the BADM degree, students choose among seven Options: Accounting, Entrepreneurship and Small Business Management, Finance, Human Resource Management, Management, Marketing, and Project Management. There are two Options within the BIS program: Management Information Systems, and Operations and Supply Chain Management. The MBA program has options in Enterprise Information Systems and Project Management. Additionally, the College offers eleven minors and several certificate programs. In the Spring semester of 2017, there were 2,899 undergraduate and 71 graduate students enrolled in the College. They were taught by 104 engaged and qualified faculty. These students are served by five professional staff in our Business Advising and Support Services office and COB Student Success Center. An organizational chart of the College in included in Appendix 1.

Relative Advantages

The College of Business has numerous strengths and distinctive programs that make us attractive to students, faculty and recruiters, garner support from external stakeholders, and enhance our reputation. The College supports a variety of engaging programs that align with our mission and provide students and faculty with opportunities to develop academically and professionally.

- Seufferlein Sales Program and Certificate – The growth and reputation of our sales program and certificate has been phenomenal. Over the course of the last five years, the program has developed a 21-unit certificate, become a full member of the University Sales Center Alliance (USCA), administered local and regional sales competitions (taking first place for the past seven years in the Western Regional Sales Competition) and in 2015 launched Pi Sigma Epsilon (PSE), the only nationally recognized co-ed business fraternity for students interested in sales. PSE immediately had 60 members and won the best new club on campus from the Associated Students (AS). CSU, Chico is one of only three schools west of the Rockies and 60 schools in the world with a sales program recognized by the University Sales Center Alliance. The program was recently recognized by the Sales Education Foundation as one of the top universities for professional sales education. A 2015 article in Comstock's magazine, titled "Sales Pitch: Why More Universities Should Offer Sales Training," lauded CSU, Chico for producing well-prepared sales students. Applications for the sales certificate have grown from 72 in AY 12-13 to 104 in AY 16-17. The program has developed strong partnerships with numerous firms (e.g., IBM, ADP, Aerotek, Henry Schein, TekSystems, State Farm, Build.com, Pepsico) that help fund the program and competitions, judge competitions, present in courses, and recruit our students. Donations from sales program partners have grown from $62,000 in AY 12-13 to $122,875 in AY 16-17. In addition, working closely with the Dean's Office and Advancement team, in 2014, the sales program received a $450,000 donation from Chuck Seufferlein ('74 COB alum) and his family (wife Sylvia, '75 alum, son Luke, '09 COB alum) leading to the naming of the program and enabled the development of a beautiful new space with role play rooms, a conference room, director's office, and student workspace. The Seufferlein Sales Program exemplifies how a collaborative, collegial, and supportive environment leads to excellence.

College of Business students post big wins at sales competition.

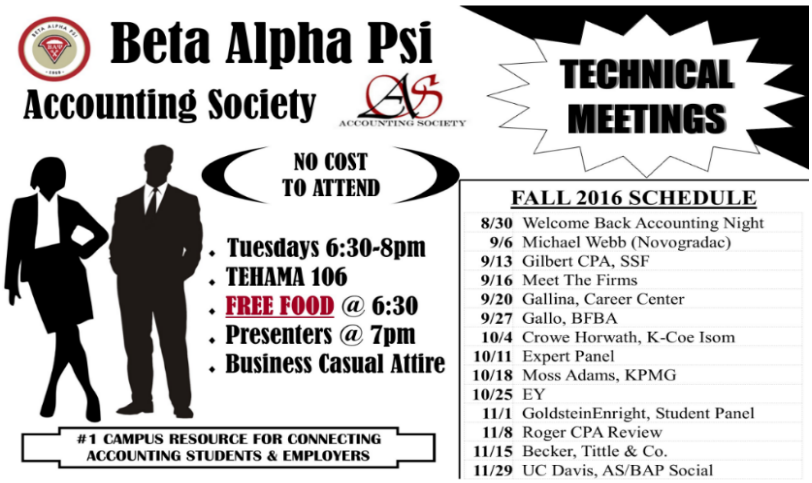
- Center for Entrepreneurship (CFE) – The CFE connects students and faculty with a wide range of entrepreneurs from our local community as well as from around the country. The CFE and the entrepreneurship program within the Department of Management has had broad support from faculty across the College and University. The CFE and COB sponsor an "eWeek" and local and regional competitions (e.g., Future Four & More, Elevator Pitch, Business Concept Competition). The competitions attract students from other universities, and from majors outside business. Recently, and following an article in the Chronicle of Higher Education, one of Chico State's eWeek competitors, PocketPoints, was provided funding by Shark Tank entrepreneur, Marc Cuban[1]. PocketPoints is an iPhone application gaining national and global attention. Pocket Points has been featured in Time, The Chronicle of Higher Education, and The Washington Post. The CFE and COB sponsor the e-Incubator that provides support for students interested in starting an online business. The CFE and COB also manage an Accelerator Fund which is an endowment designed to support student businesses during their development process. Through the e-Incubator and the endowed Accelerator Fund, students receive support from knowledgeable faculty and practitioners. In AY 16-17, the Incubator funded six student projects totaling $24,800. An impressive collection of businesses sponsor CFE events, including Build.com, Fifth Sun, Five Star Bank, Bizness Apps and Diamond W Western Wear. Numerous entrepreneurs come in to talk in

[1] Mr. Cuban eventually withdrew from the deal, but PocketPoints was provided over $600,000 in funding by a number of nationally recognized venture capitalist.

classes, mentor students, judge competitions and offer their support to our students and the entrepreneurship program. Furthermore, in the past year, the CFE and COB have led a cross-disciplinary effort to bring entrepreneurship to the broader university community. Approximately 30 faculty from across all colleges, and several community members, developed a Bridge Entrepreneurship proposal to launch a Makerspace in the Meriam Library. Funding support for its development is campus-wide as all seven colleges on campus have pledged contributions. A pilot Makerspace with nearly $50,000 in equipment will be complete by the end of 2017. The CFE, Department of Management, the COB, and the University all work together to provide a supportive, engaging, and robust entrepreneurial atmosphere on campus and in our community

Entrepreneurship Students From Across the Country Compete in Our "Future Four & More" Competition

- Excellence and Innovation in Accounting – Given California's "150 hour rule" legislation for accountants, recruiters expect that Chico accounting students will have 150 units of college education rather than the standard 120 units that an undergraduate degree alone will provide. Typically, the extra 30 units is met by completing a Masters of Accountancy (MSA). Not having a MSA in our college, our accounting department developed the Professional Accounting Certificate (PAC) which meets the State Board of Accountancy requirements for the additional 30 units. In addition to offering students a program that allows them to sit for the CPA exam, the accounting department has added courses and grade prerequisites to its program to enhance expectations, rigor and outcomes. We are proud to note that in 2015 Chico State Accounting students had the second highest CPA pass rate of all CSUs (51.4%) and far exceeded the average pass rate across all California universities (41%). The accounting area has an active Meet the Firms program and Technical Meetings nearly every week that allow students to interact with accounting professionals, and secure internships and careers. Our Accounting program produces graduates with extremely high job placement rates and serves the surrounding community with our award-winning IRS supported Volunteer Income Tax Assistance (VITA) program. In 2016 the VITA program engaged fifty students with the local community and completed returns of $1,010,811. As incredible as 2016 was for VITA, in 2017 VITA produced a $1,250,626 positive tax impact for local residents (a 24% increase from 2016). "Students get engaged with the local community and they gain intangible skills that will help them when they're working later on. VITA is such a great way of getting real accounting experience before you get a job. People are very thankful. We've had single mothers struggling to put food on the table for their kids and to tell them you gave them $4,000 in a refund, it's just amazing." says Manvir Chahal, accounting student, and 2015 VITA Director. Our Accounting program engages students in a meaningful academic and professional environment that has had an incredible impact on students and our community.



- Business Information Systems Department and Center for Enterprise Systems and Informatics Research (CESIR) – With three new tenure track hires (and a fourth starting Fall 17) and a concentrated effort to develop a cross-disciplinary analytics program, the BIS program and CESIR are clearly distinctive strengths of the COB. The CESIR leverages our corporate partnerships to assure state of the art business technology background as a distinction of Chico State business students. The CESIR is the umbrella center for our SAP hosting center and future home to our big data innovation center. The SAP hosting center serves over 175 universities. The relationship with SAP has enabled Chico faculty and students to attend workshops and seminars to expand their enterprise systems knowledge and skills. Since the beginning of the program, Chico faculty have attended more than five hundred days of formal training at SAP training centers, workshops, and conferences. For example, in 2014, a team of three students and two faculty took top honors in the SAP Innojam competition and in 2016 five students took first place at the SAP #Innotakeoff competition. Chico maintains a global reputation for its leadership role in the SAP University Alliances Community. The CESIR has reached out to instructors across campus and local organizations (e.g., Build.com, Enloe Hospital, 11main.com) to form a data science community of interest and is working toward becoming one of SAP's big data innovation centers which will involve faculty and students in big data research, projects, and facilitate cutting-edge learning about big data and data analytics.

College of Business BIS Students Come in First Place at the 2016 SAP #Innotakeoff Competition

- Professional Consulting Program and Certificate – Launched in Fall 16, the consulting program and certificate are one of our newest niche offerings to meet the demands of the marketplace and graduate students with marketable knowledge, skills, and abilities, along with polished soft skills to succeed in consulting and elsewhere. The program connects students, companies, and faculty to offer opportunities in consulting and project management. The program emphasizes hands-on projects with clients to help students develop their professionalism, communication and problem-solving skills. The program has had significant projects with Hitatchi Solutions Ltd, Cintas Corp., and Lundberg Family Farms. Student groups have worked on live cases with local firms to identify industry pain points and create solutions, as well as specific projects related to employee engagement and turnover.

- Highly Engaged, Student-Centered Faculty – Our faculty consistently get students involved in real-world projects and use a variety of means to create engaging learning environments. Instructors are always looking for ways to improve students' learning experiences and offer curriculum and programs that enable learning academic foundations that are then blended with engaging, hands-on experiences (Please see Appendix 2 for examples.). For example, a Fall 16 MBA student noted "My perspective has definitely changed a lot from the tour (*Far West Rice*). I am from India and we have always been taught everything theoretically. For the first time I have learned something not only by reading it but relating it to a practical experience." Faculty embrace projects and learning opportunities that allow students to practice communications skills, teamwork, critical thinking and problem solving skills, while facilitating a "can – do" work ethic that is often necessary with ill-defined projects that take persistence and creativity. A comment from a 2015 graduate noted "The College of Business is a great place to learn all the essential business skills that employers want. I can't think of anything more the COB could do to improve my educational experience to be more successful. I couldn't have done it without the skills I learned while at the College of Business. Kudos." Furthermore, Muhammad, a visiting African college student noted that "The attitudes of the professors, the way they engage their students, is very fun. You can open up your problems to them and they will treat (them) in such a way that they respect your values and respect your opinions." These sentiments are captured in our mission which notes the College "…instills in our students the knowledge, skills, and values necessary for both immediate success upon graduation and long-term career achievement." The excellence demonstrated by our faculty has not only been recognized by students, but acknowledged by the University. In AY 15-16, Dr. Kirk "Damon" Aiken and Dr. Timothy Heinze, were awarded Professional Achievement Honors by the CSU, Chico Faculty Recognition and Support Committee. Dr. Aiken also won the national "Teaching Excellence" award from the Marketing Management Association in 2013. Dr. Heinze has been instrumental in building our award winning sales program, initially landing a $65,000 grant to build a sales lab to

train critical skills, and then helping secure the $450,000 gift to build and operate a professional level, high quality sales center. In addition, in Fall 16, Dr. Wally Leese won CSU, Chico's Outstanding Professor Award and Dr. Nick Lynch was awarded CSU, Chico's Outstanding Teacher Award.

- Exceptional Student Support Services – The COB has the best support services on campus. Several colleges across campus are modeling new programs based on our efforts.

  - Business Student Advising - The COB is one of the only colleges on campus to have its own professional advising staff that supports the academic, personal, and professional goals of our undergraduate and graduate students. The staff is dedicated to helping students navigate the curriculum and ensures that students get the most out of their college experience. We have staff that focuses on the MBA program, one that specializes in study abroad, and another that specializes in the accounting area to ensure the accounting students make efficient and effective progress toward their academic and career goals. The advising staff puts on programs and events to make sure students succeed. Most recently, the lead in advising coordinated an effort to have a "living learning community" for business freshman living in the dormitory. Students will take cohort based courses and have special access to advising, tutoring, faculty and personalized activities. The goal is higher retention and greater persistence rates, especially for our first generation and high risk students. To entice first-gen and high risk students, and assist with the expense of participating in the living learning community, the College allocated $20,000 to award grants to high-need students.

  - COB Student Success Center – We are the only college on campus to have its own Student Success Center (SSC). The center focuses on students' academic and professional success. Starting in Fall 15, the COB hired a full-time SSC coordinator who oversees two student "peer leaders" and 15-18 tutors. Tutors provide assistance outside the classroom at no cost to our students. Difficult subjects often require hands-on help, and tutors are ready to offer guidance by asking questions that improve students' problem-solving skills. The SSC also provides students with important opportunities that aid in their personal and professional development. The SSC has developed and coordinated workshops and events that address salary negotiations, presentation skills, resume writing, and dinner etiquette. Working with the Sales and Marketing club (PSE) and Kohl's department store, the SSC coordinates our annual Dress for Success show that is typically attended by hundreds of students.

Junior Smart models business professional attire at the Dress for Success business fashion show

- Students for the Advancement of Global Entrepreneurship (SAGE) – SAGE is an international non-profit organization that links secondary school student organizations to business and college student mentors. SAGE has grown into a world-wide program with student teams from 15 countries including Nigeria, Russia, China, Japan, Kenya, South Africa, India, Korea, and more. SAGE was founded at California State University, Chico by business professor Curt

DeBerg and six of his students. Its purpose is to advance youth business and social entrepreneurship in an ethical and socially-responsible manner. Last year, the SAGE World Cup was in Russia. One of the Chico State student managers, Kristen Soldati, a business major noted "I traveled to Russia last summer, and witnessed first-hand the amazing business enterprises created by teens." College of Business SAGE students have recently traveled to Moscow, Russia, and Seoul, South Korea to assist in the SAGE World Cup entrepreneurship competition. Students involved in the SAGE program have incredibly unique and impactful experiences that help develop their personal and professional skills while engendering global and social awareness. In addition, the SAGE program helps build global awareness for the University and the College (see Appendix 3).

- Benefitting from Our Residential Nature – Compared to nearly all other CSU campuses, Chico State is uniquely residential in nature. Students live on or near campus allowing the College to leverage the positive aspects of a residential campus. Since our students live and learn in this close knit college community, our program is able to emphasize hands-on, applied team projects and engagement with clubs and the community. These experiences build the skills and knowledge that employers are looking for and allow our students to be academically well-rounded and work-ready. Our residential environment allows students to be deeply involved in co-curricular activities and participate in a variety of student organizations. Overall, Chico is known as a good place to live and study, and the overall branded quality of The Chico Experience is attractive to potential students and contributes to our ability to hire faculty.

- Highly Engaged Student Clubs – The College has 19 active student clubs that engage students and allow them to grow professionally and personally while making friends and having fun. Our students regularly showcase their abilities in regional competitions where they compete with peers from some of the most prestigious universities in the nation. Being a residential, relatively rural campus, combined with supportive student-centered programs is a catalyst for highly active student organizations. For a more detailed look at our clubs please see Appendix 5.

- Strong Placement and Career Success – We regularly collect data from our alumni to continuously improve our programs and learn how they are doing in the marketplace. Not only are our immediate graduates getting fantastic, well-paying jobs, but our more seasoned graduates are doing incredibly well. Our students have positions at top companies and are earning more than most of their peers from comparable institutions. In addition, our graduates hold high level positions at many firms, our 2016 survey indicating that 25.7% of our alumni hold positions at the upper-management and CEO level. (Please see Appendix 4 for details about placements.)

- Reaping the Benefits of a Renewed Advancement Effort – Since our last review, the University and the College have benefited greatly from a new Vice President of University Advancement, Ahmad Boura, and for the first time, starting in Fall 2014, the COB had a full-time advancement officer and an associate development officer. Largely for the first time in the College's history we now have a dedicated team of professional development officers to help the College secure funds for our strategic priorities. Working closely with the dean, the development team has been quite successful at cultivating alumni and friends of the College. The efforts have been incredibly fruitful and over the last two years (AY 15/16, 16/17) have generated nearly $4 million in gifts, including $2.5 million directed toward our new building fund. The incredible support from friends of the College has allowed us to fund scholarships, Business Student Success Center events, support the Seufferlein Sales Center, fund events and competitions for the Center for Entrepreneurship, establish endowed positions, support club events, and make progress toward funding a new facility. Furthermore, in April 2017, the College hosted our 3rd Annual Executives on Campus event wherein successful alums presented in classes, engaged with students and faculty, and took part in our Biz Talks event.

Niels Thomas (Accounting, '17, Past president of Beta Alpha Psi) with his parents Glen and Joyce Densmore-Thomas. The Thomas' established the first faculty fellowship in the College of Business.

"I believe in this place. I believe in the Chico Experience. I lived it. And now our son is living it too." - Glen Thomas, '83, Business Advisor Board Member.

- High Degree of Alumni Loyalty – We have always had a keen sense that our alumni really loved their experience at Chico State and within the College of Business. Surveys in 2014 and 2016 reinforced that our graduates had extremely positive experiences while here and feel a high degree of fidelity toward the COB. "Overall the faculty was outstanding and the education quality was good. Many of my classmates from Chico went on to secure really good jobs, working side by side with graduates from Stanford, Duke, Michigan etc." - '96 Alumnus. Kristine Mazzei, our first full-time COB director of advancement (hired in Fall 2014), was often shocked by the degree of affinity our alumni had toward our program. It is not unusual for children and grandchildren of our graduates to pursue degrees with us. We are capitalizing on this affinity to the COB to engender financial support, generate internships and jobs for students, and generally enhance networking and partnering opportunities for faculty and students.

In aggregate, all the aforementioned relative strengths paint a picture of a College of Business that truly offers students an exceptional experience, and fosters an environment where faculty and staff can prosper and make a difference in students' lives.

Challenges and Opportunities

- Physical Infrastructure – The College currently has faculty and staff offices in three different buildings (Glenn Hall, Tehama Hall, Trinity Hall) which is not optimal for creating a cohesive, communicative, supportive and collegial environment. Our primary building, Glenn Hall, built in 1958, can no longer accommodate our programmatic, professional, or infrastructure aspirations. Over the last few years we have done some significant renovations in Glenn Hall, but we feel like we are putting the proverbial "lipstick on a pig." We added five new faculty offices, a small conference room, a Student Success Center, a space for our newly named Seufferlein Sales Program, and undertook a significant facelift to add a more professional ambiance to our Business Advising Office. In addition, over the last couple years we have been trying to remove old small "tablet" chairs from classrooms and replacing them with seating options that are more consistent with collaborative learning, and flexible enough to accommodate variety in instructor pedagogy and delivery styles. The challenges with our physical infrastructure has inspired enthusiastic support and significant fundraising to build a new facility within the next five years. The new building for the COB is slated to be a major feature of the University's Capital Campaign which is planned to launch in AY 17-18.

- Redding Program – Chico State and the College directly serve a 12 county region of northern California. Parts of this region include counties with extremely low college participation rates and an ethnically diverse population. The College has a satellite campus in the Redding area to better serve these students. However, the program lacked marketing and integration into our core curriculum and as of Spring 15 we only had five students taking classes in Redding. We have taken steps to revitalize the Redding program. We have formed a local-area Advisory Board and designed a program with 75 percent face-to-face classes, a block program, guaranteed class availability, two Redding community-based projects each semester, and close coordination with Shasta College (the local community college) and Redding area high schools. Furthermore, we conducted a media campaign in February 2016 for the program's new launch in Fall 16. As of Fall 16, we had 17 students actively taking classes from the Redding Center. We are committed to enhancing the Redding program to better serve the needs of the Redding and North State communities.

- Weak University Data Management System – The current information system doesn't readily allow for customizing reports, and data availability and quality can sometimes be problematic. The system is slated to be replaced and upgraded. In order to allow better data manipulation and reporting, the University has purchased Tableau and Cognos. Once implemented, these tools will allow for greatly improved analysis and reporting. Unfortunately, the University IT staff is quite understaffed, implementation has been quite slow, and maintenance and management of the legacy system has lagged. The University acknowledges the problem and appears to be taking corrective action, but tangible deliverables are lacking.

- Rural, Residential Nature of Campus – As noted earlier, we embraced the residential nature of our campus. However, being a residential campus in a university town that is in the middle of a rural area creates its share of challenges. Due to our location a large percent of students leave the community over the summer. In addition, not being part of a metropolitan area limits the opportunities for student internships during the academic year. To accommodate this summer exodus, the College has supported and subsequently developed summer online courses for nearly all our

upper division core. In this fashion, students that leave the area over the summer can still make degree progress. In addition, we have put policies in place, and are building awareness amongst students that they can enroll in internships for credit over the summer.

- Strong Student Demand, Limited Gain for Faculty Resources, Heavy Burden on Tenured Faculty – In Fall 12 we had 37 FT TT faculty. As of Fall 16, we had 40 FT TT instructors. Since Fall 12 we have hired 25 TT faculty (three are starting in Fall 17), thus 55% of the faculty have been with the College for less than five years. Furthermore, we expect another 10-12 faculty to be retiring in the next five years. Fortunately, the University has shown support for additional tenure track hiring and we have tentatively been allocated several position line items over the next couple years. If we continue to successfully hire over the next couple years, our faculty profile will be righted, renewed and re-invigorated. However, the current service and administrative burden on senior faculty is substantial.

- High Turnover Amongst Central Administration – Over the last few years the University has seen significant turnover in our central administration. Positions have remained vacant, been combined with other positions to shore up the work, or become interim part-time positions. This instability in the central administration over the past few years has led to confusing decision-making and ambiguous ownership of decisions. We are optimistic that the new president, Dr. Gayle Hutchinson, and new Provost, Dr. Debra Larson, will bring stability and transparency to goals and decision-making. Several leadership positions remain interim or are currently actively recruiting. A stable central administration should offer efficiency, clarity, time savings, and less stress and effort in managing the College.

- Part of Large Unionized Bureaucracy - One of the primary challenges facing the College relates to being a College within a University that is embedded within a giant System (the CSU) that's governed by the State (the most populous in the country, with an economy that's the sixth largest in the world – now surpassing France). Due to being part of this large system and bureaucracy, there are many critical factors that are beyond our control. Operating within a union environment affects decision making flexibility and can often impede efficient and effective decision-making.

- Continued Budget Uncertainty and Minimal Recovery from the Recession – Being highly dependent upon the State for funding, and reduced funding from the State government is forcing the College to seek private funding to attract new, high quality faculty and to support new venture, facility upgrades and program initiatives.

- Challenged to Pay Market Competitive Salaries - Pay structure of the CSU is not competitive, which makes it difficult to attract and hire tenure-track faculty, especially in hard to hire areas such as accounting and finance. Furthermore, the cost of living in California is among the highest in the country, which also contributes to the difficulty in attracting, hiring and retaining tenure-track faculty. However, with some enhanced hiring packages, often supported with private funds, we have attracted highly qualified candidates, and filled all approved positions each year since 2012.

Included Degree Programs

The following tables presents the degree programs under review and the number of graduates over the past five years.

Table 1: Degrees Included in Scope of Accreditation

Degree	Level	Location	Year Established
B.S. Business Administration (BADM)	Undergraduate	Chico	1972
B.S. Business Information Systems (BIS)	Undergraduate	Chico	2003
Master of Business Administration (MBA)	Masters - Generalist	Chico	1972

Table 2: Degrees Conferred by Academic Year

Degree	2012-13	2013-14	2014-15	2015-16	2016-17*

B.S. Business Administration (BADM)	641	562	591	616	670
B.S. Business Information Systems (BIS)	59	54	76	58	59
Master of Business Administration (MBA)	42	27	22	26	19
Grand Total	742	643	689	700	748

*Estimates. Actual graduation numbers are not finalized until late summer/early fall.

III. PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

Accounting Department Faculty Hiring Successes

During our Fall 12 maintenance of accreditation review, the visitation team noted that "The current deployment of AQ and PQ faculty in Accounting Department falls well short of the minimum acceptable ratio." The College was asked to produce a sixth year report in Fall 13 that addressed how we remedied this shortfall. The actions we took were viewed in a positive way by AACSB and we were granted full reaccreditation.

As you can see from Table 3, we addressed the concerns regarding AQ/PQ faculty deployment in the Accounting Department.

Table 3: Progress Update - Meeting AACSB 2007 AQ, PQ Standards

	2011-2012 (Maintenance Review)	2012-2013 (6th Year Improvement)
AQ%	40%	54%
AQ+PQ%	62%	90%

The Fall 2013 sixth year review report was attached to our CIR application and is available upon request.

Since the 2012 review, we have continued to have success hiring in the accounting department. Below are the tenure track accounting faculty hired since 2012. And, as detailed later in the report, the accounting department currently exceeds all AACSB 2013 standards related to faculty qualification and sufficiency.

Table 4: Progress Update – New Accounting Hires Since 2012

Name	Year Hired	Degree
Nick Lynch	2013	Mississippi State University, PhD, 2008
Richard Ray	2013	Oklahoma State University, PhD, 2012
Jeffery Decker	2014	University of Arizona, PhD, 2001
Gary Braun	2015	University of Arizona, PhD, 1995
Nora Alaniz-Bouqayes	2016	University of Texas, El Paso, PhD, 2015

IV. STRATEGIC MANAGEMENT AND INNOVATION

The Strategic Planning Context

The College is part of a comprehensive, regional university that has provided generations of students and faculty with unique educational experiences built upon an inclusive learning community of faculty, staff and students who live, work and study within a rural Northern California setting. Our distinct residential setting provides the opportunity to create an intensive, high-quality learning environment for students. We have a vital and collaborative community of active and involved students, a vibrant, engaged and caring faculty, a superior support staff, and innovative leadership together with cutting-edge learning and information resources - all placed within a beautiful and engaging physical environment. These elements provide the foundation for our strategic planning and resource allocation.

Our strategic plan is aligned with the CSU system's strategic plan called "Access to Excellence" that emphasizes a teacher/scholar model and student success in their academic careers while making steady progress toward degree completion. The campus strategic plan and the system plan are formulated within the context of legislative pressure to graduate students more quickly, and of contract negotiations with the California Faculty Association (CFA) and 10 other unions, which are finalized in Collective Bargaining Agreements between the Boards of Trustees of the California State University and each union. The budgeting system fosters widespread strategic thinking so that allocation and reallocation of resources is consistent with the CSU, University, and College priorities. Current focus at the system and campus level is on support for student success as measured by retention and graduation rate improvement, while closing the performance gaps between underrepresented and traditional students. Specifically, additional funding from the CSU has been provided to support degree progress and improvements in 4 and 6 year graduation rates (referred to as the Graduation Initiative 2025).

The goals and outcomes articulated in our strategic plan emphasize our need to recruit and develop the faculty talent necessary for excellence in the future we foresee. Further, our strategic plan recognizes our responsibility and the work needed to provide the up-to-date understanding and distinctions in the programs we offer that are necessary to our present and future. We desire to adapt our classrooms and co-curricular support to manage and maximize quality learning experiences suited to our increasingly diverse student body. Our strategic plan and resource allocation take into account the need to work with our stakeholders to replace our current marginal facility with a place that inspires the excellence our traditions mandate and our future requires. Finally, we will raise the resources necessary to sustain our quality, acknowledging the expectations that differential quality in programs in the CSU must be sustained with external (non-state) support.

Strategic planning at the College level is informed by Academic Affairs and by University-level and System-level contexts. It is within this broader context (college-level, university-level, and system-level) that we have developed the vision, mission, strategic goals, and other components of our strategic plan.

Mission Statement and Strategic Management Planning Process and Outcomes

Process for Revising the Mission Statement

During AY 14/15, the College undertook a review/revision of its mission statement. The following process was used:

- In August 2014, during the Fall All College Meeting faculty and staff were asked to review the current mission and propose changes or a new mission. These suggestions were vetted and summarized by a mission review committee consisting of the associate dean, three faculty members, two staff members, one campus administrator, and one student.

- In September 2014, COB student leaders were asked for their opinions and input on the current mission and ideas for a new mission.
- In October 2014, in a group systems session, our Business Advisory Board (BAB), comprised of employers and alumni, provided thoughts on what the mission for the College of Business should be. The BAB considered the current mission as well as those developed by the faculty in the Fall meeting.
- With additional input from the Business Administrative Committee (BAC - dean, associate dean, dept. chairs), the mission review committee took all the inputs and put 10 mission statements forward for further consideration from the faculty and BAB. Through email and rankings, these 10 were then narrowed down to two draft mission statements that were sent to the faculty via e-mail for additional consideration. These final two statements were ranked by the faculty. One statement was clearly preferred but faculty still asked for some minor wordsmithing.
- The revised mission statement was presented at an initial Spring 15 faculty meeting as an introduction item and then adopted by faculty and staff vote later in Spring 15, resulting in the mission that is stated below, and in the strategic plan. A similar process will be followed in future reviews/revisions of the mission statement. Generally we felt we had significant faculty and staff engagement and input, and very good input from student leaders and our external stakeholders.

Process for Revising the Strategic Plan

Every five years the strategic plan undergoes a review. Input is solicited from members of the BAC, the BAB, faculty and staff, and officers of selected student groups. In August and October of 2014 a professional consultant was hired to facilitate the process. The consultant focused on facilitating the development and prioritization of values, goals and vision. Input from all constituent groups was used to refine the draft strategic values, vision, and goals. Using a "goals down, plans up" approach, each College unit submitted strategic plans that aligned with the overall College. The finalized document was shared with faculty (via email) and launched at an All College Meeting at the beginning of the Fall 15 semester, and published as the College Strategic Plan 2015-2020.

Process for Updating the Strategic Plan

Using input solicited from faculty and staff through the BAC representatives during the Spring semester, the strategic goals, objectives, initiative outcomes, and action items to be pursued annually by each department and unit during the next academic year are formulated and proposed by the units. The BAC synthesizes, prioritizes, and budgets for strategic actions for the coming year during the summer months. At the beginning of the Fall semester, these goals, objectives, and action items are discussed with faculty and staff to gain their input for possible revisions. Revisions, if any, become effective September 1 of the new academic year and are added to the strategic planning document as an update to the strategic plan. The full strategic plan and annual report are available on the COB website and within our internal BlackBoard Learn COB Resource Center.

The deliberative and collaborative strategic planning efforts and mission revision process led to the following vision, mission and values

Our Vision

Anchored in a tradition of excellence, the business education we provide sustains success in generations of leaders graduated here. Faculty and successful alumni assure our quality. Faculty expertise in current business realities and distinctive pedagogies translate knowledge and understanding into skills that distinguish our students as career-ready to employers.

We are a place that inspires and energizes the highest level of performance in all present. Our excellence is also sustained by the generosity and continued engagement of our alumni.

Our Mission

The College of Business embraces the residential nature of our campus to create a learning-centered community that instills in our students the knowledge, skills, and values necessary for both immediate success upon graduation and long-term career achievement. We emphasize applied research and are devoted to continuing the tradition of excellence in our academic programs while developing distinctive initiatives to meet the ever-changing needs of our stakeholders.

Our Values

The following list of values was derived from a set of exercises involving College of Business faculty, leadership, staff and Advisory Board members. We recognize our obligation to uphold this set of core values and use them to guide and direct our daily activities as we go about the task of fulfilling our vision and mission.

- Graduates prepared for continued success in the workplace
- The College as a great place to work, where people show mutual respect and support
- Faculty, staff and students positively engaged with the campus, community, people and organizations around the globe
- Personal faculty-student interactions supported by learning spaces and an inspired sense of place that provides the “Chico Experience”

The above College of Business values are provided in a context of expressed institutional values also embraced and endorsed by the College. These values are:

- We stand for academic freedom, the exploration of the frontiers of knowledge, and a strong sense of intellectual community characterized by reason, respect, civility, and openness of expression.
- We share a commitment to academic excellence and will communicate high expectations to our students.
- We seek the purposeful integration of liberal and applied learning and the provision of full access and equal opportunity for all our students to the knowledge, skills, and habits that form the basis for life-long learning, civic engagement, and enlightened service in a diverse society and global community.
- We promote active learning, curiosity, and the recognition that learning occurs in our classrooms, studios, and laboratories, and beyond, through the co-curricular experience, service engagements, social interactions, and other expressions of a full and healthy student environment.
- We teach not only with the command of our disciplines, but with the force of personal example, enabling us to transmit knowledge effectively through integrity, intellectual honesty, kindness, and enthusiasm.
- We emphasize both the quality and the spirit of services to our students, employing "student friendly" policies and practices that foster student achievement and progress to degree.
- We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional performance.
- We hold dear the values of multicultural respect, awareness, and understanding and we pursue diversity not just as an idea to embrace, but as a community to form.
- We aim to be a community connected in our conversations, confident in our strengths, and intentional in our aspirations.
- We celebrate a distinctive institutional culture through a keen sense of place, a deep respect for our natural environment, an orientation to the principles and practices of sustainability, and the use of the campus' entire physical environment to promote the University's goals.
- We appreciate the loyalty and achievements of our alumni and retired faculty and staff and the importance of a strong alumni organization to keep alumni informed and engaged with their alma mater.
- We affirm that we are "One University" where collaboration, mutual support and trust, and common goals define our work together and the spirit of its engagement.

College Program Goals

Success in fulfilling our vision and mission will be determined by the strength of our curriculum and programs, the engagement of our students, the quality and commitment of our faculty and staff, our ability to secure financial resources, and our relationships with external constituents.

Accordingly, we have developed strategic goals in the following priority areas, the first set focus on the work that needs to be done and then on the resources that must be developed to achieve such work. (Additional details on these goals, objectives, measures of success, and progress made on each are available in Appendix 8.)

1. Develop more external engagement opportunities for our faculty and students (internships, field study, etc.)
2. Develop and sustain tenure track faculty for future excellence and AACSB accreditation. Develop and train staff to support progress toward our vision
3. Review, update, align and provide the right class size for the right learning outcomes/pedagogy in College-level "common core" curriculum. Common core establishes our curriculum quality and assures our learning outcomes (excellence aligned with mission and vision)
4. Centers and signature certificates will be more visible and accessible
5. Invest in student success with tutoring, applied projects and begin plans to enhance career advancement training
6. Leverage corporate partnerships to provide expertise in state-of-the-art business enabling technology
7. Grow global student presence in our graduate programs
8. Embrace local diversity and enhance our quality, value and presence in the North State

Financial Resource Development Goals

1. Faculty excellence will be supported by developing and funding research endowments to attract and sustain qualified faculty
2. Develop and fund a facility that inspires and supports our excellence
3. Develop COB Student Success Center
4. Develop and enhance branding/communication
5. Use the Advisory Board more effectively to raise funds and expand real-world business experiences for faculty and students
6. Align organization, policies and processes in the College

Financial Strategies in Support of Strategic Plan

The College receives funding from a variety of sources, including State General Fund, University Foundation Funds (gift accounts), Research Funding through the CSU, Chico Research Foundation, fees collected for student support (Student Learning Fees and Course Consolidation Fees) and special MBA program fees returned to the College. Total budget for 2015/16 was $9,272,582. Total budget for 2016/17 was $9,399,580, a 1.4% increase from the prior year. Nearly 80% of our budget went toward compensation and supporting our base program classes (about $7,800,000) while the other 20% goes toward strategic initiatives. Tables 5 and 6 summarize our budgets in support of our strategic initiatives for 2015/16 and 2016/17.

Gifts to the College support a variety of college programs including the campaign to build a new College of Business building, research and recruitment endowments to develop and maintain faculty excellence, curriculum quality evidenced through Programs of Distinction including the new Student Success Center. Revenue from the SAP Hosting Center supports the center's operations including equipment purchases, as well as support for related faculty scholarship and research, and enhanced technology experiences in classes.

In anticipation that state general funds will be level or slowly diminishing going forward, the College continues to diversify its revenue sources and streamline its programs accordingly. During our last accreditation review (2012) the College had less than 5% of budget funded by external sources. Currently, as highlighted in Table 5, 22% of our budget is for strategic initiatives, with 17% of the total budget funded by external sources. The COB plans to garner 20% of the total budget funded by external sources by 2020 and 30% of the total budget by 2025.

Table 5: Summary of Budget in Support of Strategic Initiatives, 2016-2017

Initiatives	General Funds	Gifts	Grants	MBA Fees	Hosting Center	Other (specify)	Total
New Initiatives 2016/17	$69,876	$221,670	$85,700		$60,000	$6,460	$443,706
Continuing Initiatives 2016/17	$397,030	$369,238	$119,900	$96,500	$114,120	$525,992	$1,622,780
Total	$466,906	$590,908	$205,600	$96,500	$174,120	$532,452	$2,066,486
Percent of Total Budget*	4.97%	6.29%	2.19%	1.03%	1.85%	5.66%	21.98%

*Total Budget = General Fund Base + (Strategic Initiative expenses - Contribution to Strategic Initiatives)

Total Budget = $7,800,000 + ($2,066,486 - $466,906) = $9,399,580

Table 6: Summary of Budget in Support of Strategic Initiatives, 2015-2016

Initiatives	General Funds	Gifts	Grants	MBA Fees	Hosting Center	Other (specify)	Total
Completed 2015/16	$235,075	$650,304				$33,592	$918,971
Continuing 2015/16	$340,985	$266,616	$132,109	$130,345	$92,060	$89,522	$1,051,637
Total	$576,060	$916,920	$132,109	$130,345	$92,060	$123,114	$1,970,608
Percent of Total Budget*	6.21%	9.89%	1.42%	1.41%	0.99%	1.33%	21.25%

*Total Budget = General Fund Base + (Strategic Initiative expenses - Contribution to Strategic Initiatives)

Total Budget = $7,878,034 + ($1,970,608 - $576,060) = $9,272,582

Tables 7 and 8 give additional specifics for continuing and new strategic initiatives for 2016/17.

Table 7: Overview of Budget in Support of Continuing Strategic Initiatives, 2016-2017

Program and Human Resource Goals								
Goal	Theme	General Funds	Gifts	Grants	MBA Fees	Hosting Center	Other (specify)	Sub-goal Total
1	External engagement for faculty and students	$5,575	$11,500	$99,900				$116,975
2	Faculty and staff excellence	$211,496	$101,000		$70,000			$382,496
3	Continuing program excellence	$26,450						$26,450
4	Raise the profile of our Programs of Distinction	$36,030	$217,000			$22,060		$275,090
5	Co-curricular student support with tutoring						$36,000	$36,000
6	Enhance business-enabling technology		$26,838			$92,060	$86,642	$205,540
7	Embrace global diversity and grow global student presence	$23,724	$12,900		$26,500		$65,350	$128,474

8	Embrace local diversity and grow presence in the North State	$93,755		$20,000				$113,755
Financial Resource Development Goals								
2	Design and build a facility that inspires and supports excellence						$338.000	
	Totals	**$397,030**	**$369,238**	**$119,900**	**$96,500**	**$114,120**	**$489,992**	**$1,622,780**

Table 8: Overview of Budget in Support of <u>New</u> Strategic Initiatives, 2016-2017

Program and Human Resource Goals								
Goal	**Theme**	**General Funds**	**Gifts**	**Grants**	**MBA Fees**	**Hosting Center**	**Other (specify)**	**Sub-goal Total**
2	Faculty and staff excellence		$15,200			$40,000		$55,200
3	Continuing program excellence	$50,000						$50,000
4	Raise the profile of our Programs of Distinction	$5,515	$157,300	$7,700		$20,000		$190,515
5	Co-curricular student support with tutoring	$5,346	$26,670				$6,460	$38,476
7	Embrace global diversity and grow global student presence		$22,500	$78,000				$100,500
8	Embrace local diversity and grow presence in the North State	$5,515						$5,515
Financial Resource Development Goals								
6	Align organization, policy, and processes	$3,500						
	Totals	**$69,876**	**$221,670**	**$85,700**		**$60,000**	**$6,460**	**$443,706**

Additional details that address how financial resources have been strategically deployed for specific actions within each goal can be found in Appendices 9 and 10.

Intellectual Contributions and Impact

<u>AACSB Table 2-1 Part B Narrative: Alignment with Mission, Expected Outcomes, and Strategy</u>

Our faculty are intellectually engaged in their disciplines producing a significant portfolio of intellectual contributions (ICs) over the last five years that are consistent with our mission which emphasizes applied research. The faculty have produced a total of 297 ICs, 46.1% are applied, 32.3% are basic/discovery, and 21.5% are teaching and learning oriented. A slight surprise is that teaching and learning oriented ICs only accounted for 21.5% of all ICs. Although we are student-centered institution and value teaching and learning oriented research, faculty who have recently completed a doctorate or were newly hired typically do not produce teaching and learning ICs at this early stage of their careers. Thus the slightly lower number of teaching and learning ICs is likely a function that we have hired 22 faculty over the last five years, and

13 have obtained a doctorate in that same time frame. Details regarding faculty research can be found in Appendix 11 and 12. Intellectual contributions are well represented from a cross-section of faculty within each discipline.

AACSB Table 2-1 Part B and C Narrative: Quality and Impact of Five-Year Portfolio of Intellectual Contributions

The College has historically relied on individual departments to evaluate research quality within the functional area. Largely this was based on a combination of expertise in the area and reliance on traditional metrics noted by the publishers (e.g., blind reviewed process, quality editorial boards, high-quality review process).

Currently, we get a sense for quality and impact by looking at the publication's categorization in the Australian Business Dean's Council List (ABDC), Association of Business Schools list, and use the acceptance rates posted within Cabell's (see Appendix 12). In addition, we have started to monitor the citations as noted in Google Scholar. In the last five years, our faculty have published 25 articles in A-level journals, including prestigious journals such as Journal of Banking and Finance, Journal of Business Research, Journal of Behavioral Finance, Academy of Management Journal, and Journal of Organizational Behavior, System Dynamics Review, and Journal of Applied Psychology. In addition, 48 of our publications in the last five years are in outlets with acceptance rates of 20% and lower. Overall, this indicates that 44% (48/110 journal publications) of the faculty's peer-reviewed journal publications are in high quality outlets. Google Scholar citations are another metric to assess impact and quality, but citations often don't seem to be a good indicator of quality or impact unless an article has been published for a number of years (often it takes more than 5 years for a high quality article to build a strong number of citations).

Outside of the last five year window, the COB has several faculty that have high quality publications that have garnered a relatively large number of Google Scholar citations (Please see Appendix 13 for details.) Dr. Matt Meuter (Marketing) has had numerous A-level hits that have generated thousands of citations. Dr. Meuter's 2005 Journal of Marketing piece "Choosing Among Alternative Service Delivery Modes: An Investigation of Customer Trial of Self-Service Technologies" has 1,074 citations. Dr. Meuter also has a 2003 article in the Journal of Business Research with 681 hits, a 2001 Journal of Applied Psychology article with 557 hits. Dr. Meuter is a recognized expert on the service aspects of marketing and particularly self-service technologies. Dr. Meuter won an Outstanding Paper Award in 2009 from the International Journal of Service Industry Management for his article "The service recovery paradox: True but overrated?" Dr. Suzanne Zivnuska (Management) is also a highly productive researcher, with 25 publications, and has had several A-level hits over the years that have generated a significant number of citations. Dr. Damon Aiken (Marketing) is an incredibly productive researcher specializing in sports marketing with a focus on understanding sports fans. Dr. Aiken has produced 28 publications since receiving his degree in 2001. Dr. Tim Heinze (Marketing) has produced 25 publications since receiving his degree in 2007 and is an expert on professional sales, sales leadership and ethics. Dr. Nick Lynch (Accounting) is one of our more productive scholars, and has 15 publications since his doctorate in 2008.

We started using Activity Insight in 2016 to better track and aggregate data on faculty IC activities and just recently added fields to the program to collect information about impact. Faculty are slowly getting acculturated to the fact that we need to better understand the quality and impact of their intellectual contributions, and we believe that over time we will have a much better sense for impact. For example, in a recent conversation with Dr. Nick Lynch he explained how some of his research was being used by CPA firms. However, this information isn't documented anywhere. We're making progress in building a culture of evidence of impact, but it is clearly going to take some additional communication and culture shift in order to get faculty to put impact metrics into Activity Insight just as they would any publication or other activity.

Several dynamics have influenced how we plan to move forward with assessments of IC quality. First, in the last few years, the publication environment has changed dramatically. The emergence of hundreds of open access type journals and concerns about the integrity of these journals warrants changes to how we have historically perceived acceptance at a peer-reviewed outlet. Second, we have hired a large number of new faculty that need additional guidance regarding what

is considered an appropriate outlet for publishing their research. These two factors, as well as guidance from AACSB, have prompted the College to develop a clearer set of expectations regarding where articles can be published. The administrative group has had multiple conversations on the matter and department chairs moved the conversation forward with their faculty. As of Fall 17, each department will be using a list of vetted journals per the Australian Business Deans Council Journal List, combined with an opportunity and process to demonstrate quality of an outlet not noted in the list. The dean's office will maintain a list of approved outlets that aren't found on the ABDC. This has been formalized in our COB Policy and Procedures Manual.

College Support for Intellectual Contributions

The College encourages and supports faculty ICs by:

- Annual assessments by department chairs and dean to determine appropriate AACSB faculty qualification classification. These conversations can trigger discussions about professional development. This process is documented in the COB Procedures and Policy Manual. The COB Procedures and Policy Manual gives guidance regarding the types of ICs valued by the College.
- Integration of ICs with the retention, tenure, and promotion process. Guidance regarding ICs are discussed in departmental manuals and in the University's Faculty Personnel Policies and Procedures (FPPP) manual.

Resources provided by the College to stimulate and support IC production include:

- $70,000 annually for summer research support ($5,000 for each competitive award, plus two course development awards)
- $91,500 (16/17) was allocated for Professional Development (PD) funds
- New faculty are provided course release and additional summer support, fewer unique courses to prep, and simple service obligations.
    - $120,000 was allocated for salary differentials for summer research
    - $101,000 was used as start-up funds for new and probationary faculty
- Faculty who remain SA or PA receive a course release.
- $10,000 (T/TT faculty) and $5,000 (lecturers) for an Extraordinary Achievement Award
- Faculty are provided student assistants to directly assist with research, or to help reduce course administrative work enabling extra time for research projects.
- The College has purchased access to Wharton Data Services (WRDS) which enables access to rich databases (e.g. Compustat, CRSP) for research and courses. (Several of the new faculty in Finance are productively using the WRDS data.)

V. PARTICIPANTS – STUDENTS, FACULTY AND PROFESSIONAL STAFF

Students

Undergraduate Enrollment Trends and Profile

Enrollment over the last five years has steadily increased for the University and the College. Over the last five years, the University has seen undergraduate headcount grow by 7.6%, while headcount in the College has grown 8.9%. In 2012, the College was 16.4% of University enrollments and 16.6% in 2016. As of Fall 16, the College had 2,730 majors and 567 minors, a 3.3% increase from Fall 15 to Fall 16. The Marketing option has the most students accounting for 25.7% of the College's enrollments. This is followed by Management (17.6%), Finance (16.0%), Accounting (14.3%), Entrepreneurship and Small Business (8.9%), Management Information Systems (5.9%), Human Resource Management (5.1%), Project Management (4.8%), and Operations and Supply Chain Management (1.5%). See Table 9 for details.

Table 9: Undergraduate Enrollments Fall 2012-2016 (Headcount)

COB Undergraduate Students	2012	2013	2014	2015*	2016*
Accounting	213	213	240	362	390
Entrepreneurship & Small Business	125	83	72	196	242
Finance	168	177	205	330	436
Management	225	207	165	386	481
Marketing	203	207	211	561	702
Project Management			68	129	131
Human Resource Management	53	65	82	125	139
Management Information Systems	95	114	111	138	161
Operations & Supply Chain Management	13	29	39	37	41
Pre-Business Administration*	1361	1297	1402	368	7
Pre-Business Information Systems*	52	49	43	12	
Total COB Undergraduate Students	**2,508**	**2,441**	**2,638**	**2,644**	**2,730**
Minors	558	546	585	548	567
Total COB Undergraduates (Including Minors)	**3,066**	**2,987**	**3,223**	**3,192**	**3,297**
Total University Undergraduates	***15,287***	***15,265***	***16,051***	***16,097***	***16,448***

*__Note__ – Pre-BADM/BIS was phased out starting Fall 15. Due to this change, pre-business students were required to select an option, thus enrollments in the options appear to have grown rapidly, but it is largely due to the option declaration process.

The College serves a diverse region, but until recently has struggled to have a diversity profile consistent with our service area and the changing profile of college students in California. However, the University has been actively pursuing a more diverse student body, and in particular has greatly increased the number of Hispanic/Latino students. As the largest major on campus, this outreach directly impacted the student enrollment profile in the College. As demonstrated in Table 10, over the last five years, the College has seen the number of Hispanic students grow 93.2% and as of Fall 16, Hispanics students accounted for 26.3% of all business students. This is in stark contrast to Fall 12 where Hispanic students made up 14.7% of business students. Furthermore, this promising shift to a more representative student body is demonstrated by the Fall 16 enrollments wherein 32% of declared first-time freshman business students identified as Hispanic.

Typically, the College has the highest number of international students enrolled on campus. Over the last five years, the number of international students studying in the College has dropped precipitously. In Fall 12 international business students made up 9.0% of our enrollments, yet by Fall 16 they were 5.5% of our enrollments. The University also saw a drop in international student enrollments and in Fall 16 2.6% of university enrollments were international students. Efforts are being made at the University and College levels to increase international student enrollments at both the undergraduate and graduate levels. After a visit to China, the dean and MBA director proposed 3+2 agreements with Changchun Institute of Technology (CCIT) and the Beijing Institute of Graphic Communication (BIGC). BIGC's agreement has been solidified while CCIT's 3+2 is still being worked out. Visits to other institutions were positive yet haven't led to concrete MOUs. In addition, Dr. Matt Meuter (MBA Director, representing our undergraduate and graduate programs) traveled to Quito, Ecuador for an International School recruitment fair. The fair was a 2-day event and Dr. Meuter talked with hundreds of students from the region. In addition, Dr. Meuter had meetings over a few days with University San Francisco de Quito, the most prestigious university in Ecuador, and discussed various partnerships and ideas for student exchanges. Finally, we are

working with agents in Germany (College Contact) and India (The Chopras) to help us attract and enroll students from the EU and India. We are hopeful that these, and other efforts, will help stabilize and increase our international enrollments.

Table 10: Undergraduate Business Student Demographics

Undergraduate Business Students		Fall 2012	Fall 2016
Gender	Male	1,589 (62.3%)	1,730 (63.6%)
	Female	935 (37.0%)	990 (36.4%)
Ethnicity	Caucasian	1,451 (57.5%)	1,301 (47.8%)
	Hispanic	370 (14.7%)	715 (26.3%)
	Asian	195 (7.7%)	220 (8.1%)
	Black/African American	30 (1.2%)	45 (1.7%)
	American Indian/Alaskan Native	14 (0.6%)	13 (0.5%)
	Native Hawaiian/Pacific Islander	7 (0.3%)	5 (0.2%)
	2 or more	93 (3.7%)	152 (5.6%)
	Decline to State/Unknown	364 (14.4%)	269 (9.9%)
International Students		228 (9.0%)	150 (5.5%)

Graduate Enrollment Trends and Profile

Over the last five years, the MBA program has grown 20.0% (see Table 11 for details). During that same timeframe, university graduate enrollments have dropped 6.3%. Our two relatively new options in the program, Project Management and Enterprise Information Systems have healthy numbers and we are pleased with how their enrollments have developed.

Table 11: MBA Enrollments Fall 2012- 2016 (Headcount)

MBA Students	2012	2013	2014	2015	2016
MBA - General	60	47	59	54	41
MBA - Project Management			3	9	13
MBA - Enterprise Information Systems					18
Total MBA Students	**60**	**47**	**62**	**63**	**72**
Total University Graduate Students	***1,183***	***1,091***	***1,236***	***1,123***	***1,109***

Our MBA students represent an eclectic mix of student profiles. Since we don't have an executive MBA program, we have MBA cohorts with wide-ranging differences in experiences. On average, the current class has about three years of work experience, yet the range is 0-20 years. In addition, 40% completed their undergraduate degree less than 1 year from their start of the MBA program. About 50% have degrees from Chico State, but of these, 64% are not in business.

The MBA program has always struggled to enroll an ethnically diverse population from the local region. As shown in Table 12, over the last five years the MBA program did see an increase in Hispanic enrollments. However, most of the ethnic diversity in the program comes from having international students enrolled. Our international students have come from China, India, Japan, Saudi Arabia, Great Britain, Korea, Sri Lanka, Malaysia, and Turkey. The MBA program would like to see an increase in international enrollments, and as mentioned earlier has taken steps to add additional international students (e.g., develop international partnerships, use of agents, marketing efforts).

Table 12: Graduate Business Student Demographics

MBA Students		Fall 2012	Fall 2016
Gender	Male	30 (51.7%)	41 (56.9%)
	Female	28 (48.3%)	31 (43.1%)
Ethnicity	Caucasian	25 (43.1%)	37 (51.4%)
	Hispanic	2 (3.4%)	6 (8.3%)
	Asian	22 (37.9%)	19 (26.4%)
	Black/African American		1 (1.4%)
	American Indian/Alaskan Native		1 (1.4%)
	Native Hawaiian/Pacific Islander		
	2 or more	1 (1.7%)	4 (5.6%)
	Decline to State/Unknown	7 (12.1%)	4 (5.6%)
International Students		19 (32.8%)	19 (26.4%)

Admissions Criteria – Undergraduate and Graduate

The College has very little control over undergraduate application and admissions and is subject to the admissions standards set by the CSU system and the University. We are able to set our own standards in the undergraduate program by requiring students to earn a C or higher in the lower-division core courses. Over the last five years, nothing has changed regarding undergraduate admissions criteria.

On the other hand, the MBA program largely sets its own standards and acts as its own quasi-admissions office. Working closely with the University Graduate Office, the MBA Director, the MBA Advisor, and an administrative support coordinator process applications, make admission decisions and offers.

MBA applicants are evaluated based on a combination of their GPA, GMAT/GRE scores, the quality of their statement of purpose, and letters of recommendation. We look for students with standardized test scores of at least the 50th percentile for both quantitative and verbal skills (570 on the GMAT, 303 on the GRE). The MBA program desires applicants with a 2.75 GPA (or higher) in the last 60 units of an undergraduate degree and we prefer at least a 3.0 in the last 30 units. Significant work experience, while not a requirement, is considered as an important element in the review process. The MBA program admits students on a competitive basis and typically admits about 50-60% of applicants. Over the last five years, the average GMAT was 567, average GRE was 301, and applicants' average GPA was 3.20.

Starting in Fall 12, the MBA program began offering scholarships to incent high quality applicants (MBA Academic Excellence Scholarship), better serve our region (MBA North State Initiative Scholarship), and add diversity (MBA Building Bridges Scholarship). Each is controlled directly by the MBA Director. Awards are typically $2,000/semester for up to four semesters ($8,000 total). Students on scholarships have averaged a GMAT of 604, GRE of 312, and GPA of 3.58, all significantly higher than the MBA averages. As of Spring 17, we had nine students on MBA scholarships. It is difficult to know if these students would have come to our program without being offered a scholarship, but the pattern is promising.

Student Support Services

The College is committed to supporting students in their efforts to learn, graduate, and succeed. Over the last five years we have greatly increased the quality and quantity of our student support services.

• Business Advising and Student Support – As noted in the Relative Strengths section, the College is one of the only colleges on campus to have its own professional advising staff. Over the last five years, this office has had significant turnover that has facilitated the hiring of highly qualified, motivated, caring individuals. The office is doing more, and serving students better than it ever has. The lead advisor in the office, Ms. Jennifer Duggan (hired Fall 15) has a Masters in Organization Leadership and 7 years working in Admissions. She leads an office with four other advisors, three of which are relatively new (Fall 15, Spring 16, Fall 17), an administrative support coordinator, and multiple student assistants. Each

advisor has a specialty area so students can get expert help related to being a transfer student, accounting student, studying abroad, and MBA admissions and advising. Our new Fall 17 advisor will provide expertise related to retention and persistence for high risk students. Prior to Fall 16, the advising office did not have much information available online for students or faculty. The office did a significant upgrade to the website making it a much more useful source of information. In addition, the advising office maintains a community within BlackBoard Learn where students can find loads of information, updates regarding timelines for activities, event information, and commonly used forms and documents. Most recently, the lead in advising coordinated an effort to have a "living learning community" for business freshman living in the dormitory. Students will take cohort based courses and have special access to advising, tutoring, faculty and personalized activities. The goal is higher retention and greater persistence rates, especially for our first generation and high risk students. To entice first-gen and high risk students, and assist with the expense of participating in the living learning community, the College allocated $20,000 to award grants to high-need students.

• COB Student Success Center – As noted in the Relative Strengths section, the College is the only college on campus to have its own Student Success Center. The center focuses on students' academic and professional success. Starting in Fall 15, the COB hired a full-time SSC coordinator who oversees two student "peer leaders" and 15-18 tutors. As noted in Table 13 our tutoring services have been in high demand. The COB Student Success Center tutors have worked with hundreds of students that made over a thousand visits per semester.

Table 13: Tutoring Services in High Demand

	Fall 15*	Fall 16	% Change
Total number of visits	1101	1519	38.0%
Total number of hours	1518	1940	27.8%
Approx. # of students assisted	260	293	12.7%

*Center opened in Fall 15

The center allows students to drop-in making it easy for students to seek tutoring help when they need it. Or, students can make an appointment to guarantee tutoring at a particular time. Students have reported that they love the sense of connection with other students in their major and the tutoring really helped. A great deal of informal networking and collaboration happens in the center. Last year we had comments from several instructors who noticed the difference in quiz scores and other assignments. The SSC Coordinator works closely with the Business Student Advising office, faculty and core course coordinators, the Career Center, student organizations, and other partners on campus (e.g., Student Life and Leadership, Cross-Cultural Leadership Center). The SSC has developed and coordinated workshops and events that address salary negotiations, presentation skills, resume writing, and dinner etiquette. Working with the Sales and Marketing club (PSE) and Kohl's department store, the SSC coordinates our annual Dress for Success show that is typically attended by hundreds of students.

Students work in the new Business Student Success Center

- MBA Student Support – MBA students are supported by a MBA Director (Dr. Matt Meuter, a faculty member with release time) and an MBA academic advisor (Ms. Jenn McKee). The MBA program director and advisor have been doing a fantastic job creating academic and professional support activities for the students. In the last year, MBA students have visited Enloe Hospital, the Tesla plant in Fremont, CA and toured and received numerous presentation at Lundberg Family Farms. The MBA program has placed several students at Lundberg Family Farms, which is a large organic, zero-waste farming enterprise that produces numerous rice and grain products for the consumer marketplace. Starting in Fall 16, we offered MBA students team building and leadership training experiences through a facilitated ropes course challenge. One of the MBA participants, Jenni Lee, noted "The exercise really pushed me out of my comfort zone and helped me develop as a leader by showing me that even though the activities may have seemed individual, we really had to work as a team for everyone to succeed." In addition, the MBA program offers graduate assistantships that enable students to work closely with faculty members on course or research related projects. For example, working with two BIS faculty members, recently an MBA EIS student presented a paper at the 2016 Decision Sciences Institute (DSI) related to big data analytics. The College supported the student's travel to the conference.

MBA students encourage each other as part of the MBA leadership training event

- Other Noteworthy Student Support Mechanisms – We have six faculty members that get release time to direct programs in the College, including the MBA program, Seufferlein Sales Program, Center for Entrepreneurship, Professional Accounting Program, Center for Enterprise Systems and Informatics Research, and Professional Management Consulting program. The directors of each program spend considerable time helping students, and other faculty, succeed academically and professionally. Not only do these directors continuously improve their programs to help students be career-ready, but each is often directly involved in helping students get good jobs. In addition, to better serve these programs and students, the College added an administrative support coordinator to the Seufferlein Sales Program and the Center for Entrepreneurship. These support staff assist the directors, but also spend a great deal of time assisting students.

"Just wanted to thank you again for all of your help in getting this job! I'm the top ADM in my region and 1 sale away from smashing the North Western region's fastest 8 units started record. I just missed the U.S. record by 1 unit…but I was close. I have the sales program to thank for that!!!" Nick Nielsen, 2015 Sales Program Student

Career Development and Placement

As noted in the Relative Strengths section, our graduates are getting great jobs and doing quite well in their professional careers. Our alums have done well for themselves. They are extremely well placed amongst leading firms in the country and garner above average compensation. Please see Appendices 4 and 7 for details regarding where our students are placed and the compensation they earn.

The success of our graduates is facilitated by our excellent programs that emphasize real-world skills, outstanding faculty and staff, and a variety of support services. The College and the University offer professional development opportunities, career related workshops, career advising and career fairs. The College has a strong relationship with the University Career Center (The Director of the office has a MBA from the College.). Below are just a few of the opportunities that students have to enhance their career possibilities.

- Internships - The College is working to increase internship opportunities and taking curricular and administrative actions to enable this goal.
- JobCat (database of internships and jobs)
- The Business, IT & SAP Career Fair - This Career Fair is run by students for students. The event is organized by members of the two professional business fraternities on campus, Delta Sigma Pi and Phi Chi Theta, in partnership with the Chico State Career Center.
- Career and Internship Job Fairs
- Career Fair Prep Workshops
- Accounting Meet the Firm Events (local and in San Francisco)
- Company Visits (e.g., in Fall 16, the SSC Coordinator took 20 students to HP)
- Numerous Student Clubs Bring Practitioners to Meetings
- Annual BizEd Event (student run "Ted Talks" type event with upper management professionals and networking opportunities)
- Annual Executive in Campus Days (professionals visit classes, present as panels, network with students)
- Annual Dress for Success Event
- Annual Professional Etiquette Dinner
- Annual Salary Negotiation Workshop
- Ongoing Presentation Coaching
- Lunch Connections (faculty and students build rapport over lunch)
- Ongoing Resume Workshops
- Speed Interviewing Events
- Competitions Judged by Practitioners (facilitates networking opportunities)
- Numerous other workshops offered through the Career Center
- Ongoing Student Leader Development (e.g., hired a team building and leadership consultant to come work with the student leaders)

Faculty and Staff Management and Support

Faculty Management

The recruitment, hiring, mentoring, evaluation and reward system for faculty is discussed below. Since our last review the College has implemented programs to enable better career advancement support, and compensation equity. As a unionized university that is part of a large state system, many of our faculty management processes and policies are quite regimented. Many of the procedures are documented in the University's Faculty Personnel Policies and Procedures (FPPP) document and the faculty union Collective Bargaining Agreement (CBA). In addition, polices are spelled out in the COB Policy and Procedures Manual and the individual departmental policy and procedures manuals (COB and Department policy manuals are available online in the COB Resource Center – an internal Blackboard Learn site).

- Recruitment, Hiring, and Mentoring –Department chairs are responsible for making the case to the dean that one or more new faculty are needed. Chairs are asked on an annual basis (typically each March) to update their hiring plans that are then submitted to the dean and discussed at the weekly Business Administrative Committee meetings (BAC, which consist of the dean, associate dean, department chairs, and budget analyst). In this fashion recruitment and hiring decisions are not made in departmental silos. Primary consideration is given to needs consistent with the mission and strategic plan, meeting student demand, and budgetary constraints. Once hiring needs are settled upon and the dean agrees, she then makes a pitch to the Provost, who gives the final authorization to hire. Departmental committees are formed to review and finalize job descriptions and ads, conduct preliminary interviews, review applications, and determine whom to invite for a campus visit. The chair of the hiring committee works closely with Human Resources (HR) to ensure that all policies and procedures are followed. In addition, the HR department assists in making sure that positions are posted in a large variety of outlets to garner a diverse pool of candidates. Typically, three or four candidates will be invited to campus for interviews. Candidates are ranked by the Department Committee who then makes a recommendation to the dean. The dean then communicates her recommendation to the Provost, who gives the final approval. The College hires a mix of newly minted PhDs, as well as faculty that have an established record of teaching excellence that includes highly engaging pedagogies and interactions with business professionals. In addition, we prefer a healthy research potential or record that tends to be more applied than theoretical. Once hired, faculty are mentored by the department chair and a designated faculty mentor. Mentoring details are discussed in Section VI. This mentoring is focused on teaching, research, and a general acculturation to our campus.

- Evaluation and Reward Systems - Being part of a large, unionized bureaucracy, evaluation and raises are stipulated in the faculty's CBA as well as in Chico State's Faculty Personnel Policies and Procedures document (FPPP). Tenure-track faculty are evaluated on their Professional Growth and Achievement (scholarship), Instruction, and Other Contributions to the University and Community (service), and Contribution to Strategic Plans and Goals of the Department, College, the Academic Plan of Academic Affairs, and University (FPPP 8.1.3.e.4). "*Department/Unit* standards should recognize that different types of accomplishment are valued, and each candidate is not expected to excel in all areas in order to be retained, tenured, or promoted. While effective teaching is the primary, essential, and minimum criterion for success at this University, *Department/Unit* standards should recognize that there are various ways for faculty to contribute to the University and to achieve professional success. Performance in Professional Growth and Achievement is expected of all faculty." (FPPP 10.1.3) Faculty are given annual reviews, alternating between periodic evaluations and performance reviews. Periodic evaluations typically are done in the faculty member's first, third, and fifth years and focus on providing probationary faculty members with constructive, developmental feedback with the goal of maintaining or improving performance (FPPP 10.1.4). The performance review, normally conducted in the second, fourth, and sixth years, is a more critical assessment of the faculty member's performance and probability of a successful tenure/promotion decision is estimated. Normally, it is in the sixth year that a decision is made to offer tenure or not (FPPP 10.1.5). Tenured faculty undergo a performance review for promotion decisions, and have a periodic evaluation at intervals no greater than five years. Compensation and raises are limited by the CBA, with the exception of a campus initiative to repair compensation inversion problems. After building a sizable campus reserve and exposure by the system to the greatest faculty inequities across all 23 campuses, central administration instituted a remedy that restored equity in and across faculty ranks. This effort addressed an important climate issue and assisted in reversing a negative climate that had evolved. The renewed and positive climate has contributed to successful onboarding of new faculty by these more senior faculty. The College has a number of mechanisms to motivate and reward faculty for additional work and strategically aligned efforts. These are discussed below in the Faculty Support section.

- Instructional Staffing Trends – Over the last five years, the College has hired 25 tenure/tenure-track faculty (three starting in Fall 17). Thus, more than half of our full-time tenure/tenure-track faculty have been with the College for five or fewer years. New faculty are noted in Appendix 6. All these new hires have had a positive influence on the culture of the College and greatly enhanced our innovations and student engagements. However, the net gain of tenure and tenure-track faculty in the College has been relatively minimal (see Table 14). Hiring has largely been constrained to replacement hires with little growth in tenured/tenure track faculty. With our desire to grow our programs, we will need to add faculty beyond the status quo.

Table 14: Number of Full-Time Tenure/Tenure Track Professors

Row Labels	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Assistant Professor	4	5	7	10	16	17
Associate Professor	4	5	5	9	8	8
Full Professor	29	25	26	22	16	17
Grand Total	**37**	**35**	**38**	**41**	**40**	**42**

Faculty Support

The College has a culture of support. This culture of support permeates all facets of our endeavors and becomes most apparent when looking at the intersection of our scholarly activities and efforts to bring engaging, practice-oriented learning to our students. Our faculty are not only productive researchers, but innovative and entrepreneurial instructors that manage to find interesting ways to ensure our students are receiving a phenomenal application-oriented educational experience. The College's culture of support facilitates an environment where faculty know their activities and ideas will be met with enthusiasm from their colleagues and COB administrators. The following examples highlight some of the processes, policies, and recent activities that demonstrate how a supportive, collegiate environment nurtures productive, engaged teacher-scholars.

- Summer Support Awards – The College provides $5,000 competitive awards to faculty that work during the summer on research projects or other activities that support the College's strategic priorities. The College has intentionally kept these rewards broad to encourage all faculty (tenure- track, tenured, and non-tenured) to be productive over the summer with mission aligned activities. These awards have supported research, development of on-line courses, writing of textbook and instructional support materials, international data collections, significant course redesigns, and more. The College provided $80,000 of support in 15/16 and $70,000 in 16/17, plus an additional $20,000 that went directly to support the development of online summer courses. In addition, in AY 16/17 $120,000 was allocated for salary differentials for summer research for new tenure-track faculty.

- Student Assistants – All instructors have the opportunity to request student assistants (undergraduate or MBA) to help with course workload, facilitate course innovations, allow for a more rigorous course (e.g., more homework and writing assignments), give faculty a bit more time for research, or even help or collaborate on a research project. In AY 16-17, the College spent nearly $125,000 on student assistants.

- Faculty Professional Development (PD) Funds – The College provides PD funds to tenure/tenure track faculty and lecturers. Funds can be used for a variety of faculty development purposes, including the purchase of software, books, data, attending workshops, conferences, and more. Funds are contingent on the budget situation year to year, but generally faculty have had about $1,600-2,000/yr for PD. The College wants faculty to be actively involved in their professional disciplines and is happy to support travel to conferences to present papers even if a faculty member's PD has been used. In AY 15/16 the College spent $82,921 on PD and $91,500 in AY 16/17. In addition, in AY 16/17 $101,000 was used as start-up funds for new and probationary faculty.

- Teaching Load – Generally, the baseline full-time teaching load at the University is a 5/5 load. Tenure and tenure track faculty are given a 1/1 release for service activities. Thus, a number of tenure/tenure track faculty across the University are on a 4/4 teaching load. As an accredited college, COB faculty receive an additional 1/1 release for research. Furthermore, all new faculty are granted additional release time to help them make significant progress on their research.

- Accolades for Extraordinary Achievements – The dean's office has clearly conveyed to faculty that it values achievements that have significant impact. This impact might be related to a specific activity that is considered noteworthy or the impact might be an accumulation of professional activities that merit special consideration. As noted in the COB Policy and Procedures Manual, "The College acknowledges that a faculty member's academic or professional activities may have extraordinary impact that garners exceptional accolades and warrants special consideration in the faculty qualification process... Further, doing extraordinary work might earn the faculty member a stipend (money) for helping the College demonstrate high impact that is consistent with mission and strategic goals." Our first annual extraordinary achievement award in Spring 16 of $10,000 went to Dr. Curt DeBerg for getting grants to redesign the bottleneck Introduction to Financial Accounting, development of a unique team taught freshman experience course (U-Course), activities across colleges as a leader of the newly proposed Bridge Entrepreneurship program, and for his global initiatives through his SAGE organization and three-year grant from the Department of State's program "Study of the U.S. Institute for Students Leaders from Africa." In Spring 17, Dr. Tim Heinze was awarded for his outstanding teaching and research, and enormous contributions to building our Seufferlein Sales Program. In Spring 17 the College also implemented awards for exceptional lecturers ($5,000) and staff ($1,000).

Professional Staff Management and Support

Our professional staff includes four academic advisors and an administrative support coordinator (ASC) in the Business Student Advising, & Services office, a COB Student Success Center Coordinator, an ASC for each department, an ASC for the Seufferlein Sales Center, an ASC for the Center for Entrepreneurship, two ASCs and a budget analyst in the dean's office, two IT support personnel, and tech support for the SAP hosting center (funded by SAP). In addition to COB specific professional staff and support, the College and our students benefit from numerous support staff and offices across the campus. In particular we and our students have positive, synergistic, close relationships with

University Academic Advising, the Career Center, Evaluations, the Graduate Program Offices, and the Office of International Education.

The College supports the staff's professional development and encourages the professional staff to get involved on campus and contribute to student success in as many ways as they can. Below are a few examples of how the staff is supported and how they contribute to the College and campus' efforts to support student success.

- NACADA conference - Attendance
- NASPA conference - Attendance
- Summer Bridge Mentor (university-wide)
- Major Showcase (university-wide)
- Transfer-mation (university-wide)
- Re-Entry Student Welcome (university-wide)
- Wildcat Leadership Institute presenter (university-wide)
- Residential Advisor mentor (university-wide)
- Summer orientation (university-wide)
- Community College/North State Recruitment
- WildCat Welcome – Planning, Managing, Staffing
- Choose Chico – Planning, Managing, Staffing
- Chico Preview Day– Planning, Managing, Staffing
- Commencement – Planning, Managing, Staffing
- Quarterly Advising Meetings with all Academic Advisors from across campus
- Women's Leadership Roundtable - Presenters
- Implementing Strength Finder in a university setting, including a certificate and training
- Communication Styles Training
- Motivational Interviewing Training
- Cultural Humility Training
- International Student Luncheon – Planning, Implementing, Presenting
- Business Learning Living Residence Hall Community
- Hiring Additional Undergraduate Advisor in Fall 17
- Significant Upgrade to Business Advising Office to Support a More Professional Environment for Staff and Students

Bottom Line – Participants – Students, Faculty and Professional Staff

- Undergraduate enrollments have been healthy and added diversity that is more reflective of our service area.
- Graduate enrollments have increased and our MBA options have strong initial enrollments.
- International enrollments are down, but efforts are being made to improve the situation, including the development of a more attractive funding model that considers needs of individual colleges.
- Our student support efforts are stronger than ever and we continue to innovate and strengthen these efforts.
- Student career placements have been quite strong.
- Faculty hiring has been successful.
- Faculty and professional staff are experiencing new support in a variety a ways to encourage their professional growth, fuel innovation, and facilitate engagement with their disciplines, the business community, and students.

VI. LEARNING AND TEACHING

Curriculum Content

The College has two Bachelor of Science degrees, Business Administration (BADM) and Business Information Systems (BIS), a Masters of Business Administration (MBA) with two specializations, and offers eleven minors.

Undergraduate Program

The undergraduate curriculum is a 120 unit degree that requires completion of a lower-division core prior to taking upper-division core courses. Students must receive a grade of C or better in each lower-division core course in order to advance into the upper-division core and option courses.

The BADM degree offers seven options (24-27 units) including Accounting, Entrepreneurship, Finance, Human Resource Management, Management, Marketing, and Project Management.

The BADM lower-division core has seven required courses (21 units) that provide students with foundations in accounting, economics, mathematics and statistics.

6 courses required:

- ACCT 201 - Introduction to Financial Accounting
- ACCT 202 - Introduction to Managerial Accounting
- BADM 101 - Understanding Global Business
- ECON 102 - Principles of Macroeconomic Analysis
- ECON 103 - Principles of Microeconomic Analysis
- MATH 107 - Finite Mathematics for Business

1 course selected from:

- MATH 105 - Statistics
- MATH 108 - Statistics of Business and Economics

The upper-division core has nine courses (27 units) where students gain specific knowledge, skills and abilities (KSA) that help them become well-rounded students of business and gain KSAs that recruiters desire. These upper-division core courses are designed to not only address discipline specific content, but are also where we expect our general COB learning goals to be addressed. More details about assessment are discussed in the Assurance of Learning section of the report.

The BADM upper-division core includes:

- BADM 300 - Communication in Business
  - BADM 300 – Business Communication is a writing proficiency course (WP), a university writing requirement within all majors. The WP course has significant writing requirements and requires a C or higher.
- BLAW 302 - Managing the Legal Environment
- FINA 307 - Survey of Finance
- MGMT 303 - Survey of Management
- MGMT 304 - Human Resource Management
- MINS 301 - Corporate Technology Integration
- MKTG 305 - Survey of Marketing
- OSCM 306 - Operations Management
- BADM 495 - Applied Strategic Decision Making (a capstone course)
  - Prerequisites: Graduating senior standing. Completion of all courses in upper-division core.

The BIS degree offers two options (21 units) in Management Information Systems and Operations and Supply Chain Management. This degree was created to provide students a career-relevant curriculum that prepares them for today's technologically sophisticated global business environment, and designed to meet the growing job demands for professional consultants, business process analysts, project managers, IT infrastructure specialists, enterprise systems analysts and management, logistics specialists, and production managers. The BIS degree has similar lower- and upper-division core requirements to the BADM degree. The following are what differentiate the core courses in the BIS degree from the BADM core.

The BIS lower-division core:

- Eliminates BADM 101 – Introduction to Business
- Adds BIS 105 – Introduction to Computers in Business, MINS 235 – Database Design, and PHIL 102 – Logic and Critical Thinking

The BIS upper-division core:

- Eliminates MGMT 304 - Human Resource Management and MINS 301 - Corporate Technology Integration
- Adds BIS 301-Enterprise Technology Integration and BIS 444 – Systems Project Management
- Replaces BADM 495 with the BIS capstone course, BIS 496 - Strategic Issues for Information Systems Professionals. BIS 496 meets the University's upper-division writing intensive requirement. The course requires that students be graduating seniors and have completed all courses in upper-division core.

The College also offers eleven minors for majors or non-majors to get specialized knowledge or just round out their business KSAs. Minors require 18-30 units to complete. We offer minors in Accounting, Managing Diversity in Organizations, Business Administration, Managing for Sustainability, Entrepreneurship & Small Business Management, Marketing, International Business, Operations & Supply Chain Management, Management, Project Management, and Management Information Systems.

In summary, the undergraduate degree consist of 48 units of GE courses, 6 units to meet a university diversity requirement, 48-54 units of required COB lower and upper-division core courses, and 24-27 units of COB option specific courses that provides KSAs specific to a particular area of business.

The MBA Program

The MBA program provides students with the knowledge and skills necessary for effective managerial decision-making, the flexibility to pursue a general or moderately specialized business curriculum, and a basis for continued personal and professional growth. The program is designed for those with undergraduate degrees in any major. Our MBA students work on team projects, solving real-world problems for clients, while refining their soft and hard skills. Students leave our program knowing business fundamentals, ready to use data to make decisions, and apply practical skills to becoming a high-level contributing employee from day one.

The MBA program is a 30-36 unit degree. Students earn a general MBA, with the option to specialize in Project Management or Enterprise Information Systems. The MBA required core includes 8 required courses (24 units):

- ACCT 615 Problems in Financial Accounting
- BADM 647 Seminar in Leadership, Global Ethics, and Corporate Social Responsibility
    - BADM 647 is the Graduate Writing Proficiency course and must be passed with a B- or higher to fulfil the University's writing proficiency requirement.
- BIS 610 Business Analytics
- FINA 655 Seminar in Financial Management
- MGMT 635 Seminar in Management
- MKTG 673 Seminar in Strategic Marketing
- OSCM 607 Operations Planning and Execution
- BADM 693 Seminar in Strategic Management and Administrative Policy (capstone course)

Students round out the general MBA with two elective courses from any 400, 500, or 600-level business course. Students that pursue one of the MBA options complete the 24 unit core, and if completing the Enterprise Information Systems specialization complete an additional 9 units, or an additional 12 units in the Project Management option, that provides the specialized KSAs in either area.

Students without an undergraduate business degree have a choice to take six prerequisites as campus-based courses (ACCT 201 - Introduction to Financial Accounting, ACCT 202 - Introduction to Managerial Accounting, MATH 105 - Statistics of Business and Economics, ECON 103 - Principles of Microeconomic Analysis, FIN 307 – Survey of Finance, MKTG 305 – Survey of Marketing), or can fulfill the MATH 105, ECON 103, FINA 307, and MKTG 305 requirements by enrolling in an approved, online, self-paced set of modules. All prerequisites must be completed with a C or higher.

Curriculum Management

The curriculum management process is clearly delineated in our COB Policies and Procedures Manual and essential policies and signature lines of authority are prescribed by the University in the Academic Manual. (COB Policies and Procedure Manual is available online in the COB Resource Center). Program and course changes are initiated by faculty (or, suggested by the dean, associate dean, or department chairs), often triggered by the assurance of learning data and process, or changes in our environment. Whatever their scope or origin, changes or additions must be accompanied by assessment and other data commensurate with the extent and significance of the change. New or significantly changed courses, and program quality control of the core, options, minors, and certificates resides with the faculty under the general administrative department to which the course or program is assigned.

If an idea or initiation for change is related to a core course/program it is managed by the Undergraduate Curriculum Committee (UCC). The UCC reviews and approves any curricular changes for the undergraduate program. The UCC membership consists of two faculty from each department, the BADM and BIS Assessment Coordinators (ex officio, non-voting) and the associate dean (ex officio, non-voting). The chair of the UCC also serves as Director of the common core program for both BADM and BIS programs, which enables signature authority within the College and University.

For the graduate program, course or program changes are managed by the Graduate Program Committee (GPC). The GPC reviews and approves curricular changes for the MBA program. The GPC membership consists of all faculty teaching in the graduate program that year and the MBA/Graduate Director who serves as the GPC chair. The Director has signature authority for curriculum change within the College and University.

Change specific to an option course/program will first go to the Department Curriculum Committee. Anything approved at the department level, still goes to the UCC or GPC for vetting and approval. All changes are signed off by the department chair, chair of the UCC or GPC, and dean. If option specific, signature is also needed by the chair of the Department Curriculum Committee.

Generally, the UCC and GPC have mandates to monitor and evaluate the BADM, BIS, and MBA core curriculums with the objective of improving the programs and student outcomes. The UCC or GPC gathers data and uses input from the assurance of learning process, various stakeholders (e.g., faculty, administrators, advisory boards, recruiters, students), and considers changes to the education and business environment to make recommendations for changes to core courses and procedures. The UCC or GPC initiates, develops, vets, and approves change identified in reviews, including new courses and/or new/more effective/efficient delivery and/or sequencing of courses in core. In addition, the UCC and GPC engage in periodic review of learning goals for their relevance and currency.

In order to ensure quality and a large degree of consistency amongst our required core courses, each core course has a professor as a core course coordinator. We believe consistency among multi-section core courses is important to ensure that students are getting similar content and progressing toward the same learning outcomes. Consistency among multi-section core courses is especially critical in COB core courses since many other COB courses depend upon the topics covered in these core courses. Finally, programmatic assessment is only viable if students are having common experiences across sections of a course. In multiple section core courses instructors meet at reasonable intervals to discuss goals, objectives, procedures, course materials, and criteria for evaluation. Nearly all the core courses use a common syllabus, common textbook, and common final exam. While complete uniformity is not essential, departments strive for basic consistency of goals, subject matter, and grading patterns in multiple section courses. The College follows an 80% rule-of-thumb, in which approximately 80% of the content covered is the same across multi-section core courses. The remaining 20% allows for each instructor to customize his or her section. It is the job of the core course coordinator to evaluate and ensure quality and consistency. (Note – The role of core course coordinators and the 80% rule are discussed in the COB Policy and Procedures Manual, pp 10-12.)

We firmly believe in significant faculty engagement and evidence-based decisions in our curriculum management process. We rely on a variety of information to help inform our decision-making and continuous improvement of our courses and programs. Along with our AoL assessment efforts, to inform our continuous improvement efforts in the last five years we have conducted benchmarking studies, surveyed current and former students, conducted focus groups, attended AACSB conferences, reviewed relevant literature to get a sense for changes in our environment, and have constant dialog amongst ourselves. (Full reports on the data collection efforts we use to inform our curriculum decisions are available online in the COB Resource Center in the AoL area and the UCC folder.)

Curriculum Development

Over the last five years, the College of Business has continued to innovate and improve its curriculum and programs. All changes and additions were informed by evidence and broad consultation with faculty. The following highlights some of the more significant changes that have taken place in the last five years.

Undergraduate Program Continuous Improvements

- Completed Review of Lower-Division Core – From Spring 14 to Spring 16, the UCC completed an exhaustive review of the lower-division core. This review was driven by a number of factors, one of which was due to the California Legislature passing SB1440 which stipulates that CSU degrees must have a particular set of lower-division core courses that easily articulate from California Community Colleges (CCC). Campuses and COBs across the CSU system have struggled to be consistent with this law. As part of our review of the lower-division core, we attempted to become more consistent with the CCC business transfer agreement. The review included a benchmark study of 20 CSU COBs and 14 aspirant schools, two alumni surveys (Spring 24, n = 359, Summer 16, n = 1,140), student focus groups, syllabus analysis, consultation with course coordinators, and use of assessment data. The following changes will go into effect in Fall 18:
    - Eliminating Introduction to Business (BADM101) – At one point this was a common course amongst our sister schools. Over time every other CSU has eliminated this course. Feedback from alumni and students also suggested the course may not be as much a value-add as other courses. The rudimentary broad coverage and lack of depth was also concerning to the UCC.
    - Moving Business Law (BLAW 302) from upper to the lower-division core – Based on benchmark study and to facilitate transfer from community colleges (SB1440 transfer requirement).
    - Requiring Statistics for Business and Economics (MATH 108) and eliminating Statistics (MATH 105) as an alternative statistics course – Based on assessment information, syllabus analysis, conversation with COB and math instructors, it was decided that students were better served by taking the MATH 108 course compared to the more fundamental MATH 105 course.
    - Refinement of Finite Mathematics for Business (MATH 107) - Based on assessment information, syllabus analysis, conversation with COB and math instructors, it was decided that students needed more exposure to algebraic principles. Working with the math faculty, a subgroup of the UCC has eliminated some topics from the current finite course, to allow room for more algebra concepts.

- New Course in Upper-Division Core – After a review of the upper-division core, and consideration of changes in the business environment, it was decided that students needed additional KSAs related to critical thinking and analysis. Starting in Fall 18, the upper-division core will include BADM 308 – Decision Analysis for Business. This course will introduce students to qualitative and quantitative decision analysis techniques and practical tools for critical thinking and problem solving in business. The course will help students effectively communicate their business analysis and conclusions by enhancing data visualization and story-telling.

- Core Courses Offered Online During Summer – Due to our rural location, during the summer most of our students leave the area to pursue internships and other opportunities. After conducting a needs assessment survey (n = 314), it was determined that students would likely enroll in online summer core courses. To provide additional flexibility, and make degree progress, the UCC voted to support offering the core courses online during the summer. In addition, the UCC voted that any online core course needs to have a mechanism to proctor exams. Currently, all online core courses are using an online proctoring system called Proctorio. Online versions of the courses get approved by the department and the UCC. Instructors present their courses to the UCC for approval. The first set of online core courses (MKTG 305 and MINS 301) were offered in Summer 16 and readily filled. Summer 17 offered seven online core courses (ACCT 201 and 202, MKTG 305, MINS 301, FIN 307, and MGMT 303 and 304) and nearly all reached the course capacity.

> "Adding online classes would allow me to work full-time and still add flexibility to my program scheduling." BADM Student
>
> "You should always offer UD core courses for winter & summer sessions. Especially if the course is required. Students are eager to begin their journey in the real world." BADM Student

- New Project Management Option (available Fall 14) - Project management skills and knowledge are in high demand. The College has invested in faculty to ensure they have current and cutting edge knowledge related to the content and skills necessary to teach students about project management. The College has three instructors that are Stanford certified project managers and a fourth faculty member who is a Project Management Professional (PMP). In addition, seven faculty completed MIT Sloan's System Dynamics program to learn cutting edge teaching and research methods. These well-informed, high-quality faculty bring to bear skills and knowledge that improve our project management curriculum and course content, which all facilitates student success. The project management option-specific courses utilize a variety of technologies to facilitate learning and student success. Students learn to use Microsoft Project, a commonly used project management software. In addition, students learn about system dynamics which allows students to understand the importance of modeling and simulating input-output scenarios and the influence of multiple variables on the outcomes of a project. Not only are these technologies used by organizations, they infuse a large degree of engaging hands-on activities. The project management option has grown from 68 students in 2014 to currently 131.

> "The world is seeing an explosive growth of projects among organizations across all sectors. But the current lack of academic programs in project management paints a disturbing picture… Projections indicate that there will be 1.2 million new project management jobs during the next 10 years…" Project Management Institute white paper, 11/28/12

- New Professional Management Consulting Program and Certificate – The newest offering by the COB, the professional management consulting program and certificate will allow students to work on real-world consulting projects while polishing their professional skills to prepare them for careers in consulting. After discussions with students, recruiters and alumni working in the consulting field, as well as analysis of the competitive environment, it was decided to develop a professional management consulting program and certificate. The program was piloted with two successful consulting projects, with deliverables to major clients (Hitachi and Lundberg Farms). Fully launched in Fall 16, the program connects students, companies, and faculty to offer opportunities in consulting and project management. Two of the required courses, Organizational Consulting (MGMT 488) and Practicum in Organizational Consulting (MGMT 489F) were designed with the program and certificate in mind. The program emphasizes hands-on projects with clients and mentoring under successful alumni CEO's to help students develop their professionalism, communication and problem-solving skills.

> "We aren't aware of many other programs that offer business consulting certificates. We think there is a real need to provide reputable consulting firms with students who are trained and ready to enter the workforce," Dr. Suzanne Zivnuska, Director, Professional Management Consulting Program

- Innovations in Course Structure – The COB has been experimenting with ways to better engage and retain students by offering unique course structures.

- Launched Team-Taught, Cohort-Based "U-course" – A team taught freshman gateway to business experience where a cohort of students take back-to-back courses in a unique technology enabled classroom. The instructors work closely together to weave together content and tasks. The first three versions (Fall 15, Spring 16, Fall 16) coupled Introduction to Business (BADM 101) and Introduction to Digital Literacy (BIS 111 – counted toward both the GE and COB math requirements) and had an entrepreneurship framing, hands-on projects, and sensitivity to developing information competence. Surveys suggested the pilot was generally successful in achieving freshman engagement and retention goals, yet the information competency portion of the course was not able to provide the learning outcome result needed to continue as a program substitution for statistics, as planned.

Students in U-Course work on assignments in class guided by a student mentor.

- U-Course and Business Student Living Learning Community – Fall 17 will be a U-course that couples Introduction to Business (BADM 101) with Introduction to Financial Accounting (ACCT 201). In addition, these freshman business students in this U-course will all be living on the same floor in the dormitory in a specially designated living learning community. Students will get more focused attention from instructors, tutoring, and additional "on the floor" academic and professional advising, including *StrengthsFinder*™ workshops. The goal is to build connections between students, amongst students, faculty and staff, and create a better sense of belonging to the COB and the University, to ultimately have a positive influence on grades, retention, and persistence. All consistent with the CSU and University's Graduation Initiative 2025 program.
- Introduction to Financial Accounting (ACCT 201) Course Redesign with Technology - Due to the high failure rate in this course (students need a C or higher to progress, about 35-40% have to retake), one Accounting professor pursued a CSU system "Course Redesign with Technology" grant. The two semester experiment (Fall 13, Spring 14) included flipping the classroom, the creation of 70 brief videos and approximately 20 cases, and the use of breakout sessions with student mentors. The videos and cases were meant to better prepare students for classroom exercises and discussion. The use of student mentors was designed to help both the students in the course as well as the student mentors develop leadership and communication skills. Assessment of the course demonstrated that students enjoyed the course more than the traditional model (52.7% of students in the flipped course had positive comments about the course, whereas only 4.2% of students in the traditional class made positive comments about the course), but learning outcomes (standardized exams and overall course grades) were no different than the traditional course.
- Course-link – Cohort based courses that include a set of business freshman all taking the same Microeconomics (ECON 102) and Statistics (MATH 105) courses. These are part of our lower-division core and we are managing the enrollments and communication with students. The economics and math departments have been very accommodating. The goal is to build community amongst these students.

- Notable Changes to Core Courses – Our required core courses are constantly being updated to reflect changes in the disciplines and updates to pedagogy. These changes often come from core course coordinators, individual faculty teaching the courses, or from the UCC. Below are some of the changes to the core courses over the last five years.
  - Introduction to Business (BADM 101) – BADM 101 has moved toward an activity based learning paradigm. Students learn a concept and then practice it in the class. Through a variety of exercises and assignments, students build a business from scratch. For example, the instructor may lecture on accounting for a day or two, and the next two days are spend developing simulated financial projections, income statements, and balance sheets. Course is also using McGraw Hill's Connect and LearnSmart to facilitate engagement and learning. Course has been woven into the U-course program which was discussed earlier.
  - Survey of Marketing (MKTG 305) – The marketing faculty have articulated 12 learning goals that are covered across all sections. The Survey of Marketing course has integrated McGraw Hill's Connect,

LearnSmart and Smartbook platforms. These technologies enable an extremely engaging adaptive learning environment that are now considered best practices. In addition, the course uses the Practice Marketing simulation, a multiplayer marketing game where students can practice their marketing skills and knowledge. These innovative, engaging best practices facilitate students' learning and enjoyment of the course. Course uses a common text, common content, common syllabus, and standardized common exam.

- Survey of Management (MGMT 303) – Over the last five years, the MGMT 303 course has taken on a much more activity-based learning style as well as focusing on applying learning to projects for local businesses. Activities in class are typically student pairs or small group oriented activities. In class activities take place nearly every session. The course also now has a significant research paper where students must use multiple library databases to weave in research-based content into their papers. Course is also using McGraw Hill's Connect and LearnSmart to facilitate engagement and learning.
- Human Resource Management (MGMT 304) – The HRM course has adopted a new textbook that is used across all sections, is using a new simulation, and has a new writing assignment that focuses on research derived content. Course is also using McGraw Hill's Connect and LearnSmart to facilitate engagement and learning.
- Survey of Finance (FIN 307) – Over the last several years, the finance faculty have integrated a variety of pedagogical technologies to develop more engaging pedagogies. The goal has been to move students from being passive recipients of knowledge to active learners. The instructors have been integrating clicker response systems in the course to garner additional class participation, engagement, and real-time feedback to the students and instructor. Furthermore, in 2015 we purchased access to the WRDS database, including Compustat and CRSP so students have access to real data and can conduct hands-on financial analysis in class projects, and classroom exercises. The course has integrated BlackBoard Learn to give students access to lecture notes, detailed solutions to practice problems, important class announcements, and step-by-step instructions on how to use a financial calculator. In addition, the faculty have created multiple video tutorials on solving problems with algebra, a deficiency seen in assessment efforts and conversations with faculty. Improvements in fundamental math skills are also being addressed with the Math department and changes to MATH 107 – Finite Mathematics and MATH 108 – Statistics for Business and Economics (Both are required in our lower-division core). The course uses McGraw Hill Connect for all assignments, practice problems and self-quizzes. The instructors bring in more real-life examples, use case studies, and rely heavily of recent financial news. The course uses a common text, common content, and a standardized common exam.
- Corporate Technology Integration (MINS 301) – Earlier assessment efforts (2009 and 2012), as well as analysis of the course content indicated that MINS 301 wasn't giving students enough grounding in fundamental IT skills, and in particular, students didn't seem to leave the course with very sophisticated Excel skills. The course went through a significant renewal to get students more hands-on IT exercises and deeper more engaging content. The course is using McGraw Hill's Connect, LearnSmart, Smartbook and Microsoft Office Excel in Practice (Excel SIMnet) to facilitate engagement and learning. A Fall 15 IT assessment effort suggested that the new version of the course is doing a better job of meeting the course and COB objectives.
- Introduction to Financial Accounting (ACCT 201) - In Spring 14 the instructor group comprehensively reviewed available textbooks and changed texts to Spiceland, Thomas, and Herrmann (McGraw-Hill) with the associated online homework management system, McGraw-Hill Connect. Course uses a common text, common content, common syllabus, and a standardized common exam.

- <u>Notable Changes to Option Programs</u> – Over the last five years, a number of changes have occurred to option specific courses and programs. Some of the more significant changes within the options are noted below.
  - Continuous Improvement in Accounting – Based upon conversations with their advisory board, recruiters, scanning competitive programs, and a desire to improve student outcomes and career opportunities, the accounting faculty has consistently increased the rigor and quality of the program. As of Fall 16, all accounting courses counted towards the option must be completed with the grade of C or higher. To give students extra concept depth, breadth, and opportunity to learn, Accounting 327, Intermediate Accounting III was added to the Intermediate Accounting pattern which was previously Intermediate Accounting I (ACCT 325) and Intermediate Accounting II (ACCT 326). Additional depth has been achieved by adding

Federal Income Tax II (ACCT 537) to the required course list, thus students have two federal income tax courses. Most of the changes took effect in Fall 16. The goal is to produce students that are on a CPA pathway, which is attractive to the big four accounting firms and other recruiters.

- New Courses in Management - To stay current with evolving business models, a new course was launched in Fall 14, Web-based Entrepreneurship (MGMT 455). This course offers students the opportunity to learn about launching and managing a new web-based business venture. The PocketPoints company mentioned earlier was ideated in this course. In Fall 16, the department also added Entrepreneurial Analytics (MGMT 456) to add a more rigorous, quantitative course to the entrepreneurship option. The department also added a new course in Fall 15, Commercial Law (BLAW 418). This course is designed to provide students with knowledge pertaining the law of property, federal securities law, provisions of the Uniform Commercial Code relating to sales, commercial paper, secured transactions, the law of bankruptcy, and antitrust law. In addition, the management department undertook a significant revision and name change to their Business and Society course. Effective Fall 14, the course was renamed Global Corporate Social Responsibility (MGMT 440). This course focuses on the purpose of corporations, their ethical decision-making, and their responsibilities to internal and external stakeholders residing in the cultural, political, economic, and ecological arenas.

Rob Richardson and Mitch Gardner, creators of Pocket Points, sit in their Chico office

- New Courses and Programs in Business Information Systems – Over the last five years, the BIS department added four new courses to their offerings to reflect the changing technological, systems oriented, and global nature of business. The department restructured the Management Information Systems option. The department has developed two new courses (effective Fall 14) centered around distributed systems and data communications. Data Communications and Networking (MINS 346 – required in the Management Information Systems option) is an introduction to data communications and local area networks. Using MINS 346 as a prerequisite, Distributed Systems Management (MINS 446) was also added to the curriculum and provides students with an in-depth analysis of current managerial issues related to business data communications, networks, and distributed processing. The department also revised and renamed the option in Supply Chain Management Systems to Operations and Supply Chain Management. As part of the updates to the supply chain option, the department added Purchasing and Global Sourcing (OSCM 441, Fall 14) as a required course within the option. Students learn to identify supplier sources, negotiate terms and conditions of sale, and build and manage supplier relationships linked to organizational goals. Finally, the department added Digital Literacy (BIS 111, Fall 16), which provides students with an introduction to acquisition, management, and communication of textual, numeric, and visual information. This is our first course to be approved as part of the GE program.

- Professional Sales Program Curriculum Continues to Evolve – The Seufferlein Sales Program continues to grow in reputation, size, and external support. Over the last five years, our sales related courses have continued to evolve. Largely, these changes are in response to input from advisory board members and feedback from corporate recruiters. Below are some of the more notable changes during the last five years.

- MKTG 473 Strategic Personal Selling – After a beta test in 2011, the Sweet 16 Sales Challenge was officially launched in 2012. The competition is an active learning opportunity which engages all students enrolled in the MKTG 473 course. Students research three separate business cases (created by corporate partners) and then compete in three rounds of role-plays. The final round is a live event during which corporate partners engage in real-time judging. In 2016, over 50 corporate representatives attended the event and over 90 students competed.

Students in MKTG 473 participate in a unique, engaging sales competition course.

- MKTG 470 Salesforce Management – The major refinement to MKTG 470 has been the increased utilization of broad-based CRM role-plays. Building on active learning research that highlights the pedagogical utility of role-plays in sales classes, MKTG 470 instructors have doubled the number of role-plays in the class. Additionally, to enhance students' familiarity with CRM software, the class now includes an extensive Salesforce.com case/role-play assignment.
- MKTG 483 Advanced Topics in Professional Sales – The major revision to MKTG 483 has been the addition of a real-life, paid practicum. Apart from teaching sales negotiation theory, the class leads students through a hands-on practicum in which they engage in real selling for a real company. The practicum directly resulted from industry recommendations. During the past two years, the project has been extensively revised so that it now includes a) corporate and product training, b) prospecting & lead development, c) cold calling, d) sales negotiations, and e) follow-up. Additionally, students are paid bonuses based on their sales performance and close ratios.
- New classes being developed – The marketing faculty are developing a new Personal Selling Skills: Competitions & Techniques course that was piloted as a Special Topics course in Spring 17. The class reviews the theoretical foundation of personal selling and offers an opportunity to build practical sales experience. The class focuses on the development of role playing skills and the ability to analyze complex case problems in order to enable students to effectively compete in local, regional, and national sales competitions. In addition, a new Customer Relationship Management course is planned as a Special Topics class in Fall 17. A survey of corporate partners and advisory board members in the sales profession indicated that CRM training was their #1 curricular enhancement recommendation. The Seufferlein Sales Program is a member of the Salesforce.com Academic Alliance, and both Salesforce.com and SAP's CRM module will be utilized within the course. Finally, the program is in the process of developing a no-prerequisite sales course to enable training of non-business majors to participate in our programs and competitions.

- Data Science Initiatives – The Business Information Systems Department (BIS) and Center for Enterprise Systems and Informatics Research (CESIR) are developing a new data science cross university effort, and proposed a concentration(s)/option(s) in business analytics. A proposal is being vetted through the BIS faculty, and analytics educated faculty in marketing and finance, and has engaged interested faculty and chairs from math and computer science.

- Center for Excellence in Finance - A new initiative by the finance faculty to develop a center for financial research, and student and community outreach (tentative launch is Fall 17). The center will offer symposiums, work closely with the Investor's club and investor/finance competitions, facilitate tours and corporate visits, develop partnerships to facilitate faculty and student opportunities, and develop finance related programs/workshops targeted at students and the local community (e.g., FINRA certification workshops, financial literacy programs, and more)

Graduate Program - An Updated and Improved Program

Our MBA program has undergone significant changes over the last five years. After attending the 2011 AACSB Redesigning the MBA: A Curriculum Development Symposium, conducting a variety of benchmarking studies, and surveys of students, the College began a series of updates to the MBA program. To improve outcomes and to make our program more attractive to students and recruiters, we've restructured our prerequisites, added new classes, created new options, and refreshed our required core courses. Our MBA program is now one of the few AACSB-accredited MBA programs in the country to offer specialized options in project management or enterprise information systems. Some of the more significant changes to the MBA program are noted here.

- New courses – Based on external scanning of the environment, discussions with advisory boards, and surveys of current and former students, the following courses have been added to the MBA program.
    - Leadership, Global Ethics and Social Responsibility (BADM 647) added to the required core (effective Fall 12). Based on stakeholder feedback and the current business climate, the MBA program added this course as a required seminar for all MBA students. The course uses readings, cases, projects, and written assignments to examine the role of leadership, global ethics, and corporate social responsibility in organizations.
    - Business Analytics (BIS 610) (a required core course effective Fall 14). Significant update, revision, and name change to BADM 610 – Decision Support Systems to reflect more quantitative, rigorous, analytical and business intelligence orientation.
    - Seminar in Project Management (MGMT 644) – Elective course, required in MBA project management option, added Fall 14.
    - Conflict Resolution, Negotiation, and Teamwork (MGMT 645) – Elective course, part of elective choice within MBA project management option, added Fall 14.
    - Removed Management Control Systems (ACCT 623) and added Problems in Financial Accounting (ACCT 615), effective Fall 16.

- New Enterprise Information Systems (EIS) Option (available Fall 16, 18 students enrolled) – Chico State has long had the human and intellectual capital to offer a strong management information systems program within our business programs. The MBA program capitalized on this strength over the years by offering an advising pattern within the general MBA that emphasized management information systems. One problem with the advising pattern was it did not show up on transcripts. Yet, when asked, 81.4% of alumni and 88.4% of current students felt it was important the emphasis show on transcripts. The only way to do this would be to make the emphasis an option. In a survey of COB alumni (Fall 2012, n = 691), when asked to rank order potential specializations for the MBA program, an EIS specialization was tied for second with about 40% of the respondents ranking it as either their first or second choice. In addition, industry job outlook data and our advisory board at the time (Spring 11 – Fall 12) strongly indicated strong demand for an EIS option. The option prepares students for a career in EIS management and consulting. In addition, the option sets a foundation for students who desire to sit for SAP TERP10 certification exam.

- New Project Management Option (available Fall 14, 13 students enrolled) - As noted earlier regarding the addition of the undergraduate project management option, the College has a number of instructors with project management expertise. Surveys of our alumni and current students at the time (2012-13) indicated interest in a project management option in the MBA program. The MBA program leveraged the intellectual capital on the faculty to offer this option. Students who complete an appropriate series of courses within the project management option are prepared to sit for the Project Management Institute's CAPM (Certified Associate in Project Management) or PMP (Project Management Professional) certification exam, making the students even more marketable and valuable to firms.

- Increased Prerequisite Flexibility – Prior to Fall 13, the MBA program had ten undergraduate prerequisite courses. Conversations with current students, applicants at the time, discussions with faculty, and benchmarking of requirements in other programs strongly suggested our prerequisite requirements were overbearing and making us less attractive to students. In addition, it wasn't clear that having all these prerequisites was making any difference in student's ability to do well in their graduate courses. Therefore, the GPC decided to reduce the prerequisite

requirements and add flexibility to how students could meet the requirement. Students without an undergraduate business degree have a choice to take the six prerequisites as campus-based courses, or can fulfill four of these requirements by enrolling in an approved, online, self-paced set of modules.

Assurance of Learning

Faculty in the College are dedicated to continuous improvement of our programs and student learning outcomes. A cycle of continuous improvement ensures that business graduates possess the technical knowledge, problem-solving proficiencies, and communication skills they will need "…for both immediate success upon graduation and long-term career achievement." (COB Mission Statement). Curriculum continuous improvement takes place in a systematic way through our assurance of learning (AoL) processes, a variety of direct embedded, and indirect measures (benchmarking, focus groups, surveys, conversations with advisory boards and recruiters) and through ongoing faculty engagement and innovation.

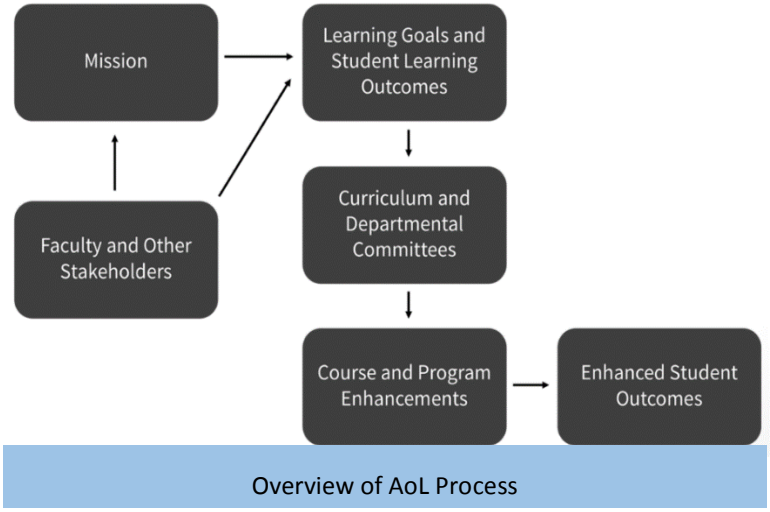
> "It [assessment] enables educators to examine whether the curriculum makes sense in its entirety and whether students, as a result of all their experiences, have the knowledge, skills, and values that graduates should possess." Banta and Palomba, Assessment Essentials, 2014, p. 10

The COB has a well-established assessment effort for all programs. Complete listing with descriptions for BADM, BIS, and MBA learning goals are noted in Appendix 14. Learning goals for each program are posted on the COB web site, available online in the COB Resource Center, and articulated in core course syllabi. Learning goals undergo periodic review and updating, but have been relatively the same since 2012, although courses and programs have been changed to continuously improve student outcomes. In the last five years, all learning goals for each degree were assessed at least twice. Appendix 15 summarizes the assessment efforts for each degree (BADM, BIS, and MBA) over the last five years highlighting the measures used, outcomes, and comments regarding process or continuous improvements. Detailed reports about each BADM, BIS and MBA data collection efforts are available online in the COB Resource Center (Within the Assurance of Learning link, go to the Assessment Documents folder, then the Assessment Reports folder.) AoL data is collected in a number of core courses, with primary emphasis on capturing data from senior students enrolled in the capstone courses (BADM 495, BIS 496, BADM 693).

In addition, the College uses the STEPS (Student Tracking Evaluation Portfolio System) assessment portfolio system. Largely any assessment effort that uses students' written work has used the system. For example, when we evaluate writing assignments, the assignments are loaded into STEPs, and evaluators can access the papers and use the rubric within the system. We use STEPS for assessments of writing, ethics, and analytical thinking. In this fashion, we are able to have a digitally archived version of student work and the assessment effort. The system is also able to process data and generate basic tables and reports. The system was developed by a BIS faculty member and her students. The program is now commercially available.

- General Structure and Support – Assessment efforts are valued and financially supported at both the University and College levels. At the College level, our AoL team is comprised of the associate dean who oversees AoL activities, and two faculty members who serve as BADM, BIS, or MBA AoL coordinators. The AoL coordinators work directly with the departments, core course coordinators, and core course faculty to implement data collection efforts. The AoL coordinators generate reports and make improvements to the AoL processes and measures. AoL coordinators are each given a one course release each semester for their work. This release is normally supported, at least in part, by the Provost's office. These funds help provide incentive and fair compensation to the assessment coordinators in the College for the work they do in facilitating instrument development, administration, analysis, and reporting of program outcome data.

Results from the AoL efforts go to either the Undergraduate Curriculum Committee (UCC) or the Graduate Program Committee (GPC), and to course coordinators for discussion. The committees, along with the AoL coordinators discuss the results and decide on appropriate action (to "close the loop"). Should assessment data indicate change is warranted, the UCC or GPC work with the appropriate department, course coordinators and faculty to brainstorm and implement the change. The assessment and program improvement processes in the COB can be found in the COB Policy and Procedures Manual under Curriculum Management Policy and Procedures (pp.8-13, 29 - 39). For example, when an assessment effort showed weakness in some technology KSAs, particularly Excel, this was first discussed in the UCC. The UCC then brought in the content area experts (BIS department chair and MINS 301 core course coordinator) for further discussion and brainstorming. Eventually this led to significant changes to course content and pedagogy, and subsequent assessment suggested outcomes had improved.



Overview of AoL Process

The University also values assessment activities and provides guidance for all assessment efforts through the Academic Assessment Council (AAC). The AAC provides leadership, oversight/guidance and coordination for campus assessment activity and related processes. The AAC acts as an advocate for the value of continuous, meaningful assessment as it relates to program, college and university academic and strategic priorities. One of the COB AoL coordinators serves on the AAC.

Additional Assurance of Learning Related Practices

Our AoL process uses direct measures of student's KSAs tied to our learning goals (see Appendix 15), but we also rely on a variety of indirect means to get a sense for what students are learning in our programs, where they are learning it (alignment matrices and evaluation of syllabi), how they feel about their educational experiences (surveys and focus groups), and ensure we are offer competitive programs (benchmarking studies).

- Alignment Matrices – To better understand where and how learning goals are being addressed in the core, the AoL team and UCC have regularly looked at syllabi and met with core course coordinators to develop alignment matrices for each program. BADM and BIS matrices were last developed in 2015. The MBA alignment matrix was completed in 2016. The MBA alignment matrix generated good discussions in the GPC, but the matrix itself could have been more helpful as it showed all classes accomplishing all goals with no details. Working with the MBA faculty, the MBA AoL coordinator developed a new MBA alignment matrix at the end of Spring 17.

  The conversations did highlight the need to better standardize some of the core courses and highlighted a few issues. Interestingly, our undergraduates and graduates did well on teamwork assessments, yet conversations in the UCC and GPC generated by developing the alignment matrices indicated that our students work in a lot of teams but aren't necessarily taught a lot about teamwork. Discussions are ongoing about whether teamwork needs to be better addressed in a more structured fashion in the programs. Discussions in the UCC also focused on how well ethics and globalization were woven into the curriculum. It was reinforced to course coordinators that the ethics rubric, an ethics decision-making process, and an ethics decision-making slideshow are all available in the COB Resource Center and should be more actively and consistently woven into courses (These resources were developed by the AoL team and UCC.). Alignment matrices for each program are available online in the COB Resource Center (in the Assurance of Learning area, Assessment Documents, and then within the Assessment Alignment Matrices area.).

- Surveys – We survey current and former students on a regular basis to get a sense for how they feel about our courses and programs, and to take note of how their careers are progressing. Two of the more notable surveys were in the Spring of 2014 (n = 359, current students and recent alumni) and Summer of 2016 (n = 1,140, all alumni). A brief example of results from the Summer 2016 survey can be found in Appendix 16. Full versions of both surveys are available in the COB Resource Center (In the Undergraduate Curriculum Committee area. MBA surveys are available in the Assurance of Learning, Assessment Reports, MBA Reports area.). Generally, we found students to be satisfied with their experiences in our programs and have used their responses to help inform decision making about our curriculum (e.g., more Excel, elimination of BADM 101, more focus on analytical thinking KSAs fueled development of our new BADM 308 – Decision Analysis for Business core course). Furthermore, although these indirect measures may not tap directly into actual KSAs, they can give us a sense if we are doing a good job or not. Although we can't take full credit for our students' successes, certainly, our students would not be getting great jobs and having such career success if our program didn't add value (please see Appendix 4).

- Benchmarking Studies – The undergraduate and graduate programs have conducted benchmark studies to learn how other programs are structured and to get ideas for improvements. These studies have been used by the UCC and GPC to inform decision making about the programs. For example, the 2015 undergraduate benchmark study and need for compliance with a state law regarding transfer credits really helped fuel the discussion about changing our Business Law (BLAW 302) to lower-division, and the decision to eliminate the Introduction to Business course (BADM 101) from our lower-division core.

- Core Syllabus Analysis and Standardization – The College has made an effort to have a relatively standardized structure for core syllabi. The current syllabus template was vetted and unanimously approved by the Undergraduate Curriculum Committee (UCC). The use of a syllabus template increases the likelihood that key pieces of information are in all syllabi, and enables greater consistency across sections of a course and better integration between core courses. Each syllabus notes the College's learning goals and which will be achieved in the particular course. Thus, having a master syllabus for the core classes increases the likelihood that desired learning goals and outcomes are apparent to students and faculty. As part of the College's assurance of learning process and as directed by the UCC, the AoL team periodically conducts analyses of core course syllabi. Analysis of core syllabi were done in 2007, 2009, and 2014. Since our last syllabi analysis in 2009 the attention to some broadly accepted syllabi norms has decreased. A few notable areas which we are trying to improve include, increasing the likelihood of particular learning goals being addressed in a course, 44.8% of the syllabi have course descriptions that are mostly or completely different from what is stated in the University catalog, various course polices need to be better addressed, and compared to prior years, currently an insufficient number of syllabi don't address classroom codes of conduct. The results were conveyed to all faculty, and department chairs and course coordinators were asked to make sure instructors are aware of the core syllabus template and using it for core courses. The syllabus template and report are available in the COB Resource Center (In the Assurance of Learning area, in the Syllabus Template area.)

- Rubric Use and Awareness – The UCC and the GPC believe that our various rubrics are great tools to spur discussions on these particular learning goals and can facilitate discussion in courses about expectations and traits related to the learning goal. We are trying to get faculty to more fully embrace the use of the rubrics across the curriculum. We make the rubrics available to faculty in the COB Resource Center. In addition, the GPC decided to find additional avenues to get learning objectives and rubrics to students and faculty. Not only are the rubrics available in the student MBA BlackBoard Learn community, but the MBA director is going to pursue including details about learning objectives and rubrics in student orientations.

Impact of Assurance of Learning

The AoL process and results initiates positive conversations amongst the faculty in the UCC and GPC. Some of the more significant outcomes derived from the AoL process include, but are not limited to:

  - Significant changes to core courses and addition of a new core course, Decision Analysis for Business – BADM 308 (Discussed in detail in the Curriculum Development section). These actions were part of a larger discussion, and input for the decision included a variety of data.

- Changes to the upper division required core course, Corporate Technology Integration - MINS 301. Course pedagogy became more assignment based and more Excel focused. Subsequent assessment suggests the changes were effective.
- Teamwork assessment effort led to a workshop and increased interest in using the online peer-evaluation system, Comprehensive Assessment of Team Member Effectiveness (CATME). Over the last few years we went from having a few instructors using the system to 25 active users.
- Globalization assessment put into question the globalization learning goal and assessment effort. Conversations are ongoing in the UCC regarding what to do with the globalization goal and measures. Within the MBA program, the GPC had a good discussion regarding globalization and faculty made a commitment to better weave globalization topics into courses.
- In 2015, 88% of students had "Acceptable" to "Superior" proficiency in ethical decision-making versus 53% in 2012. The trend continued and in 2016, 96.7% of the scores were "Acceptable" to "Superior". This is quite a significant improvement and the recommendations implemented in 2012 seem to have been quite effective. Using the rubric as an educational tool seems to have helped students understand expectations, but also appears to have improved students' thinking regarding ethical dilemmas.
- Written and oral communications assessments across programs has led to good conversations amongst faculty. Core course coordinators made a renewed commitment to use our standardized rubrics to set expectations and as a segue for conversations about what defines excellence in writing and oral presentations.
- The UCC, GPC, and core course coordinators are making a renewed effort to garner broader use of the standardized common core syllabus to better convey expectations and build awareness of learning goals.

Assurance of Learning Program Refinements and Improvements

- Need greater stability and commitment in AoL staffing - Over the last five years, we have had some challenges with the AoL team. The College has experienced significant turnover in the AoL team. Since Fall 12 the AoL team has seen five people come and go into various positions. The current coordinators started in Fall 16. Each change means a new learning curve for someone and this turnover has slowed progress at times and reduced the efficient and effective implementation of AoL data collection efforts. Currently the BIS AoL coordinator, Dr. Hyunjung Kim, is not from the BIS area, but a management professor. Although less than ideal, Dr. Kim has been working closely with the BIS department chair and BIS faculty to keep the BIS AoL efforts on track. Even with these challenges, our AoL program continues to collect data, present reports to curriculum committees, work on improving the AoL processes, and facilitate conversations on areas that need improvement and to drive change. Yet, we would be better served by more stability in the AoL team.

- Changes and Reconsiderations Regarding the Core Business Knowledge Test (CBKT) - The College administers a core business knowledge test in our capstone courses, BADM 495 and BIS 496. The exam was developed by COB faculty and consists of 71 questions from Accounting, Finance, Management, Human Resources, Strategy, Operational Management, Marketing, and Information Systems. Students are given 75 minutes to complete the exam in class during the last week of regular class. The exam was administered in Fall 2012, Fall 2014, and Spring 2016. In the spirit of continuous improvement, in 2013 the CBKT test was redesigned to better reflect the learning goals and content in the core courses. Working with the AoL coordinator, the UCC and core course coordinators defined 5 to 7 core business knowledge areas in each discipline. These were then mapped to questions in the exam which led to developing improved or new questions for the test so it better aligned with content being taught in each core course. We believe this led to a better test, and are convinced the process of engagement with the faculty was productive and thoughtful. As is often the case with AoL related initiatives, the conversations that took place gave faculty a chance to be reflective and engaged in topics that they may otherwise not have discussed.

  However, skepticism about the CBKT's validity and reliability have persisted. In Spring 2016, the BIS department decided to step away from the CBKT and instead administer the CSU Business Assessment Test (BAT), a core business exam collaboratively developed by the College of Businesses in the CSU system. The BIS group felt the BAT had greater reliability and validity than our homegrown CBKT. In addition, the BAT allows for comparisons to other CSUs. The move by the BIS faculty opened up a conversation about the CBKT compared to the BAT. The UCC decided to drop the CBKT and move to the CSU BAT for the BADM program.

- Better Standardization of Practices - We have had instances where one instructor gives credit for an assessment effort and another does not. For example, when administering the Common Body of Knowledge Test (CBKT), it was agreed that it would be worth 5% of the student's semester grade in the capstone courses. However, some sections had it count as credit, others did not. We recognize this inconsistency is problematic and hope to remedy the problem in the future. Furthermore, we have found rubrics are used in some classes and not others. In addition, we need better standardization in the way evaluators assess student work, and more consistency in the student work used over time. The lack of standardization in these various areas often makes it hard to compare data across assessment efforts, let alone be confident in the validity and reliability of the data.

- Learning Goals Need Systematic Review – We have made minor adjustments to our learning goals, but we need to conduct a comprehensive, systematic review of each learning goal for all programs. The globalization learning goal was changed from being called the globalization and diversity learning goal to merely globalization. The diversity component wasn't being captured well in any particular core course and the UCC wanted the goal to be more focused on the globalization of business which includes ethnic and cultural differences. Generally, the UCC feels the globalization of business learning goal is important but needs to have further discussions regarding what the goal truly means and what we want students to know in this area. The UCC has also discussed that the information technology learning goal needs refinement and clarification.

- Assessment of New Offerings – As discussed earlier, we just started (Fall 16) to offer a new Management option in Redding. Initially, since the number of students in courses were so low, we didn't conduct any assessments. As enrollments grow, we plan to begin assessing outcomes in Fall '17. In addition, as of Summer '17 we will have a number of our core courses available online. We intend to collect data on these courses to ensure quality and outcomes.

- Globalization Test Revision – Assessment results suggested that either students didn't have strong globalization knowledge or our test wasn't measuring what was being taught. The BADM coordinator and UCC are having discussions related to refining the globalization learning goal and test.

High Quality Teaching is Encouraged, Supported, and Developed

The College has always had a culture where teaching and teaching innovations are supported and developed. This support takes shape as encouragement from the dean, chairs, and colleagues, but manifests itself in a tangible manner through the outlay of money to fund mentoring, and curriculum and pedagogical innovations and improvements.

- University and College Faculty Mentoring Program – Faculty mentoring programs exists to provide support for new and existing faculty. The University offers a two-day New Faculty Orientation. In AY 2014-15, in an attempt to improve the first-year experience for new faculty, the Office of Faculty Affairs established and assessed a New Faculty Mentoring program. Eight college-based mentors were selected based on recommendations by College Deans who suggested successful teachers and scholars who could provide the social and leadership skills to effectively guide others. Based on a needs-assessment survey new faculty completed during orientation, mentors met with their new faculty cohort at least monthly to discuss campus resources, host workshops and provide other support in areas of time management, work-life balance, teaching pedagogies, discipline-specific internal and external funding resources, student support resources, and the preparation of Review/Retention documents. Mentors were paid a stipend for their work. The faculty mentor is provided support materials and advice from the Office of

New faculty (Fall 16) enjoy breakfast with their COB faculty mentor

Academic Affairs and the College of Business. In addition, the College supports mentors taking new faculty out to breakfast and/or lunch.

  - The Instructor Resource Blog - The College also has a lecturer mentor and accompanying web site. One instructor mentor, Ms. Linda Clark-Borre was provided support to start and moderate a blog to provide resources, support, and a sense of community for new lecturers. This web site, the Instructor Resource Blog, has grown into an incredible resource and source of community for all COB instructors. Not only does Linda make announcements about basic policies, processes, and commonly used documents, but she weaves in human interest stories about our profession and our colleagues. This also has a focus on how to make classes more engaging and interactive while improving outcomes. These efforts all contribute to a collegial, supportive, and continuous improvement-oriented environment for teaching and scholarship.
  - New Faculty Orientation/Training Workshop – Although we have had mentors and informal training of new faculty by chairs and senior faculty, the orientation and training wasn't highly structured or institutionalized. Starting Fall 16, the College offered a workshop to help on-board new faculty, to help them connect with each other, discuss challenges, policies and procedures, and answer questions. We had 20 faculty (some more established faculty attended) attend. We plan to make this a regular part of our orientation for new faculty. In addition, material from this workshop is available to all faculty in the New Instructor Resources in COB Resource Center.

- Brown Bag Sessions – The College has sponsored a number of lunch workshops that address a variety of teaching issues. Most recently, we had a session on developing a high quality online course. We recently hired a number of faculty that are using big data and the Compustat and CRSP databases in their courses. This group put on a workshop about the databases and how these can be used in classes or research. In addition, we have had sessions on using team projects in classes and how to leverage the Comprehensive Assessment of Team Member Effectiveness (CATME) system.

- Financial Support to Enhance Courses – When faculty want to purchase software or materials to improve courses and learning outcomes, we always try to find a way to support these efforts. We have purchased access to the Wharton Research Data Services (WRDS), mainly for the use of Compustat and CRSP. When faculty wanted to weave in clicker technologies, we supported the purchase of Top Hat licenses and the use of Grovo. The College has purchased licenses to GreenTraks (a sustainability software and database platform), HR Xpert database, StrengthsFinder, and maintained a license with QuestionPro to facilitate professional quality online surveying. To ensure academic integrity of online exams, we purchased licenses to Proctorio (an online proctoring service).

- Support for Developing Courses – When the UCC decided it was appropriate to start adding summer online courses, the College put out a call to faculty to develop high-quality online core courses. Faculty were given $5,000 summer support for their efforts. This facilitated the development of online versions of our MKGT 305, MGMT 303, MGMT 304, FINA 307, and MINS 301 courses. When the GPC decided it wanted new courses and a new option in the MBA program, all course development efforts were supported financially so faculty didn't have to work "out of hide" and knew their efforts were valued by the College.

- Collaborative Continuous Improvements of the Core – Our faculty work closely with each other to improve our core courses. The UCC and the GPC ask the core course coordinators and faculty to come discuss their courses and open dialog ensues about how to improve pedagogies. Furthermore, faculty work with each other to improve courses and outcomes. For example, the finance faculty have worked closely together over the last few years to better standardize the Survey of Finance course (FINA 307), weave in technology and the use of Compustat and CRSP into assignments. A similar atmosphere unfolded when the Marketing faculty decided to standardize the Survey of Marketing course (MKTG 305). In addition, when the MKTG 305 class was slated to go online, two marketing instructors worked closely with an experienced Management Information Systems instructor and the University's Technology and Learning Program to brainstorm and ensure the quality of the course. This same collaboration has happened regarding the development and launch of all our online courses – none were developed in isolation. Each was developed with input from numerous sources. Working outside of our disciplinary silos increases the likelihood of a great product being developed, and is representative of how our culture supports quality teaching and course development.

- Engagement with the Center for Excellence in Learning and Teaching (CELT) – The University supports the CELT program which provides resources, mentoring, workshops, and an annual campus conference geared toward improving teaching and learning. Our faculty regularly present and participate in the annual CELT conference. At the 2016 conference, our faculty gave presentations on "Lessons Learned in an Online Course Redesign Effort," "Developing Independent Learners: Questioning and Making Thinking Visible," and "The Courage to Teach." Other recent CELT presentations have included "Infusing Courses with High Impact Practices," "Collaborative Course Development," and "On Being an Influence: Developing Leaders in your Classroom."

- Teaching Valued and Improvement Encouraged as Part of RTP – In order to get tenure and promotion, it is expected that faculty will have a record of high quality teaching. During the RTP process, a faculty member's courses and teaching are annually reviewed through class visitations, analysis of student evaluations of teaching (SETs), evaluation of course materials, and conversations with colleagues. During these reviews if any teaching weaknesses are found, the RTP committee makes suggestions for improvement and the faculty member works more closely with the department chair and a mentor to make improvements. The process is not meant to be punitive, but strives to be constructive and enable the instructor to become a better teacher. Furthermore, in the RTP process, pedagogical presentations and publications are valued.

- Other Indicators That High Quality Teaching is Supported and Developed - In addition, several core course developments have been previously discussed that highlight that the College actively supports innovative, high-quality teaching. This includes the development of our U-Course, our U-Course within a business living learning community, the use of Course Links, work with the Math department to refine the Statistics for Business and Economics course (MATH 108) and Finite Math (MATH 107). Also, as discussed earlier the College supported Dr. Curt DeBerg's effort to increase pass rates in our ACCT 201 course. The College gave time and money to allow Dr. DeBerg to experiment with different pedagogies in an effort to improve outcomes.

Bottom Line - Learning and Teaching

- The College has a well-structured and thoughtful curriculum management and development process that is driven by faculty, is transparent, and evidence-based.
- We have assessed all our learning goals at least twice over the last five years and used a variety of information to help inform our curricular decisions. This has led to significant changes to our core including the development of a new upper-division core course, BADM 308 – Decision Analysis for Business.
- Over the last five years, the College has continued to develop innovative curricular programs, improve our core, and is constantly improving, refining, and developing our undergraduate and graduate programs.
- Our continuous improvement success is facilitated by a culture that supports innovation. We give faculty time and money to engage in mission consistent academic and professional development that engenders an environment where high quality teaching and innovative curriculums can thrive.

VII. ACADEMIC AND PROFESSIONAL ENGAGEMENT

Student Academic and Professional Engagement

Our mission statement notes that we strive to produce students that have the "knowledge, skills and values necessary for both immediate success upon graduation and long-term career achievement." The degree to which our students interact with business professionals and their professions reinforces this objective. Our students have an abundance of professional engagements that reinforce and refine academic learning, while polishing the soft skills that are critical to initial and long-term career success. Students themselves have told us the value of academic and professional engagements synergies (please see Appendix 17). Provided here are highlights of the more germane student academic and professional engagement activities, but are by no means exhaustive. For a more comprehensive and compelling view of the degree to which our students are academically and professionally engaged, please also see Appendix 2 and 5 for details.

- Engagement with Organizations –Instructors in our program regularly create opportunities for students to interact with businesses and non-profit groups. Recently faculty have had students working on projects for the Department of Energy, Dutch Bros. Coffee, Sierra Nevada Brewery, Golden Valley Bank, Cintas, Hitachi, Papa Murphy's, LuLu's, Tri-Valley Bank, Chico Breast Care Center, Downtown Chico Business Association, Oroville State Theatre, Chico Creek Nature Center, Amain.com, Northstate Radiology, and Pro-Pacific Fresh. These are just a handful of examples of the local, regional, and national firms brought into our courses that allow our students and faculty to get hands-on experience with these organizations' challenges. The projects are great learning experiences for students and faculty, and consistent with the movement toward high impact practices in education.

> "This class has changed how I see my future role as a manager. Overall, I am very glad we took this tour as part of the class. It was nice to hear the managers who do not know exactly what we were studying, and yet they spoke exactly the language we were learning. It added a sense of realism to the course. It helped validate the work we have done so far." MBA Student in Operations and Supply Chain (Fall 2016, OSCM 607), Tour of Far West Rice

- High Impact Practices in Courses – We strive to keep our student engaged academically by incorporating high impact practices that facilitate learning and skill development. Our courses typically integrate team projects, written reports, projects with business and non-profits, simulations, oral presentations, and case studies. These all keep students involved in course material, enable deeper processing of the information and skills, and help develop career-ready soft skills. For example, in Dr. Colleen Robb's Introduction to Entrepreneurship course you will find students developing new products and businesses that are then presented to a panel from the business community who serve as judges in a mock "Shark Tank" type of session. This type of professional integration into courses demonstrates an engaging, innovative, project-oriented, hands-on course that facilitates faculty and student engagement with the business community while strongly upholding our Vision, Mission and Values. Numerous examples are highlighted in Appendix 2.

- Competitions Facilitate Student Academic and Professional Growth – Competitions bring together students, faculty, and business professionals in a high energy, high stakes environment that promotes engagement and refinement of academic, personal, and professional skills. Most of our competitions are implemented through our centers and clubs. Details regarding our exceptional sales (Sweet 16 Sales Challenge, Western States Collegiate Sales Competition, National Collegiate Sales Competition) and entrepreneurship (Elevator Pitch Contest, Business Concept Competition, Future 4 & More Entrepreneurship) competitions are noted elsewhere. Some of the feedback we have received from students about the impact of these competitions on their lives is remarkable and noted in Appendix 17. In addition, a few notable competitions have been integrated directly into courses. For example, students enrolled in our social entrepreneurship course worked with students in an engineering capstone course to solve a real-world wind energy problem as part the 2016 Collegiate Wind Competition. A $20,000 grant was provided by the Department of Energy to support the cost of materials and allow students to travel to the competition. College of Business alumni donors contributed funds as well. During the two-semester timeline, students were challenged to develop an off-grid wind turbine project that would be a viable, market-driven business. The team was one of just 12 from across the United States selected to participate. To compete, students had to identify and solve regulatory problems, develop a business plan, deployment plan, and develop a working prototype to successfully deploy the wind turbine. After a successful presentation, the team was awarded first-place in the deployment strategy category. This is a great example of a cross-disciplinary effort amongst faculty and students, and is consistent with our Vision, Mission and Values that express a desire for faculty and students to engage with external stakeholders, and produce students that are career-ready.

The CSU, Collegiate Wind Competition team stands with its first-place award in the deployment strategy category.

- High Impact, Engaging Student Organizations – Our COB student organizations are exceptional. Clubs enable our students to immerse themselves in co-curricular activities that align with the work-ready orientation of our mission, and embraces the value we place on graduates being prepared for the workplace. The clubs have professional networking events, invite professionals to speak, engage in competitions, and get involved in numerous community service tasks. All these activities help students develop and refine their professionalism, while applying their academic knowledge and skills. Club leaders have lunch with COB leadership each semester. The COB sponsors a teamwork and leadership workshop for all club leaders which facilitated the development of a Student Leadership Group that meets to discuss club best practices and develop club synergies. Please see Appendix 5 for details about club activities and competitions. Below are a few highlights.
    - Beta Alpha Psi's (BAP) Incredible Efforts with VITA (Volunteer Income Tax Assistance) – The 2014 VITA program won the IRS's Site of the Year award. They were selected by the IRS out of 242 sites within Northern California & Nevada Region. Our 2016 and 2017 efforts were impressive. As noted earlier, in 2016 the VITA program engaged fifty students with the local community and completed returns of $1,010,811 and in 2017 VITA produced a $1,250,626 positive tax impact for residents (a 24% increase from 2016).
    - Delta Sigma Pi (DSP) Puts on 3rd Annual BizTalks Event – Each April, 20-25 executives come to campus to present in classes, give panel discussions, meet with faculty, and network with students and amongst themselves. DSP works with the dean's office and staff, faculty, and advancement officers to bring executives to campus for a day of presentations in courses and exchanges of ideas amongst practitioners, faculty, and students. The capstone event is Biz Talks, a "Ted Talk" format, where speakers present ideas spanning arenas such as entrepreneurship, finance, accounting, sales and marketing.
    - Phi Chi Theta (PCT) Helps Students Get Jobs – Working closely with recruiters and the Career Center, PCT organizes, implements, and manages the Business, IT, and SAP Career Fair.
    - Other Notable Community Service Activities
        - Accounting Society assisted in a significant creek clean-up, planted 100 trees, and has hosted a canned food drive to help local families.
        - American Marketing Association recently won an outstanding community service award at the Collegiate AMA for their efforts promoting organ donations.
        - Beta Alpha Psi (BAP) participated in the Relay for Life and raised $3,000.
        - Business Information Systems Society works with Computers for Classroom to help refurbish computers for primary and secondary schools in our community.
        - Phi Chi Theta worked with Court Appointed Special Advocates for Children Superhero run fundraiser, helped clean up of the Nord Street bike trail and removed over 40 bags of trash from the trail, and recently worked with the City of Chico to plant 80 trees.
        - Society for Human Resources (SHRM) volunteers at the Torres shelter and helps shelter residents build their resumes and prepare for employment.
        - Students for the Advancement of Global Entrepreneurship (SAGE) work with local and regional high school and junior high school students to provide them with the knowledge and skills to fulfill their entrepreneurial dreams.
        - Project Management Group hosted a club competition event to help raise funds for Enloe Hospital's Comprehensive Breast Cancer fund, and previously raised funds for Family First, a local nonprofit that help children with disabilities.

Faculty Engagement, Qualifications and Sufficiency

Faculty Engagement with their Professions and Business Practice

Faculty have direct involvement with the practice of business through consulting activities, serving on Board of Directors, offering pro-bono support activities for local businesses (Please see Appendix 18 for details.), engagement with visiting professionals, and interaction with our numerous advisory boards (Appendix 19). To facilitate engagement, networking, and broadening knowledge in their fields our faculty are actively involved in 106 different professional organizations (Please see Appendix 20). The University and College supports these efforts by providing professional development funds. The University typically provides $800-1,000 (subject to budget situations each year), and the College matches

those funds (for a total of $1,600 – 2,000/yr) allowing faculty to be actively involved in their professional organizations. Priority is given to tenure/tenure track faculty, but funding is also made available to non-tenure track instructors. We rarely deny funding for professional engagements that are mission and strategically aligned.

Another source of high quality faculty engagement with business professionals and business practice revolves around developing programs and opportunities for students to engage with professionals. Course projects, competitions, and club events are all fantastic opportunities for students, but these activities also lead to faculty engaging with business professionals and a variety of organizations. As noted in Appendix 2 and 5, faculty interact with business professionals through a number of curricular and co/extracurricular activities.

Faculty Qualifications and Sufficiency Classifications

The University, AACSB, and other stakeholders all expect that the College hire and maintain a roster of faculty that are academically and/or professionally qualified, and engaged. Standard 15 (p. 40) of the 2013 AACSB accreditation standards specifically addresses faculty qualifications and engagement: "The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustain the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies." AACSB categorizes faculty into five groups, Scholarly Academics, Practice Academics, Scholarly Practitioners, Instructional Practitioners, or Other. The College uses the following criteria to categorize faculty qualifications. (Details and expectations regarding Faculty Qualifications are available in the COB Policy and Procedures Manual. The manual has specific examples of what qualifies as academic or professional engagement.)

- Scholarly Academics (SA) - SA status is granted to newly hired faculty members who earned a terminal degree in business or a business related field within the past five years. SA faculty sustain currency and relevance through scholarship and related activities. For faculty who earned their degrees more than five years ago, SA qualification is maintained through the publication of at least two refereed journal articles or their equivalent, plus at least one form of additional academic engagement or professional engagement activity within the last five year period.
- Practice Academics (PA) - PA status is granted to faculty who have a terminal degree in business or a business related field, yet focus more of their time on professional engagement activities than SA faculty. Or, a PA may be a faculty member who otherwise, by virtue of initial qualifications and/or some track record of achievement, would be expected to maintain SA, is unable to do so. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with engagement activities that involve substantive linkages to practice, consulting, or other forms of professional engagement. PA status can be maintained through at least two professional engagement activities and one other academic engagement or professional engagement activity within the last five year period, where one of the professional engagement activities is significant in rigor and time commitment.
- Scholarly Practitioners (SP) - SP status is normally granted to faculty who have a business or business related master's degree, significant professional experience related to their teaching field, sustain currency and relevance through scholarship, and maintain continued professional experience, engagement, or interaction related to their professional backgrounds and experience. The highest full-time professional position held by the faculty member must have been significantly beyond an entry-level professional job. He/she should have been employed full-time in such position for at least three years. This employment continues to qualify the faculty member as SP for up to five years after its termination. Along with significant professional experience, SP status can be maintained through the publication of at least one refereed journal article or its equivalent and one other academic engagement activity within the last five year period.
- Instructional Practitioners (IP) - IP status is normally granted to faculty that have a business or business related master's degree, significant professional experience related to their teaching field, and sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. For initial qualification, the highest full-time professional position held by the faculty member must have been significantly beyond an entry-level professional job. He/she should have been employed full-time in such position for at least three years. This employment continues to qualify the faculty member as IP for up to five years after its termination. Beyond five years since being employed in a position as described above, maintenance of IP status requires that the faculty member continues to have success in professional engagement activities.

- Other – Faculty not categorized as SA, PA, SP or IP.

An additional dimension to faculty engagement is the degree to which a faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Faculty that are engaged in the operational and intellectual life of the College are considered Participating. Faculty that are not considered Participating are classified as Supporting. A Participating faculty member engages in the activities such as:

- policy decisions
- educational directions
- advising
- research
- service commitments
- participation in the governance of the school
- membership on appropriate committees that engage in academic policymaking and/or other decisions
- directing extracurricular activity
- providing academic and career advising
- representing the school on institutional committees

Generally, tenure/tenure-track faculty have, as part of their normal job duties, significant research and service requirements. Therefore, these faculty are deemed to be "Participating" if the Department/Unit Chair is satisfied that the faculty member's documented level of research and service activity that normally would be associated with an evaluation of at least Adequate in the RTP process.

Temporary faculty whose appointments include service activities are deemed to be "Participating" if the Department/Unit Chair is satisfied that the faculty member's documented level of Service activity normally would be evaluated as appropriate in time and significance for his/her work assignment. We compensate a number of part-time faculty to be more actively involved in college activities. For example, we make a class equivalent payment to temporary faculty to be a club advisor, run an internship program in a department, or for developing curriculum or new pedagogy (e.g., online courses). We strongly believe in temporary faculty being part of the College, appreciate their knowledge, skills and ability, willingness to participate, and are happy to fairly compensate them for this service.

Faculty Qualifications and Sufficiency Alignment with AACSB Standards

Across the College, faculty qualification and Participating thresholds exceed AACSB recommendations. The College has 55.5% of the faculty categorized as SA, 66.9% are SA+PA+SP, 97.4% are SA+PA+SP+IP, 2.6% Other, and 77.8% categorized as Participating. Table 15 summarizes the faculty qualification and sufficiency percentages. AACSB table 15-1 can be found in Appendix 21 which provides additional details.

At the department level, all departments exceed the minimum Participating percentage recommended by AACSB (greater than 60%). Furthermore, nearly all departments exceed AACSB standards for faculty qualifications. Marketing is slightly below the percentage standards suggested by AACSB. The marketing area exceeds all AASCB recommendations except for the suggested 60% minimum for SA+PA+SP. The percent of marketing instructors with time bases across SA+PA+SP is 57.0%, 3.0% below the suggested minimum. Corrective action has already been undertaken. The College hired a new SA qualified marketing instructor (Dr. Robert Madrigal) who will start in Fall 17. This new instructor will bring the SA+PA+SP percentage up to 65.7%.

The BIS department has a faculty member who over his academic life cycle has become more involved in pedagogy and professional practice at the expense of traditional publications leading him to be classified as "Other." The department and dean's office are working with this faculty member to facilitate his movement to SA. The faculty member has been teamed up with a younger, research active faculty member and given release time to pursue publications.

Table 15: Summary of Faculty Qualifications and Sufficiency (AY 2016-2017)

	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Participating (%)
College	55.5	8.5	2.9	30.5	2.6	77.8
MBA	67.2	16.8	0.0	16.0	0.0	85.0
Accounting	63.5	0.0	7.9	28.6	0.0	100.0
Business Information Systems	49.2	16.4	0.0	26.2	8.2	77.3
Finance	81.4	0.0	0.0	14.0	4.7	76.8
Marketing	57.0	0.0	0.0	39.5	3.5	79.8
Management	42.6	15.3	4.0	38.2	0.0	63.3

(Note: This does not include our Business Communications (BADM 300) instructors.)

As demonstrated in Table 16 (alias AACSB Table 15-2), the College deploys a larger percentage of SA and PA faculty (82.9%) to teach in the MBA program. This ensures that MBA students are getting instruction primarily from doctorally trained, highly qualified professors. MBA courses are intentionally more rigorous, demanding, and cover topics in a deeper fashion than our undergraduate courses. In addition, MBA students typically have higher curriculum and pedagogical expectations than undergraduates. Together, these issues warrant having some of our best instructors teaching in the MBA program. The slightly low percentage of SA teaching in the undergraduate program is largely a function of the number of new hires we have had over the last couple years. New hires, who are all SA, get an additional course release thus influencing this percentage. Over time as these faculty come off these releases and start teaching the normal teaching load, this percentage will increase dramatically.

Table 16 - AACSB Table 15-2: Deployment of Participating and Supporting Faculty by Qualification Status by Degree Program (AY 2016-2017)

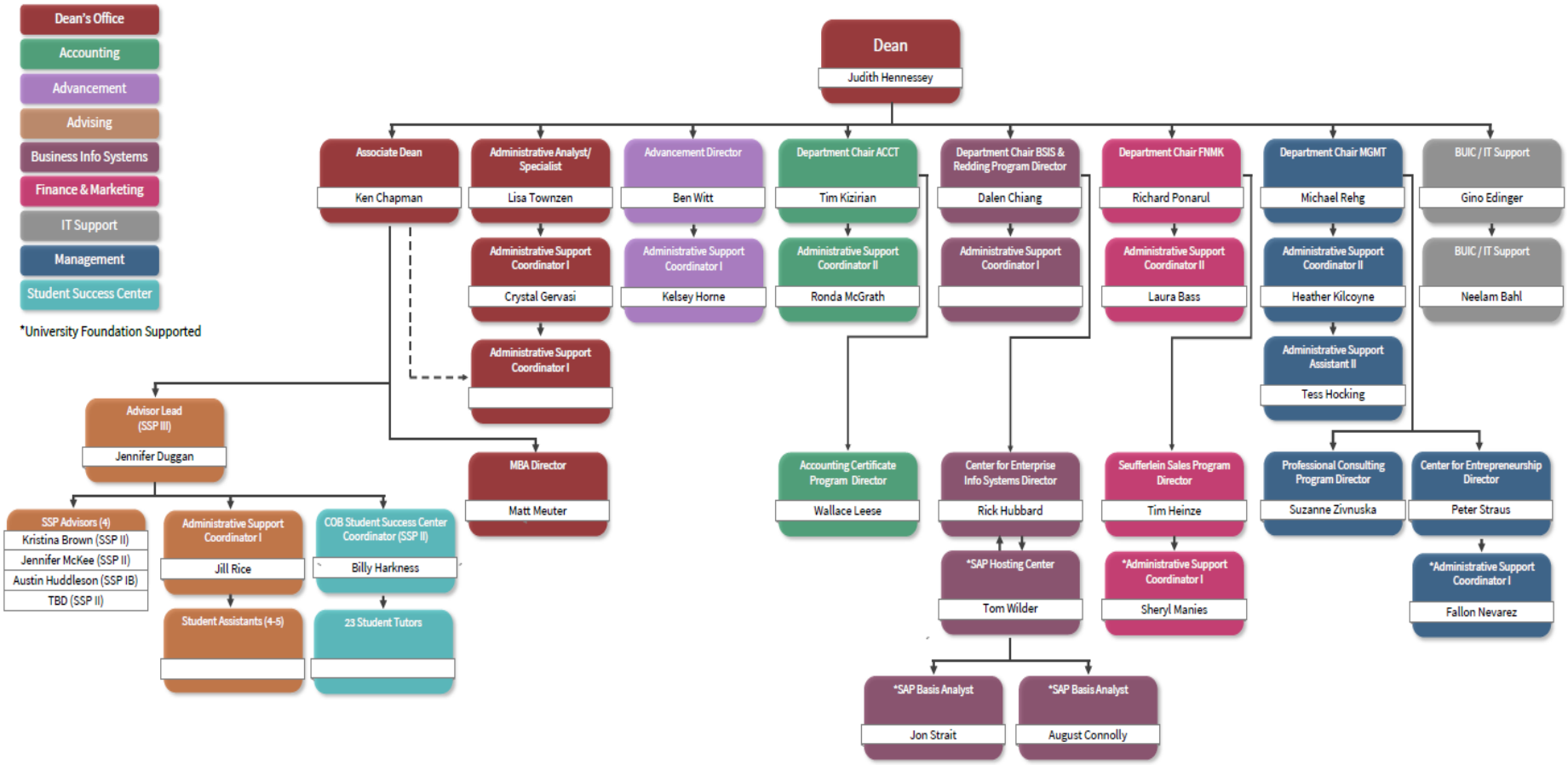
	Percent of teaching by degree program (measured by credit hours)				
Degree	**Scholarly Academic (SA) %**	**Practice Academic (PA) %**	**Scholarly Practitioner (SP) %**	**Instructional Practitioner (IP) %**	**Other (O) %**
Bachelor's	38.0%	6.2%	9.7%	44.9%	1.2%
MBA	64.1%	18.8%	0%	17.2%	0%

Bottom Line - Student and Faculty Academic and Professional Engagement

- Faculty qualification metrics meet AACSB standards at the College and departmental levels, except for the SA+PA+SP percentage for Marketing. A SA qualified marketing faculty has been hired for Fall 17, which will bring this metric up to AACSB standards.
- Faculty sufficiency metrics exceed AACSB standards at the College and departmental levels.
- Faculty are engaged in numerous professional activities enhancing their knowledge and skills related to business practice and thus facilitating real-world educational opportunities and knowledge transfer for our students.
- Faculty engagement with students and the business community demonstrates a strong mission consistent pattern of using projects and other mechanisms to prepare students to be career-ready.
- Through courses and co/extracurricular activities, student engagement in academic, professional and personal development activities is profound.
- College strategic goal is to grow internship program and continue growing other external partnerships to benefit students and faculty.

VIII. APPENDICES

Appendix 1: College of Business Organizational Chart



Appendix 2: Student and Faculty Academic Engagement, Impact, and Innovation

Title	Engagement, Impact and Innovation Described	Engagement, Impact, and Innovation Realized
Highlights From Courses	Dr. Colleen Robb makes sure her students have engaging and impactful experiences in her courses. Her entrepreneurship courses have students developing new products and businesses that are then presented to a panel from the business community who serve as judges in a mock "Shark Tank" type of session. Students make videos and a landing page for their proposed businesses. Courses always have guest speakers including a lawyer experienced in startups, mergers, and acquisitions, venture/angel capitalist, bankers, new and seasoned entrepreneurs, and more. Student projects are judged by panels of business professionals. Dr. Bonnie Persons has her MBA students conduct a RAPID plan where they collected and delivered needed items to the thousands of Northern California residents (and fire fighters) affected by the recent fires. They were able to mobilize and respond in the gap between the need and the Red Cross being able to mobilize and respond. Dr. Jim Mensching's students in his BIS course are required to volunteer about 40 hours in Computers for Classrooms. Students in the BIS 496 capstone course have worked on a big data projects for Walmart where they had to analyze 100 million records and make recommendations. Other projects have included projects and reports for Foster Farms, Tri-Counties Bank, and Gallo. Mr. Sean Morgan has had his management students work on projects for the Hispanic Chamber of Commerce, Lulu's, Papa Murphy's, Sierra Nevada Brewery, Chico Bag, and the Boys and Girls Club. Dr. Damon Aiken has had his marketing students conduct focus groups and surveys for numerous local and regional businesses including Tri-Counties Bank, Gogi's restaurant and others. Mr. Tom Wilder's MINS students learn how to configure a large system to support a global organization with multiple companies. Project management skills are enhanced as the students work in cross-functional teams in order to configure and use a multi-company ERP system. The project in the course is a cased based project. In a unique fashion, MBA students (in the 620 course) are assigned as project managers for the undergraduate teams. It is up to the 620 student to keep the team on task, report to the project sponsor, and make sure the deliverables are met on a timely basis. His courses have guest speakers come in and many students participate in the SAP sponsored "hackathon". Dr. Matt Meuter has his research students work on projects for firms. These have included qualitative and quantitative projects for Tri-Counties Bank, Woodzee, Dutch Bros and others. Projects include instrument development, data collection, analysis, and presentation.	All of these examples demonstrate engaging, innovative, project-oriented, hands-on courses. Not only do these activities engage students academically and professionally, but they get faculty more engaged with students, organizations, and the practice of business. These examples all strongly uphold our Vision, Mission and Values.

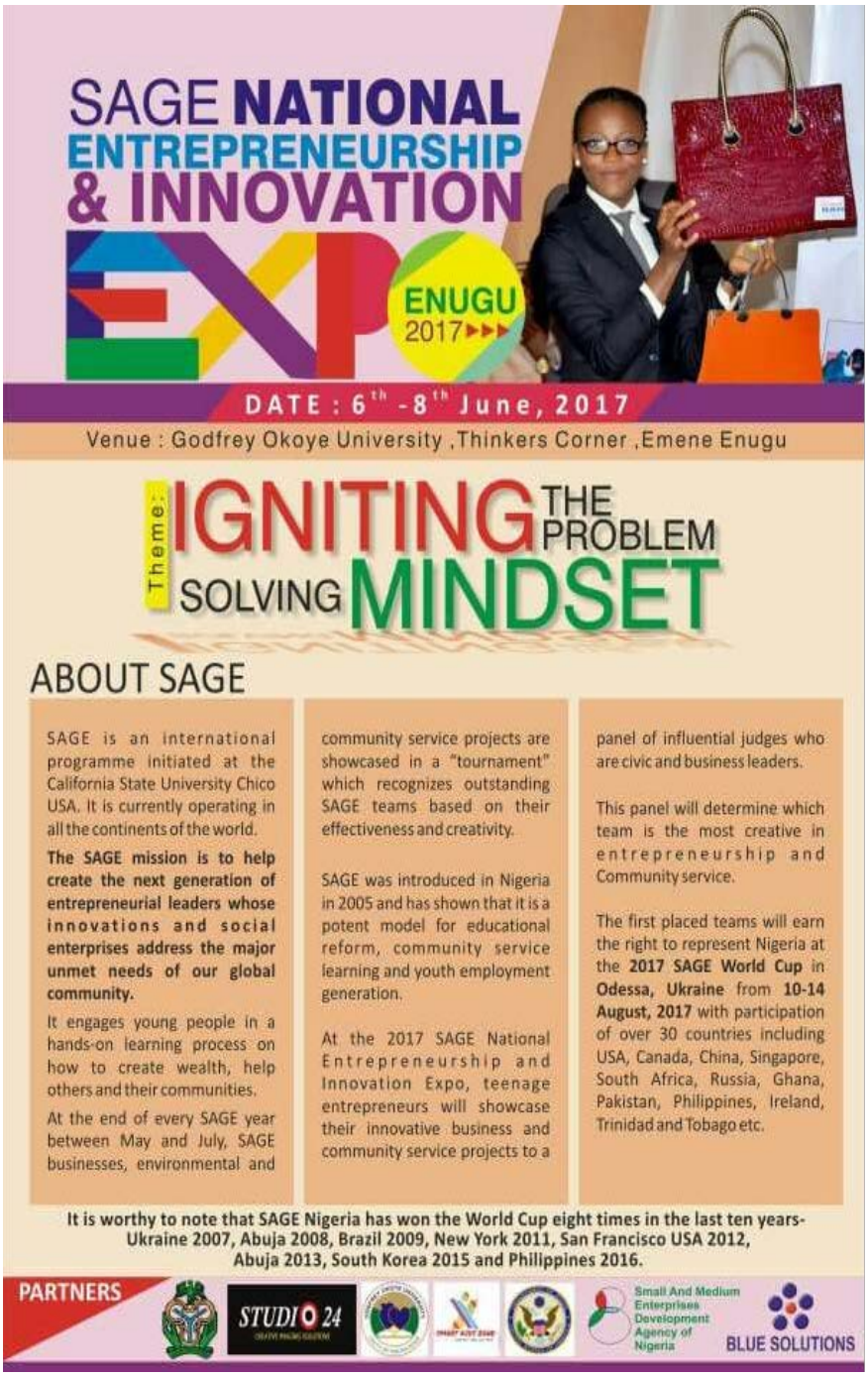
	Dr. Gary Braun's accounting courses have students engaged in in class active learning and team activities to solve comprehensive problems related to the chapter. In addition, the course had a panel session of visiting professionals, including Marc Hollis, CPA (partner, KPMG) and Michael Bryant, CPA (partner, LMGW). Dr. Tim Heinze has his marketing students develop marketing plans for real organizations on and off campus. Dr. Heinze has developed some extremely innovative projects for his sales students. Students have acted as a contract sales department for local and emerging firms. Ms. Amy Lance's management courses have students participate in mock interviews with real recruiters. A large percent of students secure jobs with the firms as a result of this activity. Ms. Marsha Lauck's accounting course uses audio taped ethical dilemma simulations to stimulate class discussion. This course also brings in outside professionals including Becker CPA review representatives to discuss careers in accounting and steps to professional licensure. Dr. Youngsu Lee's marketing students work on real world marketing problems. His students recently worked for Kaleidoscope and gained experience in prospecting, lead qualification, cold calling and appointment selling. Dr. Curt DeBerg has flipped the Financial Accounting course and developed an engaging, activity based course. Dr. DeBerg has also worked with MINS faculty, Dr. Kent Sandoe to build an innovative, team-taught cohort based course (U-course, largely freshman students) that weaves together our Introduction to Business course and a Digital Literacy course. Course had numerous business practitioners as guest speakers. Students developed business plans that were judged by business practitioners. Dr. Jeff Trailer has developed and delivered a research supported business plan and integrates cutting edge system dynamics into his MBA course. Mr. Rand Hutchinson's management students worked with Hitachi North America and 5 construction companies in the region. Students interviewed the construction companies to document major industry pain points, analyze and present solutions in both written and oral formats. Dr. James Downing's management students have developed the due diligence plan for three patents for a desalination plant. Students have conduct competitive market analysis for Golden Valley Bank, and other companies. Ms. Kristin Minetti's courses often have guest speakers and hands-on research projects. Recently had speakers from Frito-Lay, Gallo, Career Center. Has had field trips to businesses. Uses diverse pedagogies including YouTube videos, simulations, in class role plays to mimic ethical dilemmas. Dr. Ricard Ponarul has part of his finance course in the computer lab to engage students in data extraction and data analysis activities using Wharton Research Data Services (WRDS).	

	Dr. Shin Shoyoun uses case assignments and a simulation to help students in her marketing course understand market dynamics, influence of competition and resource allocation on outcomes. Students in her classes also must develop a product facing Facebook page and use social media as communications vehicle. Students produce print and video advertisements. She also has guest speakers come into her courses. Mr. Bob Sprague has students in his management course take an online emotional intelligence test that is then used as a basis for activities, discussion and leveraged through the sessions.	
Competitions	Students engage in a number of competitions including: American Marketing Association Collegiate Conference Chapter Competitions, SAP Competitions, Deloitte Case Competition, DSP Chapter Competitions, The Future 4 & More Entrepreneurship Competition, Elevator Pitch Contest, Sweet 16 Sales Challenge, Western States Collegiate Sales Competition, National Collegiate Sales Competition, fundraising competition for Relay for Life. A few notable examples are highlighted below. Many of our more prominent competitions (Sales, Entrepreneurship, SAP) are noted in the body of the report. Collegiate Wind Competition/Course – Students enrolled in our social entrepreneurship course worked with students in an engineering capstone course to solve a real-world wind energy problem as part the 2016 Collegiate Wind Competition. A $20,000 grant was provided by the Department of Energy to support the cost of materials and allow students to travel to the competition. College of Business alumni donors contributed funds as well. During the two-semester timeline, students were challenged to develop an off-grid wind turbine project that would be a viable, market-driven business. The team was one of just 12 from across the United States selected to participate. To compete, students had to identify and solve regulatory problems, develop a business plan, deployment plan, and develop a working prototype to successfully deploy the wind turbine. After a successful presentation, the team was awarded first-place in the deployment strategy category. Investors Club - In 2016 the Investors Club participated in the 2016 Futures Trading Challenge hosted by the CME Group. The team placed in the top 10 percent of 450 teams, above teams from business programs as notable as Wharton, Eller College of Management, and many others. This competition is designed to provide student teams with an educational experience in professional trading technology and using live data in a simulated environment. Placing in the top 10 percent meant that our team was sent to participate in an exclusive conference hosted by CME in Chicago, where students will network with the industry's top firms.	A great example of a cross-disciplinary effort amongst faculty and students. Students and faculty worked with representatives from the Department of Energy and business professionals. A highly engaging, innovative and impactful course and competition. Consistent with our Vision, Mission and Values of having faculty and students engage with external stakeholders, and our goal of producing students that are career ready. A great example of students immersing themselves in a co-curricular activity that embraces the work-ready orientation of our mission and consistent with the values we place on graduates being prepared for the workplace and engaging with the business professionals
Seufferlein Sales Program and Center (SSP)	The Seufferlein Sales Program and Center are hubs for bringing together academic and professional opportunities for students. Students find themselves in classes completing role-plays, and hands-on, client based projects that lead to deep processing of content and intellectual and personal growth. The SSP also prepares students for a number of competitions including the Sweet 16 Sales Challenge, Western States Collegiate Sales Competition, and National Collegiate Sales Competition.	Through a combination of courses and co-curricular activities the SSP facilitates deep engagement in sales related content and activities.

The Center for Entrepreneurship (CFE)	CFE provides faculty and student support for highly engaging entrepreneurial opportunities and competitions. CFE facilitates highly engaging competitions including Elevator Pitch Contest, Business Concept Competition, Future 4 & More Entrepreneurship.	Students combine academic and professional skills in competitions and interactions with seasoned entrepreneurs. Students report being deeply engaged, learning a lot about their fields, and themselves.
Executive Lecture Series – Biz Talks	Each April, 20-25 executives come to campus to present in classes, give panel discussions, meet with faculty, and network with students and amongst themselves. Biz Talks and Professor for a Day - The dean's office and staff, faculty, and development officers all worked together to bring 13 executives to campus for a day of presentations in courses and exchanges of ideas amongst practitioners, faculty, and students. The executives shared their insights, presented in classes, met with faculty, interacted with students, and presented at Biz Talks, a "Ted Talk" format where speakers were presented ideas spanning arenas such as entrepreneurship, finance, accounting, sales and marketing. Biz Talks was implemented and managed by business fraternity, Delta Sigma Pi.	Students, with the help of COB faculty and staff, manage this event. The event allows students to work on a large-scale event, and brings experienced executives on to campus who interact closely with students and faculty. It is a highly engaging, innovative event that has impact on students, faculty, the local and university community.
COB Student Success Center Events	The Center provides tutoring, coordinates and implements various academic and career workshops and events. Woman in Business Salary Negotiation Workshop - We organize and host a seminar for 60 (primarily female) students that focuses on salary negotiation guidance for women. We pay to have a professional facilitator talk on the subject and provide lunch for all participants. Lunch Connections Program – We promote students and faculty developing rapport outside of class by paying for students and faculty to have lunch together Dress for Success - Phi Sigma Epsilon (PSE) puts on a large dress for success fashion show. Students, working with SSC staff, work closely with the Career Center and Kohl's to put on the event which usually brings in 150-200 students. Other services – Presentation coaching, networking, firm tours, forthcoming - COB professional attire fund for students in need.	A variety of impacts on students being engaged academically and professionally. The SSC facilitates student-student collaboration and communication, and guides students as they work on significant projects and workshops.
Study Abroad	The College actively promotes and advises students to study abroad. Our COB advisors work closely with the Study Abroad office to promote study abroad opportunities in our courses and ensure transferability of courses. The College sends more students abroad than any other college on campus. For example, students have studied in Spain, Italy, Australia, Germany, France, Thailand, Chile, China, and the Netherlands.	Students develop more acute cultural sensitivities and become more aware global citizens by studying abroad. Studying abroad helps students be more engaged in their academics, but also helps them mature personally and professionally.
US Department of State's Bureau of Education and Cultural Affairs Grant	Starting in 2016, this is a three-year $825,000 grant slated to bring 20 African college leaders to Chico each year. Under the guidance of Dr. Curt DeBerg and Dr. Julie Indvik, business school faculty and Sponsored Program staff, 20 students hailing from Cameroon, Mali, Nigeria, Senegal, and Sudan pored over operations, finance, marketing, leadership, and presentation skills. Working in seven teams, the students devised socially-minded businesses eventually producing and presenting their business plans to a panel of business professionals. The project involves faculty from multiple disciplines and engages COB students as presenters, mentors, facilitators and cultural guides.	Engages faculty, students, staff, and the local community in a unique academic exercise in social entrepreneurism with a global perspective. Phenomenal opportunity for faculty and students to be engaged with these African students, while offering the African students an incredible academic and cultural experience.

Blue Tech Valley Regional Energy Innovation Grant	Dr. Collen Rob received a $99,900 grant (2016) sponsored by the California Energy Commission The goal is to support the expansion of energy related idea incubation and acceleration activities to sub-regions throughout the Central Valley Cluster Region. The BlueTechValley Regional Energy Innovation Cluster will provide outreach, support and funding to six geographically representative sub-regional partners including California State University Bakersfield, Cal State Monterey Bay, Chico State, Humboldt State University, Sacramento State and Sierra Small Business Development Center. The objectives are: outreach program developed to reach regional innovators and entrepreneurs, an operational website that informs and engages local innovators and entrepreneurs, the successful completion of (2) Blue Tech Valley workshops, and to create focused awareness of regional Energy Incubation/Innovation Centers.	Engages Dr. Robb and students with numerous external stakeholders and has far-reaching impacts on the region through the development and implementation of these innovation centers. Great opportunity for the faculty and students to have challenging, real-world experiences as they put together this center, website and workshops.
CSU Chancellor's Office Course Redesign Grants	DeBerg, Curt, Chapman, Ken, Sager, James L, George, Rogers (Supporting), "Reducing Bottlenecks and Improving Student Success," Sponsored by CSU Chancellor's Office, State, $38,121.00. (2013). Objective was to reduce failure rate in Accounting 201, considered a bottleneck course in our program. Course was flipped, videos produced, technology embedded, and mentors used. Monitored for two years. Redesign did not change knowledge outcomes or pass rates, but students attitudes and self-perceptions were positively influenced.	Cross-disciplinary effort to improve outcomes in the course. Highly engaging effort that empowered faculty to make change and implement high impact practices. Had ten student mentors who improved their own accounting knowledge and refined their communication and interpersonal skills.
Summer Awards	Through a number of $5,000 awards, the College supports a variety of efforts over the summer months. Faculty submit proposals for research or other strategically aligned efforts. Each summer the COB has supported anywhere from 5-10 summer research projects, and another 3-5 strategically aligned efforts. For example, when we wanted to start offering online summer upper division core courses, we gave $5,000 summer support awards for the development of these courses. In addition, when we wanted new MBA courses, we awarded summer support funds for these efforts.	These summer awards are how we support and motivate innovation and strategically aligned efforts. These awards help direct faculty efforts and keep faculty engaged.
MBA Co-Curricular Activities	The MBA program offers students an excellent hands on academic experience that emphasizes projects with organizations, but also allows students to engage in personal and professional development opportunities outside the classroom. The program has sponsored multiple team building and leadership workshops that have an experiential ("Ropes Course") element facilitated by a professional corporate team building consultancy (Odyssey Teams, Inc.). In addition, the MBA program has supported a variety of tours (e.g., Tesla, Lundberg Farms, Fair View Farms, Enloe Hospital) where students and faculty learn about the organization's challenges and management practices.	Faculty and students have great opportunities for personal and professional growth through cocurricular activities supported by the MBA program. Students and faculty engage with each other and organizations to get a deeper understanding of the challenges faced by managers.

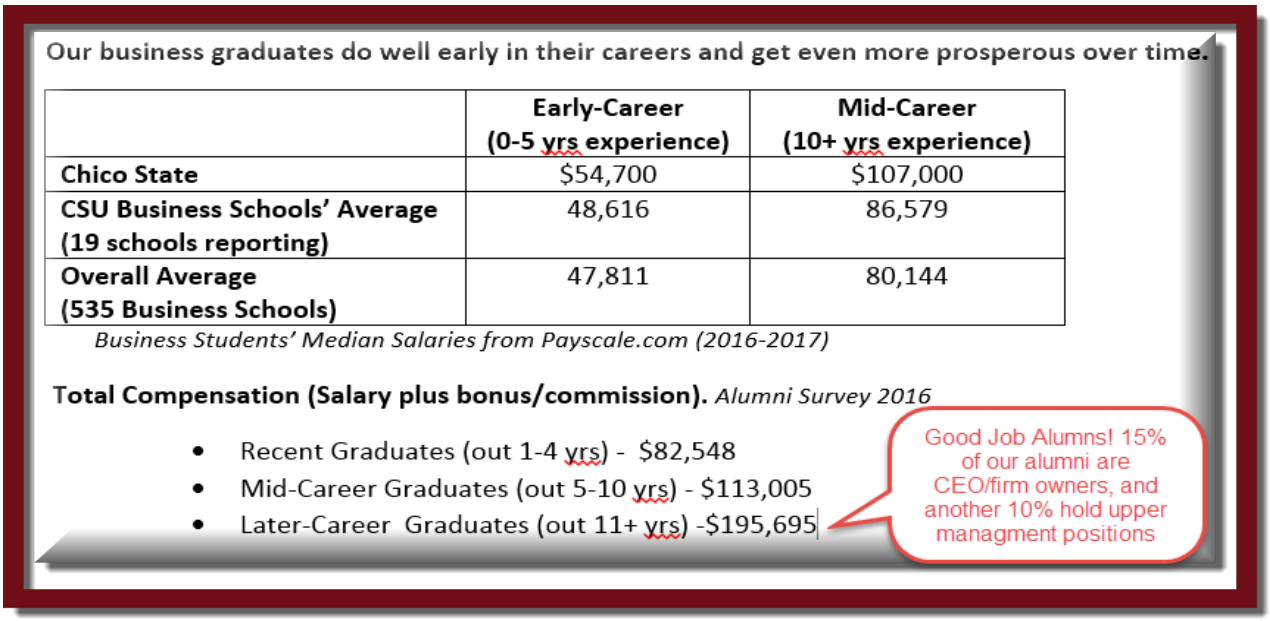
Appendix 3: SAGE Flier in Nigeria



Appendix 4: Placement and Salaries of COB Graduates

Our alumni can be found at an incredibly diverse set of firms. The list here is just a sample of some of the larger firms employing College of Business graduates. We are extremely proud of the impact our students are having on organizations and society.

- Abbott Laboratories
- Accenture
- Adecco
- Adobe Systems, Inc.
- Adventist Health - Feather River Hospital
- Aerotek
- Albertsons Corporate
- Alphabet Inc.
- Altria
- Alzheimer's Association
- Amazon
- American Family Life Assurance Company (AFLAC)
- Anheuser-Busch Companies, Inc.
- Chevron
- Cintas Corp
- Cisco Systems, Inc.
- Citibank
- Coldwell Banker Residential Brokerage
- Controller's Office at UC Berkeley
- Crowe Horwath, LLP
- Cushman & Wakefield
- Dell
- Deloitte Consulting
- Dr. Pepper Snapple Group
- E & J Gallo Winery
- E*TRADE Financial



- Apple
- Arizona State University
- AT&T
- Automatic Data Processing
- Bank of America
- Bank of the West
- Berkshire Hathaway
- Blackhawk Network
- Blockbuster Entertainment Group
- Blue Shield of California
- Brocade Communications
- Build.com
- Butte Community College
- Butte County Public Health
- California State Board of Equalization
- Carl Zeiss Meditec Inc.
- Central Intelligence Agency
- Century 21
- Cenveo Corporation
- Enloe Medical Center
- Enterprise Rent-A-Car
- Ernst & Young LLP
- ExxonMobil
- Farmers Insurance Company
- Federal Deposit Insurance Corporation
- Ferguson Enterprises, Inc.
- Fisher Investments
- Ford Motor Company
- Foster Farms
- Franklin Templeton Investments
- Gap Inc.
- Genentech/Roche
- GlaxoSmithKline Consumer Healthcare
- Gulfstream Aerospace
- Gymboree Corporation
- Henry Schein Inc.
- Hewlett Packard
- Hitachi Data Systems

- Hyatt Hotels Corporation
- IBM
- IDC - International Data Corporation
- Illumina
- Intel Corporation
- Internal Revenue Service
- J. C. Penney
- Kaiser Permanente
- Kellogg's
- Kohl's Department Store
- KPMG LLP
- LinkedIn
- Lockheed Martin
- Lowe's Home Improvement
- Medtronic
- Merck
- Merrill Lynch
- Microsoft Corporation
- Moss Adams LLP
- Nationwide Insurance
- NetApp
- New York Life
- Nike, Inc.
- Northwestern Mutual
- Office Depot
- Olympus America
- Oracle Corporation
- Oregon State University
- Pacific Coast Building Products
- Pacific Gas and Electric Company
- Palo Alto Networks
- Patagonia
- Paychex
- PayPal
- PricewaterhouseCooper's (PwC)
- Randstad Technologies
- Raytheon
- Remax
- Sacramento Municipal Utility District
- Salesforce.com
- Samsung
- SAP America, Inc.
- Scripps Health
- Seagate Technology
- Shasta County Health & Human Services Agency
- Siemens AG
- Sierra Nevada Brewing Co.
- Sierra Pacific Mortgage
- Southern Glaziers Wine and Spirits
- Southwest Airlines
- Spotify
- Sprint
- State Farm Insurance
- State of CA Dept. of Education
- State of California - Department of Health Care Services
- State of California, Franchise Tax Board
- Stitch Fix
- Subaru of America
- SunGard K-12
- SunPower
- Sutter Health Information Services
- Synaptics
- TEKsystems
- Tenet Healthcare
- The Clorox Company
- The Sherwin-Williams Company
- Thermo Fisher Scientific
- Travelers Insurance
- TriCounties Bank
- Twitter, Inc.
- UBS AG
- UCSF Benioff Children's Hospital
- Umpqua Bank
- Union Bank
- Union Pacific Railroad
- United States Marine Corps
- Verizon
- Victaulic
- Visa Inc.
- Walgreens
- Wells Fargo
- Whirlpool Corporation
- Williams Sonoma, Inc
- Workday, Inc
- Yahoo
- Yelp Inc

Appendix 5: COB Student Organizations

Club Name	Description/Mission	Community/Professional Activities and Events	Competitions
Accounting Society	The Accounting Society brings accounting students, professors, and professionals together in business and social environments, in order to enhance the skills and knowledge that are necessary to become successful in the field of accounting. We assist accounting students in getting jobs, navigating classes, networking and more.	Holds weekly meetings with Beta Alpha Psi Hold and technical meetings (professionals come and speak to members about various topics from interviewing techniques to how to survive your fist year in public acct). Coordinates firm tours for potential future employers in Sacramento, SF, Santa Rosa. Host professional development days. Co-hosts "meet the Firms" with BAP. Did creek clean up where we helped with restoration and planted over 100 plants. Also hosted a canned food drive to help local families.	
American Marketing Association (AMA)	The AMA has been a well-established club for over 26 years on campus. We are open to all majors, not just marketing, and provide hands-on experience for our members.	Brings in marketing practitioners as guest speakers to meetings. Affiliated with the professional chapter of the AMA. Annually attends AMA International Collegiate Conference. Regularly does fundraising and other community events. Won outstanding community service award for its fundraising efforts promoting organ donation.	AMA National Case Competition-created a 40-page marketing plan for a corporate sponsor and includes SWOT Analysis, primary & secondary research. In 2014 the team won awards for it exhibit and for community service related to fundraising efforts promoting organ donation. In 2017, the chapter won Outstanding Chapter for Fundraising and Membership, along with the individual 2nd and 3rd place awards in the AMA's national sales competition.
Association for Women in Business (AWiB)	Creating opportunities to network, learn about business opportunities, and promote women in business. Our long-range plan is to create a Women's Conference.	Women's Conference forthcoming. AWIB would like to have relationship building opportunities/exercises as well so the group core will strengthen.	

Beta Alpha Psi (BAP)	An international honorary organization for Accounting students. BAP promotes the study and practice of accounting, provides opportunities for self-development, service and association among members and practicing professionals, and encourages a sense of ethical, social, and public responsibility.	Organize VITA (Volunteer Income Tax Assistance) program. The 2014 program CSU, Chico COB VITA won "Site of the Year!" They were selected by the IRS out of 242 sites within Northern California & Nevada Region. In 2016, fifty students working for VITA returned over a million dollars to the Chico community. BAP organizes the annual Meet the Firms, which is an accounting exclusive career fair, with 25 firms (3 of the 4 Big 4) in attendance and 150 students participate. Host weekly technical meetings (bring in one to two firms to talk about various professional development topics from resume help to what it's like to be a first year staff). Every week we have two firms come and do a professional development workshop for a half hour each. After the workshops the recruiters stay to network with people who are interested in working for them.	Submitted an abstract for a presentation on "How to Manage Growth" (hope to present at BAP regionals) If ranked in the top 3 there is a monetary award. If we win we get to present at the National BAP meeting. Participated in Chico State Relay for Life & raised more than any other student organization with $3,000.
Business Information Systems Society (BIS Society)	Our mission is to provide students with a way to gain information about industry leaders by meeting directly with company representatives. The BIS Society is about networking, learning and having fun.	Meet & Greet event with industry partners where small groups of students go around and meet briefly with partners for hiring potentials. Also participates in Computers for Classrooms & refurbish computers to then be used in local schools. During our meetings we have guest speakers that could be faculty, industry leaders, company recruiters, etc.	
The Chico Consulting Club	The Chico Consulting Club is a brand new student organization (Spring 2017) that seeks to inform students about the consulting world and practice consulting skills through case studies. It is also a great way to network with like-minded peers, and stay informed about careers in consulting. The club aims to create a foundation for students that facilitates learning and development of analytical and presentation skills. The club plays a synergistic role with the new Professional Consulting program.		

Chico Entrepreneurial Association (CEA)	The CEA is designed to inspire, motivate and educate the entrepreneurs of Chico State in order to create more opportunities for success. The organization's mission is to provide resources and networking opportunities necessary to foster entrepreneurship, enabling young professionals to launch their ideas by developing and executing new ventures. CEA sponsors student entrepreneurship in any way it can within the University and the community.	CEA invites founders, investors and other entrepreneurs to come share their experiences with our members. We learn about the entrepreneurial path and they give feedback on some of our ideas. The club also goes on tours of local startups to get a better sense of how these businesses operate in real life. With the help of ChicoStart, a local startup incubator, CEA puts on a three-day crash course in founding a startup called Startup Weekend. Previously, it had around 70 participants, both students and local entrepreneurs. The three day format allows participants to gain tools and knowledge which cannot be taught in the classroom. CEA also has trips planned to Silicon Valley to tour large startups (Google, Facebook, Uber).	No club competitions. Only individuals. This past November was the Elevator Pitch Contest where 5 of our members participated. Each competitor has 90 seconds to communicate a business idea to judges and the best pitch wins. Our members came in 1st, 3rd and won an honorable mention out of 30 other participants.
Delta Sigma Pi (DSP)	DSP is an international co-ed professional business fraternity focused in the field of business. It is organized to foster the study of business, to encourage scholarship, social activity, to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and welfare of the community. DSP has a network of over 245,000 members from all around the world.	Co-host the Business Career Fair, host the annual Biz Talks event, and participate in an array of community service and professional activities that vary semester to semester. One of the main benefits to joining our organization is the professional training we provide during the 8 week pledge process -that teaches time management, public speaking, professional dress, conduct, communication, and more- and the applied learning through leadership positions that connects classroom lessons with real experience.	Participates in national conference competitions. DSP strives to achieve awards each year through the national fraternity. Awarded Chapter of Excellence, Collegian of the Year, Advisor of the Year, best fundraiser, and others.
Graduate Business Association (GBA)	GBA promotes MBA students' engagement among the grad business students.	GBA plans tours, & events to connect students to the industry. (Tour of Tesla, SNB tour, GBA standoff party, Ropes course)	
Phi Chi Theta	The Mission of Phi Chi Theta, a National Professional Fraternity, provides an opportunity to develop and practice professional leadership skills and abilities that are necessary to succeed in the business community.	We help put on the Business, IT, & SAP Career Fair every semester. We do at least one community service event per semester. This past semester we worked with CASA to put on their Superhero Run. We put on sustainability events every semester as well. This semester included planting 80 trees with the City of Chico, and we also did a clean-up of part of the Nord Bike Trail, collecting 40 bags of trash.	

Pi Sigma Epsilon (PSE)	Pi Sigma Epsilon is the only co-ed fraternity which emphasize sales and marketing and is open to all majors on Chico State's campus. We provide business skills to all majors on our campus. Since our chapter is less than a year old we are still considered a new chapter from a national standpoint. Our chapter is currently ranked number 1 out of all new chapters against 6 other chapters throughout the nation, including schools like UCLA and University of Michigan. The Top New Chapter Award recognizes the outstanding development of a chapter in the areas of chapter operations, programming, recruitment, and communication during its first full year.	PSE has numerous recruiters attending the weekly meetings. Companies such as Bay Alarm, Build.com, Gallo, and Enterprise have given our members the opportunity to meet some of their employees and network. Members gain networking, interviewing, and resume experience. Kohl's, the SSC, and the Career Center has partnered with us to host a Dress for Success fashion show. The show consists of showing students how to dress business professional, business casual, and casual. Our members develop, market, and manage the event and participate as models. PSE has also partnered up with the Seufferlein Sales Program to help host their Sweet 16 and Western states sales competitions. We provide volunteers to help execute both events.	Pi Sigma Epsilon recently competed at the Regionals Sales Competition. The team of 7 represented Chico State in the Western States Collegiate Sales Competition where they successfully executed a sales pitch to a board of judges composed of corporate sponsors. PSE member Michael Soldate was awarded the National Speaker's prize for his speech on the founding principles of Enterprise. Due to our success at Regionals, the chapter is participating in the National Sales Competition in April. PSE will be competing against 67 other schools at this event.
Project Management Group (PMG)	Introduces discipline to students, promotes students to local companies for internships and jobs. "LinkedIn" network is now almost 300 strong with students working at KPMG, Blue Shield, Ebay, PWC, Keifer Consulting, Sutter Health, WorkDay, etc. This network continues to help give students access to companies that hire project students.	COB Competition-a day to bring all COB organizations together & participate in events, fundraiser & T-shirt competition. Have raised money for Enloe Hospital's Comprehensive Breast Cancer fund and previously raised funds for Family First, a local nonprofit that help children with disabilities. Open forum with 2 speakers from the field. Host recruiters, field trips & dinners. Group has and will continue to work with Chico Fire, Chico PD, Chico Noontime Rotary, Downtown Chico Business Assoc., and Chamber of Commerce.	No professional competitions but hosts COB competition that raised money for Enloe Hospital's Comprehensive Breast Cancer fund.
SAP Club	SAP Club gives students a hands-on experience with the world's most powerful information system. Our mission is to teach SAP to students in both technical and non-technical majors. A full-range of students are part of the SAP Club, from Freshman to Graduate students, and from disciplines all through the COB and Engineering.	Projects that help students that do not have the opportunity to use SAP to get hands on outside of the classroom. Next-Gen consulting will start in full in S17 with students doing consulting projects with industry partners.	Students have participated in the Demo-Jam at TechEd, and placed second and 6th in this competition. Demo-Jam is an industry competition that few student groups across the US make to that level. Students have won first place at 3 Inno-Jams. They also participate in Deloitte Case competitions.

Society for Human Resource Management (SHRM)	SHRM is the world's largest association devoted to human resource management. CSU, Chico SHRM provides opportunities for students to network on the local and state level through our student chapter.	Volunteer at Torres shelter. Assist shelter residents build resumes for better chances of employment/ Provides HR professionals from the local businesses to speak to members about careers, development, staffing, resume tips, etc.	Local, friendly competitions. Would like to participate in more, but do not have funds available.
Student Veterans Organization (SVO)	Focus on assisting veterans obtaining their education/degree with university and community support. Adopted by COB in 2007, advised by COB faculty and ran by COB.	Every semester there are specific events and celebrations held to support/assist/bring to light the veterans.	
Students for the Advancement of Global Entrepreneurship (SAGE)	To help create the next generation of entrepreneurial leaders whose innovations and social enterprises address the major unmet needs of our global community.	Students meet with local and regional teams, and work with advisors at the schools. Students work directly with the club's director and board of advisors to manage teams across the country and world, as well as put on other events, and make presentations to numerous stakeholders.	Mentorship nationwide teams of 3+ teens per team for state, national and international level competitions. Business students are mentors to the teams, but also have significant responsibilities in organizing, implementing, and managing the events that culminate with global competitions. Past competitions have taken place in Russia, South Korea, the Philippines, and Ukraine.
The Investors Club	Club motto "Learn, Encourage, and Invest" Meet weekly to discuss current topics in finance, as well as network & make new friends with like-minded goals.	Club meets weekly to discuss financial markets, savings/investing for retirement.	Compete in CME Futures trading challenge (finished in the top 10% 3 times now & invited to the CME headquarters in Chicago). Also competes in the TD Ameritrade trading competition.
The Management Club	The Management Club's mission is to provide a fun, enriching, and experiential environment promoting the development of positive professional and life competencies. The main focus is to empower all students interested in management, human resource management, and leadership. We strive to provide	We have business professionals visit to provide us with their expertise, hold events such as Speed Interviewing, How to Dress to Impress, Linked In workshops, Resume building workshops	We currently only participate in team building competitions. At the start of last Fall semester we participated in the COB competition that was put on by the Project Management Group. For this coming Spring semester we are working on holding a friendly competition between our club and the SHRM chapter.

	knowledge and experiences to further the successes of our club members.		
Net Impact	Net Impact is a passionate service driven sustainability organization whose mission is to change the world through sustainable business. Members conduct projects and events to enhance and facilitate sustainability results that impact the global, campus and business community.	Net Impact conducts site visits to a number of sustainable businesses including Lundberg Family Farms, Premiere Mushrooms, and more. Net Impact conducts a Free Recycle program to help the campus community share items they are no longer using with those in need. Our students take on projects every semester that improve the triple bottom line – people, place, and planet.	Net Impact participates in projects and service competitions where it has been recognized as a top national chapter. Net Impact CSU Chico received the coveted Greenie Award, the top sustainability award in Northern California, for projects and service conducted by Net Impact Students.

Appendix 6: New Tenure/Tenure Track Hires 2012-2017

Name	Highest Degree	Department	Year of Hire	Rank of Hire
Nora Alaniz-Bouqayes	Ph.D., University of Texas at El Paso, 2015	ACCT	2016	Assistant Professor
Gary Braun	Ph.D., University of Arizona, 1995	ACCT	2015	Associate Professor
Jeffrey Decker	Ph.D., University of Arizona, 2001	ACCT	2014	Associate Professor
Nicholas Lynch	Ph.D., Mississippi State University, 2008	ACCT	2013	Associate Professor
Richard Ray	Ph.D., Oklahoma State University, 2012	ACCT	2013	Assistant Professor
Jaebong Son	Ph.D., University of Colorado, Boulder, 2017	BIS	2017	Assistant Professor
Christine Witt	Ph.D., Purdue University, 2014	BIS	2016	Assistant Professor
Parand Mansouri-Rad	Ph.D., The University of Texas, at El Paso, 2012	BIS	2016	Assistant Professor
Arash Negahban	Ph.D., University of North Texas, 2015	BIS	2015	Assistant Professor
Robert Madrigal	Ph.D., University of Oregon, 1990, (Marketing)	FNMK	2017	Assistant Professor
Yinfei (Eddy) Chen	Ph.D., Washington State University, Carson College of Business, 2016 (Finance)	FNMK	2016	Assistant Professor
Youngsu Lee	Ph.D., Iowa State University, 2014 (Marketing)	FNMK	2016	Assistant Professor
Norkeith Smith	Ph.D., Wayne State University, 2015 (Finance)	FNMK	2016	Assistant Professor
Wei Athena Zhang	Ph.D., Washington State University, 2008 (Finance)	FNMK	2015	Assistant Professor
Sohyoun Shin	Ph.D., Korea University, Marketing, 2010 (Marketing)	FNMK	2015	Assistant Professor
Qingzhong Ma	Ph.D., University of Southern California, 2006 (Finance)	FNMK	2015	Assistant Professor
Kirk Aiken	Ph.D., University of Oregon, 2001 (Marketing)	FNMK	2013	Associate Professor
Bonnie Persons	JD, University of the Pacific, McGeorge School of Law, 1992	MGMT	2015	Assistant Professor
Mitch Casselman	Ph.D., University of Melbourne, 2007	MGMT	2017	Associate Professor
Joe Liu	Ph.D., Georgia Institute of Technology, 2016	MGMT	2015	Assistant Professor
Maria Mendez	Ph.D., New Mexico State University, 2009	MGMT	2015	Assistant Professor
Ghadir Ishqaidef	Ph.D., University of Kansas, 2013	MGMT	2015	Assistant Professor
Colleen Robb	Ph.D., Abo Akademi University, Finland, 2012	MGMT	2014	Assistant Professor
James Downing	Ph.D., University of Illinois at Chicago, 2013	MGMT	2013	Assistant Professor

Appendix 7: MBA Student Salary and Placement Information

(Note – Information is a hybrid of surveys with small sample sizes, and conversations with students and faculty. Use with caution.)

Salary Range: $50,000 - $133,000 Average Salary: $78,000

- Chevron (IT Business Analyst)
- Deloitte Consulting, LLP (Human Capital Analyst)
- NetSuite (SAP Solutions Architect)
- Workday (Consultant)
- Lenovo (Supply Chain Business Specialist)
- Qualcomm (Business Intelligence Analyst)
- Target Corporation (Executive Team Lead)
- Accenture (SAP Analyst)
- Slalom Consulting (Management Consultant)
- Deloitte Consulting, LLP (Consultant Associate)
- KPMG (Consultant)
- Sutter Health (Project Coordinator)
- California State University, Chico (Account Technician II)
- Redding Bank of Commerce (Assistant VP)
- Build.com (various, management, IT)
- Sherwin Williams (Sales Manager)
- Lundberg Family Farms (Management)
- Peace Corps (Business Advisor, Madagascar)
- Halls Harley Davidson (Manager)
- Oroville Hospital (Business Analyst)
- Hewlett-Packard (IT Analyst)
- Biomarin Pharmaceutical, Inc (Regulatory Affairs Associate)
- Bramasol (Consultant Associate)
- IGT (SAP Analyst)
- Landacorp (Programmer Analyst)
- Synactive (Solutions Engineer)
- Auctiva (Business Intelligence Analyst)
- Toys-R-Us (Supervisor)
- Pacific Gas and Electric (Government Relations Consultant)

Appendix 8: Strategic Plan - Goals and Objectives 2015-2020

College of Business Program and Human Resource Development Goals

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
1 | Develop more external engagement opportunity for our faculty and students University Strategic Priority: 3 Academic Theme: 1, 2	1. Increase internships 2. Increase civic engagement projects	1. Increased # of interns placed 2. # of quality civic engagements projects delivered to community	1. Began to develop affordable curriculum mechanism (changing course classification from S to C) 2. Developed and posted Business Student Success Center position to, in part support securing qualified internships 3. Enlisted Advisory Board in assisting with this initiative
2 | Support Faculty and Staff Excellence University Strategic Priority: 2 Academic Theme: 4, 5	1. Recruit 5 to 8 new qualified tenure -track faculty in next year with avgerage of 5 added faculty/year to 2020 2. Establish sustainable funding for needed salary supplements 3. Provide more high quality team-building and career development opportunities for staff	1. 5 to 8 successful searches 2. # of endowments funded 3. Less staff turnover, more job commitment, improved work climate	1. Identified area development needs, hired 7 TT faculty, secured at least 6 searches 2a. Secured approvals to establish endowments required 2b. Secured private funding for 1st endowment 3. Held 3 staff development retreats and 1 internal skill-building workshop

College of Business
Program and Human Resource
Development Goals

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
3 | Review, update, align and "right-size" the College-level "common core" curriculum University Strategic Priority: 1, 3, 6, 8 Academic Theme: 2	1. Identify and address integration issues with TMC and AST's in lower division core 2. Pilot u-course as freshman gateway to business, enhanced info. competency and civic engagement with business/ entrepreneurship skills 3. Examine potential for identifying an upper division gateway course in the core and potential for integrating GE writing and capstone within the business core	1. Resolve current lower division integration with TMC, anomalies currently disadvantaging our transfers 2. Revised lower division core to include new freshman experience packaging of 2 courses, one existing and one new in information competence to replace less impactful quant course 3. Update upper division core to clearly reflect our unique program distinctions and competencies (e.g. teamwork, technology integration, system thinking, etc.)	1. Experiment with LD core courses (2) and freshman experience integration, with civic engagement—will pilot fall 2015 2. Engaged College-level undergraduate curriculum committee (UCC) in accepting task of comprehensive core review 3. Developing faculty interest in Teagle grant proposal to integrate UD GE with UD business core
4 | Centers and signature certificates, will be more visible and accessible as the nexus in the network of value adding partnerships University Strategic Priority: 1, 6, 8 Academic Theme: 1, 2	1. Leverage our new and updated communication platforms and cycles to inform positively present internal and external community with these connecting opportunities 2. Scale-up entrepreneurship education in non-business course and in training non-business faculty for such projects in their classes	1. More contact with students, employers, alumni and community through web= improved analytics, more contact through various social media and newsletters=larger network of potential donors 2a. A structural mechanism will be established in the Center of Entrepreneurship that connects non-business faculty and students to the expertise needed for education and projects in non-business classes 2b. Good potential for private funding of 2a	1. Hired staff to manage timely web updates and needed development, newsletter, and social media 2. Identified private resources and faculty expertise for a director for entrepreneurship education within the Center for Entrepreneurship and a faculty fellowship program to bring entrepreneurship education into classes and/or projects

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
4 | Centers and signature certificates, will be more visible and accessible as the nexus in the network of value adding partnerships	3. Upgrade Training space for professional sales program	3. Outcome 2 will be privately funded	3. Private funding sources identified
	4. Develop launch of newly approved Professional Consulting Certificate	4. Students desired for their consulting	4a. Consulting Certificate approved by University. 4b. Dr. Suzanne Zivnuska was appointed director and will pilot program in 2015/16 for launch in fall 2016
	5. Develop on-campus affinity group for "big data" and analytics capabilities in research and classes. Leverage Hosting Center capabilities to support this purpose	5. Large numbers of energetic faculty and students across campus contributing research and community solutions. Fundraising opportunity	5a. Data Service Community of Interest was formed across 4 disciplines in 4 Colleges 5b. UCC Hosting Center "Big Data" and analytics capabilities are developing for this campus support 5c. CSU "WRDS" package is being evaluated for incorporation in Center support for finance/ marketing research
	6. Scale Volunteer Income Tax Assistance program to better meet community demand. Enhance equipment, working and training space for students	6. Chico State Accounting Program will become the go-to place for low-income taxpayer assistance	
University Strategic Priority: 1, 3, 6, 8 Academic Theme: 2			

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
5 | Invest in Student Success with tutoring, applied projects, and begin plans to provide progress-based enhanced career advancement support University Strategic Priority: 1, 3 Academic Theme: 1, 2	1. Remodel Business Student Success Center in Glenn to add scale and quality through better ongoing supervision and training and adding more courses for tutoring 2. Add a facilitated group project space to Student Success Center	1. Should lower the number of repeats in courses and enhance the chances that an increasingly diverse business student can fill gaps causing barriers to student success=more diverse business graduates 2. Knowledgeable support for community delivered teamwork projects will result in more quality projects delivered. More student opportunities, higher quality program delivered	1. Posted position for professional facilitator and manager of activities in Student Success Center 2. See Goal 3 under "Advancement Goals"—fundraising opp., some funds raised
6 | Business enabling technology use that distinguishes our students University Strategic Priority: 3 Academic Theme: 1, 2	1. Integrate technology across core 2. Use new Center for Enterprise Systems and Informatics Research to enable updates of technology use in the core curriculum 3. Maximally leverage our corporate partnerships and our UCC hosting center to enhance our faculty training and classroom technology experiences	1. All business students carry signature strength 2. Critical thinking with evidence, student comfortable in data driven decision making using industry standard tools	1. Secured approval and staffed Center 2. Convened Curriculum committees in BSIS department and college, secured approval for Enterprise System specialization in MBA, revising core contribution at upper and lower division 3. Developing systems for "Big Data," analytics, and Cloud technology

Goals	Objectives	Measures of Success	Progress made on each goal/ priority as evidenced by measures
7 | Embrace Global Diversity, Grow global student presence	1. Add 20 global/international students to our resident MBA's next year. Maintain a 40% to 50% global complement to this program	1. Grow resources=international and system-level grad fees	1a. Arranged to secure MOU's with 3 Chinese Universities—some 3/2 agreements/plan trip to China w/MBA Director in Sept. to secure 1b. Developed Marketing Plan for attracting additional international students for fall 2016
	2. Continue internationally relevant MSA (initially all students will be recruited internationally) program development for launch readiness by fall 2017	2. Grow resources, enrich reputation in accounting	2a. MSA curriculum development group formed. Course developed and some approved
	3. Use our international students as support personnel for our Business Student Success Center and teaching support to enhance diversity exposure for our resident students	3. Enhance global presence for our students	3. Helped develop funding model to make this possible with international student fees
University Strategic Priority: 1, 7 Academic Theme: 2			

Goals	Objectives	Measures of Success	Progress made on each goal/ priority as evidenced by measures
8 | Embrace local diversity, enhance our quality, value, and presence in the North State University Strategic Priority: 4 Academic Theme: 1, 2	1. Develop high quality Management program with high relevance to Redding area and more live-faculty presence	1a. Courses offered to scheduling needs of Redding students 1b. Courses more engaged in service learning relevant to Redding needs 1c. Have faculty resident and anchored to physical presence at Redding facility 1d. Secured needed funding for quality improvements	1a. Met with Redding Staff, Shasta College and gained support for change 1b. Chairs agreed on new Management emphasis and director for revised program was assigned 1c. Funding for improvements were identified
	2. Continue to bring entrepreneurship expertise to local schools and school systems	2. Double the number of schools engaged with our student experts	2. SAGE, the non-profit national supporter will continue to fund the scaled up efforts in the North State schools
	3. Continue to develop Chico State based high school competition through our outreach program--SAGE	3. Significantly increase the number of students going to College from these North State high schools	3. SAGE will fund innovation competition for North State high schools as culminating event for goal 2

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
1 | Faculty Excellence - Develop and fund research endowments **University Strategic Priority: 2, 5** **Academic Theme: 4**	1. Create a set of endowments to permanently incent faculty through salary supplements and research support	1. Develop a total of $10,000,000 in endowments to support research and salary supplements in next 5 years	1. Identified funding prospects 2. Secured 1st endowed professorship ($250,000)
2 | A building that inspires and supports our excellence **University Strategic Priority: 1, 5, 6** **Academic Theme: 1, 2, 3, 4, 5**	1. Design funding model for a 100% privately funded building 2. Develop internal and external consensus regarding needs and design case including promotional material 3. Raise $20,000,000 to $30,000,000 4. Break ground in 2020	1. A feasible funding model will be developed 2. Develop concept painting for promotion 3. Complete capacity analysis and assign cultivation to advisory board members 4. Secure CSU support by providing "case"	1. Secured President's support for initiative 2. Secured Advisory Board Support and faculty support for initiative 3. Formed an External feasibility group 4. Formed internal "imagining possibilities" committee

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
3 | Student Success Center University Strategic Priority: 1, 3, 5 Academic Theme: 1, 2	1. Enhance tutoring space and supervision to enable access students with learning gaps a clear vehicle for success in our business programs 2. Provide co-curricular support for community deliverable team projects anchored in our classes 3. Expand our career advancement activities including internship qualification and placement	1. More classroom success, from an improved space with a new supervisor present during all open times 2. Professional's presence should enhance outcome quality 3. Professional supervisor will also provide the career preparation coaching needed for placement in the specific specializations students are trained for	1. Facility improvement will be completed this summer—in part, privately funded 2. Facility improvement separates tutoring and group project work 3. Expansion of services will lead to a specialized and privately funded career advancement center for accounting and other areas in the next 5 years
4 | Develop and enhance branding/ communication University Strategic Priority: 2, 5 Academic Theme: 4	1. Enhance communication vehicles with common look feel and reliable cycle of delivery 2. Develop capacities of website 3. Develop specialist to manage social media for College	1. Improved usability of website by stakeholders 2. Consistent look and feel of all media so our moniker and signature programs are well-known 3. Provide a positive, consistent and highly visible presence	1. Hired Communications/Advancement Support person in Dean's Office 2. Developed LINKEDIN and other Social Network presences 3. Communications Specialist in 1 above also serves as social media specialist

Goals	Objectives	Measures of Success	Progress made on each goal/priority as evidenced by measures
5 | Engage the Advisory Board more effectively to raise funds and expand real-world business experiences for faculty and students **University Strategic Priority: 1, 5, 6** **Academic Theme: 1, 2, 3, 4, 5**	1. Board will commit to a set of fundraising priorities 2. Priorities will align with campus priorities 3. Actively link board members to sub-group program focus and specific fundraising priority areas 4. Expand student/alumni network for internships and career placement	1. More ongoing and large gift success 2. More engagement and vesting of Board in programs 3. More and higher quality initial job placement	1. Board established new by-laws requiring by-in with minimum annual gift of $2,500. 2. Four members newly appointed to Foundation Board as well providing synergy in fund raising effort 3. Expanded board from 8 active members to 16 active members 4. Expanded the diversity profile of the board
6 | Align organization, policy and processes **University Strategic Priority: 1, 3, 5** **Academic Theme: 1, 2**	1. Align handbook with new accreditation standards/strategies 2. Align handbook with goals/strategies as well as FPPP 3. Learning assurance process, including assessment will be clear and transparent	1. Handbook better aligns with goals particularly concerning faculty qualifications 2. Incentives for productivity and research are clearly delineated 3. Processes and procedures for assessment and the management of continuous curriculum improvement in our programs will be clear and transparent	1. Hired 7 new faculty to begin adjustment of our portfolio of faculty to our future directions 2. Faculty qualification standards were rewritten and approved by faculty under the new standards

Appendix 9: Financial Breakdown for Each Continuing Initiative, 2016-2017

Program and Human Resource Goals								
Goal 1	**External engagement for faculty and students**	**General Funds**	**Gifts**	**Grants**	**MBA Fees**	**Hosting Center**	**Other (specify)**	**Sub-goal Total**
	1. Increase internships	$5,575	$11,500					$17,075
	2. Increase civic/industry engagement projects			$99,900				$99,900
Goal 2	**Faculty and staff excellence**							
	1. Recruit 8 new faculty	$146,496						$146,496
	2. Sustainable funding for salary supplements	$65,000	$65,000					$130,000
	3a. Team-building/career development for staff		$16,000					$16,000
	5a. Summer research				$70,000			$70,000
	5b. Summer course development		$20,000					$20,000
Goal 3	**Continuing program excellence**							
	1. Review undergraduate common core							
	2. Transfer model curriculum/associate degrees							
	3. Pilot U-course	$26,450						$26,450
Goal 4	**Raise the profile for our Programs of Distinction**							
	1. Leverage new communication							
	2a. Scale-up entrepreneur- ship education	$25,000	$35,000					$60,000
	2b. Regional/National com- petitions for students - Incubator Awards		$50,000					$50,000
	3b. Raise distinction for excellence in competition - Seufferlein Sales		$132,000					$132,000
	4. Launch Professional Consulting Certificate	$11,030						$11,030
	5a. Use the CESIR for research					$22,060		$22,060

	6. Scale Volunteer Income Tax Assistance program							
Goal 5	**Co-curricular student support with tutoring**							
	1b. Grow Beta Alpha Psi							
	2. Tutors for Student Success Center						$36,000	
Goal 6	**Enhance business-enabling technology**							
	1a. Integrate technology distinction							
	1b. Develop data and analytics support for classroom and faculty research support		$26,838				$35,192 (SLF)	$113,480
	2. Use CESIR to enable up- dates of technology used in the Core Curriculum					$22,060		$22,060
	3. Enhance faculty training and student placement networks					$70,000		$70,000
Goal 7	**Embrace global diversity and grow global student presence**							
	1. Maintain 40 to 50 percent global complement in our MBA program		$12,900		$26,500		Marketing Cost $50,350	$89,750
	2. Develop internationally relevant MSA programs for launch	$23,724						$23,724
	3. Enhance impact of international graduates through teaching support positions/tutors						International MBA Tutors ($15,000 (SLF)	International MBA Tutors $15,000 (SLF)
Goal 8	**Embrace local diversity and enhance quality, value, and presence in the North State**							
	1. Provide Redding, CA with a high-quality management program	1a. $5,515					From Chico	$93,755
		1b. $88,240					From Redding	
	3. Bring entrepreneurship expertise to local schools and school systems			$20,000				$20,000

	4. Grow CSU, Chico's competition in entrepreneurship							
Financial Resource Development Goals								
Goal 2	**Design and build a facility that inspired and supports excellence**							
	From revenue generating initiatives = (CERF, MBA fees, Hosting Center)							$338,000
	1a. Secure CSU support by providing "case" for new building						*Necessary for Capital Campaign Launch	
	2a. Assist central advancement in continuing development of Capital Campaign materials						Partial reassignment of communication specialist	

Appendix 10: Financial Breakdown for Each New Initiative, 2016-2017

Program and Human Resource Development Goals								
Goal 2	**Faculty and staff excellence**	**General Funds**	**Gifts**	**Grants**	**MBA Fees**	**Hosting Center**	**Other (specify)**	**Sub-goal Total**
	3b. Support advisor, staff, and faculty training		$5,000					$5,000
	4. Established Faculty Extraordinary Achievement Award		$10,000					$10,000
	5. Launch new COB faculty orientation							
	6. Provide intensive technology support for faculty and staff					$40,000		$40,000
	7. In-house faculty seminar series with three re- search presentations		$200					$200
Goal 3	**Continuing program excellence**							
	4. Offer online core-courses in summer							
	5. Embed an area of distinction experience in every COB student through co-curricular competitions							
	6. Provide a successful accreditation maintenance review Investment for participants = $30k, Travel = $20k	$50,000						$50,000
Goal 4	**Raise the profile for our Programs of Distinction**							
	3b. Raise distinction for excellence through competitions		$50,000					$50,000
	3c. New courses to add currency and access to programs	$5,515						$5,515
	5b. Showcase student skills through competitions		Seufferlein Sales Program $50,000 Center for Entrepre- neurship; Eleva- tor Pitch Compe-tition $25,000 VITA	IRS= $7,700		Information Systems; Enterprise Systems National =$20,000		$135,000

			Program $32,300					
Goal 5	**Co-curricular student support with tutoring**							
	1b. Develop effective tutoring through support	$5,346	$26,670				$6,460	$38,476
	2b. Institute mandatory advisement at entry freshman/transfers							
	3. Develop "Lunch Connections" program to bring faculty and students together						Lunch Connec-tions = $2,000	$2,000
Goal 7	**Embrace global diversity and grow global student presence**							
	4a. Offer entrepreneurship education to students from African Nations		$18,000	$78,000				$96,000
	4b. Supplemental instruction support through SAGE students		$4,500					$4,500
Goal 8	**Embrace local diversity and enhance quality, value, and presence in the North State**							
	4. Provide support for HIS initiatives on campus - enhanced tutoring in COB Student Success Center	$5,515						$5,515
Financial Resource Development Goals								
Goal 5	**Align organization, policy, and processes**							
	1b. Adopt and populate Activity Insight faculty e-portfolio	$3,500						$3,500

Appendix 11: AACSB Table 2-1 Five Year Summary of Intellectual Contributions, AY 2012/13 – AY 2016/17

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty producing ICs	
Department	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
ACCT													
Full Professor	2	3	4	5	0	2	0	0	0	0	2	100%	100%
Associate Professor	10	11	3	14	0	4	1	0	0	0	5	100%	100%
Assistant Professor	3	0	0	1	0	0	0	0	0	0	2	50%	50%
Lecturer	0	1	0	1	0	0	0	0	0	0	0	16.67%	17.8%
Total ACCT	15	15	7	21	0	6	1	0	0	0	9	57.14%	64.97%
BIS													
Full Professor	1	10	1	2	0	10	0	0	0	0	0	50%	50%
Assistant Professor	15	2	3	2	2	11	0	0	0	0	5	100%	100%
Lecturer	0	1	1	0	0	2	0	0	0	0	0	50%	25.44%
Total BIS	16	13	5	4	2	23	0	0	0	0	5	63.64%	46.92%
FNMK													
Full Professor	6	32	14	27	2	17	0	0	0	0	6	100%	100%
Associate Professor	25	8	8	22	2	12	0	0	0	0	5	100%	100%
Assistant Professor	11	22	10	13	2	24	1	0	0	0	3	100%	100%
Lecturer	0	0	1	0	0	1	0	0	0	0	0	20%	13.83%
Total FNMK	42	62	33	62	6	54	1	0	0	0	14	78.95%	74.02%
MGMT													
Full Professor	0	18	4	10	1	8	0	1	0	0	2	100%	100%
Associate Professor	7	12	2	4	0	14	0	0	0	0	3	100%	100%
Assistant Professor	12	10	8	8	2	14	5	0	0	0	1	100%	100%
Lecturer	4	7	5	1	0	15	0	0	0	0	0	10%	13.58%
Total MGMT	23	47	19	23	3	51	5	1	0	0	6	60.87%	58.54%
Grand Total	**96**	**137**	**64**	**110**	**11**	**134**	**7**	**1**	**0**	**0**	**34**	**65.67%**	**61.61%**
Percent of Total	**32.3%**	**46.1%**	**21.5%**	**37.0%**	**3.7%**	**45.1**	**2.4%**	**.3%**			**11.4%**		

Appendix 12: Five Year Summary - Faculty Publications and Assessment AY 2012/13 – AY 2016/17

Name	Area	Article Title	Journal Name	Publication Date	Australian Business Dean's List (A* - C)	Association of Business Schools (4*-1)	Cabell's-Acceptance Rate	Google Cites
Braun, Gary	ACCT	Interpretation of probability expressions in accounting: The effects of frame switching	Journal of International Accounting, Auditing and Taxation	2016	B	3	25%	x
Braun, Gary	ACCT	Tax compliance and international cultural factors: A multilevel empirical study.	Smart Technologies for Smart Nations (Book)	2016	x	x	x	x
Braun, Gary	ACCT	Principles-based vs. rules-based accounting standards: The effects of auditee proposed accounting treatment and regulatory enforcement on auditor judgment and confidence.	Research in Accounting Regulation	2015	B	2	33%	x
Braun, Gary	ACCT	FREE practice sets for principles of financial and managerial accounting: Ivan's Instruments and We Love Coffee Inc.	The Accounting Educator	2015	x	x	x	x
Braun, Gary	ACCT	Idioma y la cultura en la interpretación de los IFRS	Dirección Estratégica (Contabilidad)	2015	x	x	x	x
Braun, Gary	ACCT	Using Gray's (1988) accounting values to explain differing levels of implementation of IFRS	International Journal of Accounting and Financial Reporting	2014	C	x	x	2
Braun, Gary	ACCT	Translation of IFRS: Language as a barrier to comparability	Research in Accounting Regulation	2013	B	2	33%	12
DeBerg, Curt	ACCT	How High Is Up? The Rise, Fall, and Redemption of a Sam M. Walton SIFE Fellow.	Published Book	2014	x	x	x	x
DeBerg, Curt	ACCT	The first course in accounting: An assessment program based on student learning outcomes and alternative pedagogies	Advances in Accounting Education: Teaching and Curriculum Innovations	2012	C	1	40%	2
DeBerg, Curt	ACCT	Assessing student performance and attitudes based on common learning goals and alternative pedagogies: The case of principles of financial accounting	Academy of Educational Leadership Journal	2012	x	x	x	5
DeBerg, Curt	ACCT	Social enterprise and socially-responsible business: A global education program linking teens to higher education and the private sector	International Journal of Business, Humanities, and Technology	2012	x	x	x	x
Kizirian, Tim	ACCT	The Effect Of Non-Audit Services On Independent Auditor Judgment	Journal of Business and Economics Research	2016	C	x	x	x

Kizirian, Tim	ACCT	Internal controls for the income producing real estate industry.	Journal of Business and Economics Research	2012	C	x	x	x
Leese, Wallace	ACCT	A Formula For The Units To Satisfy An Operation's Desired Rate Of Return In CVP Analysis - A Conceptual Approach	American Journal of Business Education	2016	C	x	x	x
Leese, Wallace	ACCT	Using Excel's Solver Function to Facilitate Reciprocal Service Department Cost Allocations	American Journal of Business Education	2013	C	x	x	x
Leese, Wallace	ACCT	Internal controls for the income producing real estate industry	Journal of Business and Economics Research	2012	C	x	x	x
Lynch, Nicholas	ACCT	Captive Insurance Companies: Dead or Alive?	Journal of Taxation of Investments	2016	C	x	11-20%	x
Lynch, Nicholas	ACCT	Financial Planning with Excess Liability Insurance	The CPA Journal	2016	x	x	28-29%	x
Lynch, Nicholas	ACCT	Selecting a Qualified Intermediary for your Client's Like-Kind Exchange	The CPA Journal	2016	x	x	28-29%	x
Lynch, Nicholas	ACCT	The Expanding Use of Sustainability Reporting: Standards Setting and Assurance Opportunities for CPAs	The CPA Journal	2014	x	x	28-29%	3
Lynch, Nicholas	ACCT	The Assurance Market for Sustainability Reporting	Journal of Accountancy	2013	C	x	11-20%	x
Lynch, Nicholas	ACCT	Proving that Personal Goodwill Exists: Planning Advice for Professionals based on Current Cases	The CPA Journal	2013	x	x	28-29%	x
Lynch, Nicholas	ACCT	Family limited partnerships: Business and tax benefits come with caution.	Journal of Taxation of Investments	2012	C	x	11-20%	x
Lynch, Nicholas	ACCT	Properly assessing the reverse mortgage option.	Journal of Accountancy	2012	C	x	11-20%	x
Lynch, Nicholas	ACCT	The controversy over private company reporting standards: Recommendations of the blue ribbon panel and the Financial Accounting Foundation’s response spark new debate.	The CPA Journal	2012	x	x	28-29%	2
Pobloske, Paule, M.	ACCT	Internal Controls For The Income Producing Real Estate Industry	Journal of Business and Economics Research	2012	C	x	x	x
Ray, Richard	ACCT	Selecting a Qualified Intermediary for Your Client's Like-Kind Exchange	The CPA Journal	2016	x	x	28-29%	x
Ray, Richard	ACCT	How Internet Domain Names Are Taxed	Tax Insider	2016	x	x	x	x
Ray, Richard	ACCT	IRS Weighs In on the Tax Treatment of Computer Costs	Tax Insider	2016	x	x	x	x
Ray, Richard	ACCT	The Auditor's Road Map for Client Acceptance	Journal of Business Case Studies	2016	x	x	x	x

Ray, Richard	ACCT	Work Product Doctrine Protects Accountant's Tax Advice	Tax Insider	2016	x	x	x	x
Ray, Richard	ACCT	New Guidance of Distressed Debt Held by REITs	Tax Adviser	2015	x	x	50%	x
Ray, Richard	ACCT	Tax aggression, financial conservatism and financial transitory losses.	White Paper, Baylor Workshop	2012	x	x	x	x
Ray, Richard	ACCT	The financial and tax reporting of firms in financial transitory loss years.	Proceedings of the American Accounting Association Annual Meeting.	2012	x	x	x	1
Bahl, Harish	BSIS	A Model for Simultaneous Decisions on Master Production Scheduling, Lot Sizing, and Capacity Requirements Planning.	Issues in Information Systems	2013	x	x	60%	x
Chiang, Dalen	BSIS	Eco-Advantage Strategies and Supply Chain Effects.	California Journal of Operations Management	2012	x	x	5-7%	3
Chiang, Dalen	BSIS	Study on positive and dynamic enterprise crisis management based on sustainable business model innovation.	Advances in Information Sciences and Service Sciences	2012	x	x	x	4
Mansouri-Rad, Parand	BSIS	Oil and Gas Exploration and Telemedicine: Cultural Factors in Telemedicine Adoption	Oil, Gas & Energy Quarterly	2017	C	x	50%	x
Mensching, Jim	BSIS	Accounting Information Systems using GBI. SAP Main Workspace.	SAP Main Workspace	2013	x	x	x	x
Mensching, Jim	BSIS	Modeling the budget process: Enriching the learning environment using Monte Carlo Simulations	Accounting Information Systems Educator's Journal	2012	x	x	27%	3
Negahban, Arash	BSIS	The Effects of Consumer Engagement Behavior on the Growth of Social Media Brand Community: Evidence from an SME	International Journal of E-Business Research	2017	x	x	x	x
Negahban, Arash	BSIS	Unleashing the Power of mCRM: Investigating Antecedents of Mobile CRM Values from Managers' Viewpoint	International Journal of Human–Computer Interaction	2016	B	x	21-30%	x
Negahban, Arash	BSIS	Scaffolding the ERPsim to Augment Student Learning	Proceedings America's Conference on Information Systems	2016	x	x	x	x
Negahban, Arash	BSIS	Social Capital Mobilization in Social Networking Services.	Proceedings America's Conference on Information Systems	2016	x	x	x	x
Negahban, Arash	BSIS	BYOD in Practice: A Comparison of Four BYOD Programs	Proceedings America's Conference on Information Systems	2015	x	x	x	x

Negahban, Arash	BSIS	Identifying and Measuring the Dimensions of Risky IT Behavior	Proceedings America's Conference on Information Systems	2015	x	x	x	x
Negahban, Arash	BSIS	Users Participation in Social Media Based Brand Communities: A Dynamic Perspective	Decision Sciences Institute Annual Conference	2015	x	x	x	x
Negahban, Arash	BSIS	Discovering determinants of users perception of mobile device functionality fit	Computers in Human Behavior	2014	B	3	30%	12
Negahban, Arash	BSIS	Social networking on smartphones: When mobile phones become addictive	Computers in Human Behavior	2013	B	3	30%	102
Negahban, Arash	BSIS	From adoption to addiction: The case of mobile addiction.	Decision Sciences Institute Annual Conference	2013	x	x	x	x
Negahban, Arash	BSIS	Factors Affecting Individual's Intention to Purchase Smartphones from Technology Adoption and Technology Dependence Perspectives.	Proceedings America's Conference on Information Systems	2012	x	x	x	6
Negahban, Arash	BSIS	How Cell Phone Functionalities Affect Individuals' Cell Phone Dependence?	Proceedings America's Conference on Information Systems	2012	x	x	x	x
Raigoza, Jaime	BSIS	Adaptive Buffer Replacement Cache Policy with Temporal Data	Proceedings of 13th IEEE/ACIS International Conference on Computer and Information Science	2014	x	x	x	x
Raigoza, Jaime	BSIS	Temporal Join Processing with Hilbert Curve Mapping	Proceedings of 29th ACM Symposium on Applied Computing	2014	x	x	x	2
Witt, Christine	BSIS	Scaffolding the ERPsim to Augment Student Learning.	Association of Information Systems	2016	x	4	x	x
Witt, Christine	BSIS	Technology Course Transformation: A New View.	International Journal of Education and Social Science	2016	x	x	x	x
Witt, Christine	BSIS	Technology Course Transformation: A New View	International Journal of Education and Social Science	2013	x	x	x	x
Witt, Christine	BSIS	Toward Learner-Centered Teaching: An Inductive Approach	Business and Professional Communication Quarterly	2012	C	x	x	74
Hsu, Hsieh-Yuen, (Christine)	FINA	Portfolio Size and Investment Risk: Empirical Evidence from the NYSE and NASDAQ Stock Markets	International Research Journal of Applied Finance	2015	x	x	x	x
Hsu, Hsieh-Yuen, (Christine)	FINA	Cost of equity adjustment for wholly owned subsidiaries.	International Research Journal of Applied Finance	2013	x	x	x	x

Hsu, Hsieh-Yuen, (Christine)	FINA	Going Green in Equity Portfolio Diversification.	International Research Journal of Applied Finance	2013	x	x	x	x
Huang, Jian, J., (Emily)	FINA	Investment regulation, portfolio allocation, and investment yield in the U.S. and China insurance industry	Chinese Economy	2016	B	x	20-30%	x
Huang, Jian, J., (Emily)	FINA	The role of institutional investors in financial markets: evidence from closed-end funds	Review of Financial Economics	2015	B	1	15-20%	x
Ma, Qingzhong	FINA	Organizational structure, risk-based capital requirements, and the sales of downgraded bonds	Journal of Banking and Finance	2017	A*	3	15%	x
Ma, Qingzhong	FINA	What is Common among Return Anomalies? Evidence from Insider Trading	Journal of Behavioral Finance	2016	A	x	0%	x
Ma, Qingzhong	FINA	Impact of the Travel Promotion Act on Hotel Firm Stock Returns	Cornell Hospitality Quarterly	2015	A	x	15%	2
Ma, Qingzhong	FINA	Economic and Capital Market Antecedents of Venture Capital Commitments (1960-2010)	International Entrepreneurship and Management Journal	2013	C	1	15%	3
Ma, Qingzhong	FINA	Investment Banks Advising Takeover Targets	Journal of Economics and Finance	2013	x	2	20%	1
Ma, Qingzhong	FINA	Business Cycle and Asset Valuation in the Gaming Industry	Journal of Business Research	2013	A	3	6-10%	1
Ma, Qingzhong	FINA	Heterogeneous Market Responses and the Listing Effect in M&A	Quarterly Journal of Finance	2012	B	1	28-29%	2
Ponarul, Richard	FINA	Chapter on Value Investing.	Book	2016	x	x	x	x
Ponarul, Richard	FINA	Misinformation and finance education	Journal of Applied Financial Research	2012	x	x	x	x
Treanor, Stephen	FINA	Exposure, hedging, and value: New evidence from the U.S. airline industry.	International Review of Financial Analysis	2014	A	3	11-20%	3
Treanor, Stephen	FINA	Does operational and financial hedging reduce exposure? Evidence from the US airline industry.	Financial Review	2014	A	3	6-10%	9
Treanor, Stephen	FINA	Pension conversion, termination, and wealth transfers	Journal of Risk and Insurance	2013	A	3	20%	3
Treanor, Stephen	FINA	Operational and financial hedging: Friend or foe? Evidence from the U.S. airline industry.	Journal of Accounting and Finance	2013	C	2	20%	1
Treanor, Stephen	FINA	The flexibility and benefits of operating a diverse fleet: an analysis using Real Option.	Management Research Review	2012	C	1	22%	5
Zhang, Wei, Athena	FINA	Recency Bias and Post-Earnings Announcement Drift	Journal of Banking and Finance	2017	A*	3	15%	1

Zhang, Wei, Athena	FINA	What is Common among Return Anomalies? Evidence from Insider Trading.	Journal of Behavioral Finance	2016	A	x	0%	x
Zhang, Wei, Athena	FINA	Market Condition and Merger Performance	International Research Journal of Applied Finance	2013	x	x	x	x
Zhang, Wei, Athena	FINA	Heterogeneous Market Responses and the Listing Effect in M&A	Quarterly Journal of Finance	2012	B	1	28-29%	2
Zhang, Wei, Athena	FINA	Cash Payout and Long Run Performance of Mergers	International Research Journal of Applied Finance	2012	x	x	x	x
Casler, Angela	MGMT	Sustainability management certified professional: A pioneer study guide.	Sustainability management certified professional (eBook)	2012	x	x	x	x
Hinrichs, Kim	MGMT	The impact of justice orientation on the relationship between opponent's reputation and choice of negotiation strategy.	Western Journal of Human Resource Management	2015	x	x	x	x
Hinrichs, Kim	MGMT	Comparing followers and subordinates: Accounting for the effects of organizational hierarchy	Book Chapter in Followership: What is it and Why Do People Follow?	2014	x	x	x	x
Hinrichs, Kim	MGMT	Five dimensions of organizational citizenship behavior: Comparing antecedents and levels of engagement in China and the U.S.	Asia Pacific Journal of Management	2013	A	3	11-20%	19
Hinrichs, Kim	MGMT	Moral disengagement through displacement of responsibility: The importance of leadership beliefs.	Journal of Applied Social Psychology	2012	B	2	15%	10
Hinrichs, Kim	MGMT	A cross-cultural study of motivation for self-employment: Comparing China, Mexico, and the U.S.	International Journal of Entrepreneurial Behaviour & Research	2012	B	x	16%	3
Indvik, Julie	MGMT	Bounty hunting or bricolage? Alternatives for employers during a recession.	Journal of Organizational Culture, Communications, and Conflict	2014	x	x	x	x
Indvik, Julie	MGMT	Lawsuits walk in on two feet: The bully in the workplace.	Journal of Organizational Culture, Communications, and Conflict	2012	x	x	x	6
Ishqaidef, Ghadir	MGMT	Group rewards, group composition and information sharing: A motivated information processing perspective	Organizational Behavior and Human Decision Processes	2016	A*	4	10%	x
Ishqaidef, Ghadir	MGMT	Patient Perceptions of Patient-Centered Care. Empirical Test of a Theoretical Model	Health Expectations	2015	x	x	x	12
Kim, Hyunjung	MGMT	Reflection on Peer Mentoring for Ongoing Professional Development in System Dynamics	System Dynamics Review	2015	A	2	x	x

Kim, Hyunjung	MGMT	Simulation and managerial decision making: A Double-Loop Learning framework.	Public Administration Review	2013	A	4	12%	17
Kim, Hyunjung	MGMT	Improving Coding Procedures for Purposive Text Data: Researchable Questions for Qualitative System Dynamics Modeling.	System Dynamics Review	2013	A	2	x	4
Kim, Hyunjung	MGMT	Building confidence in causal maps generated from purposive text data: Mapping transcripts of the Federal Reserve.	System Dynamics Review	2012	A	2	x	29
Liu, Joe	MGMT	When justice promotes injustice: Why minority leaders experience bias when they adhere to interpersonal justice rules	Academy of Management Journal	2016	A*	4*	8%	x
Liu, Joe	MGMT	Employees on the rebound: Extending the careers literature to include boomerang employment	Journal of Applied Psychology	2016	A*	4	9-10%	x
Mendez, Maria	MGMT	Beyond the unidimensional collective leadership model: study of leadership patterns in committees	Leadership and Organization Development Journal	2015	B	1	20%	2
Mendez, Maria	MGMT	Shared leadership and gender: all members are equal… but some more than others	Leadership and Organization Development Journal	2015	B	1	20%	11
Mendez, Maria	MGMT	Business leadership education: A virtual storytellers exercise	Academy of Educational Leadership Journal	2015	x	x	x	x
Morgan, James	MGMT	Faith (Re)Engages with Business: Cultural, Legal, and Managerial Dimensions	International Journal of Law and Management	2016	C	x	50%	x
Morgan, James	MGMT	Business law (5th ed.)	Book	2015	x	x	x	x
Morgan, James	MGMT	Crafting enhanced rights for the religious business owner: An examination of the Supreme Court decision in Hobby Lobby	Labor Law Journal	2014	x	x	70%	1
Morgan, James	MGMT	Business Law (4th ed.) (4th ed	Textbook	2012	x	x	x	x
O'Neill, Michele	MGMT	The role of predictor courses and teams on individual student success	Journal of Education for Business	2014	C	x	25%	x
O'Neill, Michele	MGMT	Multi-ethnic labor force integration in transition economies: A case study of Macedonia.	Journal of Balkan and Near Eastern Studies	2012	x	x	x	x
Persons, Bonnie	MGMT	On the value of strategy in determining executive salaries.	The Journal of American Academy of Business	2016	x	x	20%	x
Persons, Bonnie	MGMT	Righting society's wrongs: Contextual perspectives of EEO/AA.	Journal of African American Studies	2013	x	x	x	x

Persons, Bonnie	MGMT	The road less traveled: Lawyers as CEO.	Proceedings of the Academy of Legal Studies in Business Conference	2013	x	x	x	x
Rahn, David	MGMT	Building Intellectual Property and Equity Ownership Policy for Entrepreneurship Programs: Three Different Approaches"	Journal of Entrepreneurship Education	2015	C	x	25%	x
Rehg, Michael	MGMT	Influence of Ethical Position on Whistleblowing Behaviour: Do Preferred Channels in Private and Public Sectors Differ?	Journal of Business Ethics	2016	A	3	27%	x
Rehg, Michael	MGMT	Understandings of whistleblowing: Dilemmas of societal culture.	Book Chapter	2014	x	x	x	4
Rehg, Michael	MGMT	Examining the influence of cross-cultural training on cultural intelligence and specific self-efficacy	Cross Cultural Management: An International Journal	2012	B	1	10%	38
Rehg, Michael	MGMT	Predicting employee reactions to perceived organizational wrongdoing: Demoralization, justice, proactive personality, and whistle-blowing.	Human Relations	2012	A*	4	12%	60
Robb, Colleen	MGMT	Social Entrepreneurial Ventures: On the edge of chaos?	Entrepreneurship Research Journal	2016	B	x	x	x
Siegall, Marc	MGMT	To Get the Right Answers You First Have to Ask The Right Questions: Improving College Students' Prospects for Success.	B. Quest	2014	x	x	25%	x
Siegall, Marc	MGMT	The effects of participative goal setting on future sustainability-related behaviors and attitudes	The Journal of Sustainability Education	2012	x	x	80%	x
Sprague, Robert	MGMT	Organizational dissent and servant-leadership.	The International Journal of Servant-Leadership	2013	x	x	5-10%	x
Trailer, Jeff, W.	MGMT	On the value of strategy in determining executive salaries.	The Journal of American Academy of Business	2016	x	x	20%	x
Trailer, Jeff, W.	MGMT	System Dynamics Group Model Building: Solution to the Implementation Challenges in Hospital Patient-Safety Systems and Process Improvement	Proceedings 34th Annual International System Dynamics Society Conference	2016	x	x	x	x
Trailer, Jeff, W.	MGMT	Using a Customer Pipeline Model: a hands-on simulation exercise and including feedback from students in a university course	Proceedings 33th Annual International System Dynamics Society Conference	2015	x	x	x	x

Trailer, Jeff, W.	MGMT	Grain Processing Strategic Growth Model & Tool for the Board of Directors	Proceedings 32th Annual International System Dynamics Society Conference	2014	x	x	x	x
Trailer, Jeff, W.	MGMT	Strategic Planning Model & Tools for a State University College.	Proceedings 30th Annual International System Dynamics Society Conference	2012	x	x	x	x
Trivedi, Carol	MGMT	Comparing the Difference in Firm Performance between Firms with or without Foreign Board Membership	Ann Arbor, MI: ProQuest-CSA, LLC.	2015	x	x	x	x
Zivnuska, Suzanne	MGMT	The mechanisms of regulatory focus: Mindfulness, leader-member exchange, and motivational outcomes	Career Development International	2017	B	2	25%	x
Zivnuska, Suzanne	MGMT	Social Media Use in the Workplace: A Study of Dual Effects.	Organizational and End User Computing	2016	B	1	15%	1
Zivnuska, Suzanne	MGMT	Mindfulness at work: Resource accumulation, well-being, and attitudes.	Career Development International	2016	B	2	25%	1
Zivnuska, Suzanne	MGMT	Mediating effects of psychological safety in the relationship between team affectivity and transactive memory systems.	Journal of Organizational Behavior	2015	A*	4	7%	3
Zivnuska, Suzanne	MGMT	Do the benefits of family-to-work transitions come at too great a cost?	Journal of Occupational Health Psychology	2015	A	4	16%	7
Zivnuska, Suzanne	MGMT	Support at work and home: The path to satisfaction through balance.	Journal of Vocational Behavior	2012	A*	4	10-30%	64
Aiken, Kirk	MKTG	Innovation Through Collaborative Course Development: Theory and Practice	Marketing Education Review	2016	C	1	20%	1
Aiken, Kirk	MKTG	Linking fan values and sponsorship effectiveness: The case of Old School values.	Sport Marketing Quarterly	2015	B	1	20%	x
Aiken, Kirk	MKTG	Collaborative course development: A new model for improved student outcomes.	Proceedings of the 2015 Academy of Marketing Science Annual Conference	2015	x	x	x	x
Aiken, Kirk	MKTG	An international investigation of source influence effects of internet trustmarks.	Journal of Internet Commerce	2014	B	x	25%	1
Aiken, Kirk	MKTG	The impact of cognitive style on interpersonal trust development	International Journal of Interdisciplinary Research	2013	x	x	8-11%	x
Aiken, Kirk	MKTG	Trustmarks as internet certifications: An investigation of source influences	Journal of International Business Disciplines	2013	x	x	8-11%	x

Aiken, Kirk	MKTG	Exploring the relationship between team-as-brand personality and geographic personality: Consumer perceptions of sport teams and cities.	International Journal of Sports Marketing and Sponsorship	2013	C	1	x	6
Aiken, Kirk	MKTG	Seeing red, feeling red: An exploration of color and framing effects in college football.	International Journal of Sport and Society	2013	x	1	x	x
Aiken, Kirk	MKTG	Should Faculty Use Social Networks to Engage with Students?	Journal for Advancement of Marketing Education	2012	C	1	15%	5
Aiken, Kirk	MKTG	Made in vs. shipped from: Country of delivery origin effects and the role of perceived risk	Journal of Internet Commerce	2012	B	x	25%	x
Aiken, Kirk	MKTG	The mediating role of marketing capability between strategic orientations and firm performance: Empirical evidence from Korean companies.	Asia Pacific Journal of Marketing and Logistics	2012	B	x	19-20%	x
Aiken, Kirk	MKTG	Effects of college students' video gaming behavior on self-concept clarity and flow	Social Behavior and Personality	2012	x	x	x	10
Aiken, Kirk	MKTG	Source influences of internet trustmarks: An exploratory study.	Business Research Yearbook	2012	x	x	x	x
Aiken, Kirk	MKTG	The Effects of Internet Trustmarks on Firm and Product Trust: The Moderating Roles of Generalized Internet Commerce Trust and Shopping Experience	Journal of Product Research	2012	x	x	x	x
Aiken, Kirk	MKTG	When does breach of the organizational-consumer psychological contract affect the employee's desire to stay?	Journal of Organizational Culture, Conflict, and Communication	2012	x	x	x	2
Chan, Kenny	MKTG	Exploring the antecedents and consequences of Míng Pái Kòng (brand-name fanaticism) among China's Generation Y.	Journal of Global Marketing	2015	C	1	18-22%	x
Chan, Kenny	MKTG	Do Environmental Interventions Impact Elementary School Students' Lunchtime Milk Selection?	Applied Economic Perspectives and Policy	2013	B	2	x	3
Donoho, Casey	MKTG	Global Gender Differences in the Personal Selling Ethics Scale: A Preliminary Study of Five Countries	Conference Paper (The 40th Annual Marketing Educators' Association Conference, At Denver, CO)	2016	x	x	x	x
Donoho, Casey	MKTG	A global investigation of the Personal Selling Ethics Scale (PSE-2): United States, France, and New Zealand.	Proceedings of Hawaii International Conference on Business.	2014	x	x	x	x

Donoho, Casey	MKTG	Making marketers ethical: Background variables for sales training effectiveness.	International Journal of Marketing Studies	2014	x	x	x	x
Donoho, Casey	MKTG	A global investigation of the New Personal Selling Ethics Scale (PSE-2):France and the United States.	Proceedings of the National Conference in Sales Management (NCSM)	2013	x	x	x	x
Donoho, Casey	MKTG	Development of the Short Version of the Personal Selling Ethics Scale	Proceedings of the 37th Annual Conference of the Marketing Educators' Association	2013	x	x	x	x
Donoho, Casey	MKTG	The personal selling ethics scale: revised and shortened for time-sensitive professionals.	Innovative Marketing	2013	x	x	x	x
Donoho, Casey	MKTG	Gender differences in personal selling ethics evaluations: Do they exist and what does their existence mean for teaching sales ethics?	Journal of Marketing Education	2012	B	2	17%	23
Donoho, Casey	MKTG	A comprehensive view – what can we do to prepare our students for sales careers?	Proceedings of the Marketing Educator's Association Conference.	2012	x	x	x	x
Donoho, Casey	MKTG	Developing a sales lab: Practical suggestions for faculty and administrators	Global Education Journal	2012	x	x	x	x
Donoho, Casey	MKTG	Municipalities and private enterprise: A marketing discussion	Franklin Business & Law Journal	2012	x	x	x	x
Heinze, Tim	MKTG	Innovation Through Collaborative Course Development: Theory and Practice	Marketing Education Review	2016	C	1	20%	x
Heinze, Tim	MKTG	Global gender differences in the personal selling ethics scale: A preliminary study of five countries	Conference Paper (The 40th Annual Marketing Educators' Association Conference, At Denver, CO)	2016	x	x	x	x
Heinze, Tim	MKTG	Collaborative course development: A new model for improved student outcomes	CSUC CELT Conference.	2015	x	x	x	x
Heinze, Tim	MKTG	Relevance of personal interaction factors between customers and sales representatives	Marketing & Komunikace	2015	x	x	x	x
Heinze, Tim	MKTG	Sold in 30 Seconds	Der Organisator	2015	x	x	x	x
Heinze, Tim	MKTG	A global investigation of the Personal Selling Ethics Scale (PSE-2): United States, France, and New Zealand	Proceedings of Hawaii International Conference on Business	2014	x	x	x	x
Heinze, Tim	MKTG	Making marketers ethical: Background variables for sales training effectiveness.	International Journal of Marketing Studies	2014	x	x	x	x
Heinze, Tim	MKTG	A global investigation of the New Personal Selling Ethics Scale (PSE-2):France and the United States	Proceedings of the National Conference in Sales Management (NCSM)	2013	x	x	x	x

Heinze, Tim	MKTG	Development of the Short Version of the Personal Selling Ethics Scale	Proceedings of the 37th Annual Conference of the Marketing Educators' Association	2013	x	x	x	x
Heinze, Tim	MKTG	The personal selling ethics scale: revised and shortened for time-sensitive professionals	Innovative Marketing	2013	x	x	x	x
Heinze, Tim	MKTG	Gender differences in personal selling ethics evaluations: Do they exist and what does their existence mean for teaching sales ethics?	Journal of Marketing Education	2012	B	2	17%	23
Heinze, Tim	MKTG	Internal controls for the income producing real estate industry	Journal of Business and Economics Research	2012	C	x	x	x
Heinze, Tim	MKTG	Developing a sales lab: Practical suggestions for faculty and administrators.	Global Education Journal	2012	x	x	x	x
Heinze, Tim	MKTG	Municipalities and private enterprise: A marketing discussion	Franklin Business & Law Journal	2012	x	x	x	x
Lee, Youngsu	MKTG	Business Students' Grade Appeal Intention, Perceived Justice from Instructors, and Overall Effectiveness of College Education	40th Marketing Educators' Association (MEA) Conference	2016	x	x	x	x
Lee, Youngsu	MKTG	When Does a Supplier Tolerate Reseller Opportunism?	2016 AMA Summer Marketing Educators' Conference	2016	x	x	x	x
Lee, Youngsu	MKTG	Perceptual Gap between Marketers vs. Non-Marketers on Marketing's Value to the Firm: Impact on Customer and Firm Performance	2015 AMA Summer Marketing Educators' Conference	2015	x	x	x	x
Lee, Youngsu	MKTG	Monitoring or Improvisation? Incentive-Governance Fit in Conventional Channels	AMA Winter Marketing Educators' Conference	2013	x	x	x	x
Meuter, Matt	MKTG	Innovation Through Collaborative Course Development: Theory and Practice	Marketing Education Review	2016	C	1	20%	1
Meuter, Matt	MKTG	Getting Smart: Learning from Technology Empowered Frontline Interactions	Journal of Service Research	2016	A*	4	x	3
Meuter, Matt	MKTG	Collaborative course development: A new model for improved student outcomes	CSUC CELT Conference.	2015	x	x	x	x
Meuter, Matt	MKTG	From Bad Apples to Sour Grapes: The Influence of Bad Apples on Group Dynamics and Outcomes	Proceedings Marketing Educators Conference	2014	x	x	x	x
Meuter, Matt	MKTG	Electronic Word-of-Mouth Versus Interpersonal Word-of-Mouth: Are all Forms of Word-of-Mouth Equally Influential?	Services Marketing Quarterly	2013	B	1	45%	25

Meuter, Matt	MKTG	Antecedents and consequences of technology orientation (TECHOR) for small firms.	Enterprise Development in SME's and Entrepreneurial Firms, Dynamic Processes (Book)	2013	x	x	x	1
Meuter, Matt	MKTG	Antecedents and consequences of technology orientation (TECHOR) for small firms. Enterprise development in SMEs and entrepreneurial firms: Dynamic processes	Hershey, PA: Business Science Reference	2013	x	x	x	1
Shin, Sohyoun	MKTG	Innovation Capability, Marketing Capability, and Firm Performance: A Two-Nation Study of China and Korea.	Asian Business & Management	2016	C	2	10%	x
Shin, Sohyoun	MKTG	Strategic Marketing Capability: Mobilizing Technological Resources for New Product Advantage.	Journal of Business Research	2016	A	3	6-10%	1
Shin, Sohyoun	MKTG	An Examination of Firms' Strategic Orientations, Innovativeness, and Performance with Large Korean Companies.	Asia Pacific Journal of Innovation & Entrepreneurship	2016	x	x	x	x
Shin, Sohyoun	MKTG	Business Students' Grade Appeal Intention, Perceived Justice from Instructors, and Overall Effectiveness of College Education.	40th Marketing Educators' Association (MEA) Conference.	2016	x	x	x	x
Shin, Sohyoun	MKTG	The Role of Marketing Capabilities and Entrepreneurial Orientation on SME Performance.	Journal of Accounting and Finance	2015	C	2	x	x
Shin, Sohyoun	MKTG	An International Investigation of Source Influence Effects of Internet Trustmarks.	Journal of Internet Commerce	2014	B	x	25%	1
Shin, Sohyoun	MKTG	Students' Academic Misconduct and Attitude toward Business Ethics.	Journal of Business Ethics Education	2014	A	3	27%	x
Shin, Sohyoun	MKTG	The Influences of Market Information Management and Marketing Control in Small-Sized Firms in Korea.	International Business Research	2013	x	x	30%	2
Shin, Sohyoun	MKTG	Exploring Differences in Students' Perspectives on Instructors' Instruction, Commitment, and Feedback in Team-Based Projects.	Journal for Excellence in Business Education	2013	x	x	x	1
Shin, Sohyoun	MKTG	Made in vs. shipped from: Country of delivery origin effects and the role of perceived risk.	Journal of Internet Commerce	2012	B	x	25%	x
Shin, Sohyoun	MKTG	Decomposed Approach of Market Orientation and Marketing Mix Capability: Research on their Relationships with Firm Performance in the Korean Context.	International Business Research	2012	x	x	30%	21

Shin, Sohyoun	MKTG	The mediating role of marketing capability between strategic orientations and firm performance: Empirical evidence from Korean companies	Asia Pacific Journal of Marketing and Logistics	2012	B	x	x	x
Shin, Sohyoun	MKTG	The Effects of Internet Trustmarks on Firm and Product Trust: The Moderating Roles of Generalized Internet Commerce Trust and Shopping Experience.	Journal of Product Research	2012	x	x	x	x

Appendix 13: Distinguished Research Outside Five Year Window

Last	First	Title	Journal	Publication Date	Australian Deans Ranking	Google Scholar Citation
Meuter	Matt	Choosing among alternative service delivery modes: An investigation of customer trial of self-service technologies	Journal of Marketing	2005	A*	1074
Meuter	Matt	The influence of technology anxiety on consumer use and experiences with self-service technologies	Journal of Business Research	2003	A	681
Meuter	Matt	A comparison of attitude, personality, and knowledge predictors of service-oriented organizational citizenship behaviors.	Journal of Applied Psychology	2001	A*	557
Meuter	Matt	Self-service technology adoption: comparing three technologies	Journal of Services Marketing	2005	A	507
Meuter	Matt	Intentions to use self-service technologies: a confluence of multiple attitudes	Journal of Service Research	2003	A*	396
Zivnuska	Suzanne	The impact of political skill on impression management effectiveness.	Journal of Applied Psychology	2007	A*	285
Zivnuska	Suzanne	An investigation of abusive supervision as a predictor of performance and the meaning of work as a moderator of the relationship.	Leadership Quarterly	2007	A*	276
Zivnuska	Suzanne	Is work-family balance more than conflict and enrichment?	Human Relations	2009	A*	237
Aiken	Kirk	Trustmarks, Objective-Source Ratings, and Implied Investments in Advertising: Investigating Online Trust and the Context-Specific Nature of Internet Signals	Journal of the Academy of Marketing Science	2006	A*	191
Robb	Colleen	Social ventures from a resource-based perspective	Entrepreneurship Theory and Practice	2010	A*	152
Zivnuska	Suzanne	Understanding the relationship between individualism-collectivism and team performance through an integration of social identity theory and the social relations model.	Human Relations	2006	A*	139
Rehg	Michael	Antecedents and outcomes of retaliation against whistleblowers: Gender differences and power relationships.	Organization Science	2008	A*	130
Zivnuska	Suzanne	Fostering good citizenship through ethical leadership: Exploring the moderating role of gender and organizational politics.	Journal of Applied Psychology	2011	A*	116

Appendix 14: Programmatic Learning Goals

BADM Learning Goals

- **Oral Communication** | Students will demonstrate effective oral presentation skills
- **Written Communication** | Students will demonstrate effective business writing skills
- **Information Technology** | Students will demonstrate effective use of IT skills in the areas of information search, word processing, use of spreadsheets, and presentation software
- **Analytical Thinking & Problem-Solving** | Students will demonstrate the ability to evaluate, analyze and interpret information to make reasoned business decisions
- **Ethics** | Students graduating with a BADM degree will be able to identify an ethical dilemma and make an appropriate recommendation to address it
- **Teamwork** | Students will demonstrate the ability to collaborate as a team to achieve a common objective
- **Globalization** | Students will demonstrate knowledge of how organizations are affected by globalization
- **Business Functional Areas** | Students will be able to apply basic business concepts of accounting, finance, human resource management, management, marketing, supply chain management, and management information systems in evaluating business issues

BIS Learning Goals

- **Oral Communication** | Effectively present business information orally
- **Written Communication** | Effectively present business information in writing
- **Information Technology** | Demonstrate an operating knowledge of integrated business information systems implementation in a diverse, global business environment
- **Analytical Thinking & Problem-Solving** | Critically evaluate, analyze and interpret information to identify and solve business problems related to business information systems
- **Ethics** | Demonstrate the ability to identify an ethical dilemma and apply an ethical decision making framework to propose potential actions
- **Project Management** | Demonstrate an operating knowledge of project management
- **Teamwork** | Demonstrate an understanding of issues involved in working effectively in teams
- **Core Business Knowledge** | Demonstrate knowledge of core business areas

MBA Learning Goals

- **Oral Communication Skills** | Students receiving the MBA degree will demonstrate effective oral communication skills
- **Written Communication Skills** | Students receiving the MBA degree will produce professional written communications
- **Data-Driven Decision Making** | Students receiving the MBA degree will integrate business data and concepts with core business knowledge to make tactical and strategic business decisions using appropriate information technology
- **Teamwork** | Students receiving the MBA degree will be able to manage group dynamics in a multicultural team environment
- **Ethics** | Students receiving an MBA degree will recognize and respond to ethical issues related to business practice
- **Globalization** | Students earning the MBA degree will recognize and be able to respond to international issues that impact business

Over the last five years all learning goals have been assessed at least twice. The following tables summarize the assessment efforts for the BADM, BIS, and MBA programs highlighting the measures used, outcomes, and comments regarding process or continuous improvements.

BADM Assessment Summary

Business Administration			
Learning Goal	**Assessed**	**Measurement Details**	**Essential Outcomes and Comments**
Oral Communications	2014, 2016	Individual presentations evaluated in capstone course (BADM 495) using the College developed and endorsed oral communication rubric.	Overall in 2016, 95.15% of students in the BADM 495 courses were rated favorably with either Acceptable or Superior as opposed to 2014 where 98.5% of overall students in BADM 495 were either Acceptable or Superior. Generally, our students have strong presentation skills. We try to get faculty to use the oral communications rubric as a means to set expectations and clarify quality discriminators.
Written Communications	2012, 2015,	Course embedded case study in capstone classes (BADM 495). Evaluated with College developed and endorsed writing rubric. Uses multiple raters.	Ratings in 2015 were significantly higher than 2012. All traits surpassed the goal of a minimum of 70% Acceptable or Superior ratings. The course coordinators enable and support "mandated" faculty use of the written communications rubric as a means to set expectations and clarify quality discriminators.
Analytical Thinking and Problem-Solving	2015, 2017	Course embedded case study in capstone classes (BADM 495). Evaluated with College developed and endorsed critical thinking rubric.	This assessment effort indicates that 95.7% of students have "Developed" or "Mastered" proficiency in Analytical Thinking and Problem Solving in Fall of 2015. The AoL team is skeptical of this result and awaits the Spring 2017 data.
Teamwork	2012, 2014, 2016	Individuals were assessed as part of their team project in the capstone course (BADM 495). We have consistently used the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument to assess the teamwork goal. CATME is a psychometrically verified, free web-based tool that allows individuals to evaluate their team members. Each team member is ranked on a scale between 1 and 5 with 1 representing poor performance and 5 representing high performance. We measure five dimensions: contributing to the team's work, interacting with teammates, expecting quality, keeping the team on track, having relevant knowledge, skills and abilities.	Overall average score went from 4.43 in 2014 to 4.52 in 2016. Generally, students appear to have relatively strong teamwork traits. The lowest scoring trait has always been the contributing to the team measure, which captures the free-rider problem within groups. The UCC has discussed the use of the CATME system in courses and the College supported a lunch workshop to discuss the use of CATME in classes.
Ethics	2012, 2015, 2016	Ethics was assessed in the Survey of Marketing course (MKTG 305). The ethics assessment involves the students evaluating five hypothetical ethical scenarios. Evaluators used the College's ethical decision-making rubric.	In 2015, 88% of students have "Acceptable" to "Superior" proficiency in ethical decision-making versus 53% in 2012. The trend continued and in 2016, 96.7% of the scores were "Acceptable" to "Superior". This is quite a significant improvement and the recommendations implemented in 2012 seem to be quite effective. Using the rubric as an educational tool seems to have helped students understand expectations, but also they appear to have been better at thinking through the ethical dilemmas.

Information Technology	2014, 2015	Assessed in the Corporate Technology Integration course (MINS 301). 2014 used an Information Technology Assessment pre/post test exam in the MINS 301 course. The 2015 assessment relied on 9 quiz results within the course that were consistent with the learning goal.	The class average for the all attempts at the 9 chapter quizzes was 8.65 out of 10. In addition, two assignments related to hardware and software basics had average scores of 9.58/10, and two assignments tied to networks and telecommunications had an average of 9.67/10. The strong class averages imply a solid grasp of IT material amongst the BADM students. Course and assessment measures have changed significantly over time. Need more consistency to better gauge impact of continuous improvement efforts.
Globalization	2012, 2014, 2016	A college developed 30 question globalization in business test was used to evaluate students. In Fall 2014 the Globalization test was administered in all sections of Survey of Management (MGMT 303). In Fall 2012, the test (then 35 questions) was given in the capstone course, BADM 495. Test has been refined to better align with learning objectives in program. Generally, members of the UCC are still unhappy with the test and it is slated for further revision.	The average score in 2014 was a 56% and 61% in 2012. Inconsistent testing procedures between the two years make comparisons difficult. In 2012 extra credit was given to incentivize students. In 2014 some of the instructors gave extra credit others did not. In 2012 the test was given BADM 495 which is capstone course consisting mostly of seniors. In 2014 the test was given in MGMT 303 which mainly consists of juniors. The AoL team and UCC aren't sure how to interpret some of these findings. Need to improve process and exam. This is currently being addressed by the AoL team and UCC.
Core Business Functional Knowledge Test (CBKT)	2012, 2014, 2016	Our college developed the CBKT which consists of 71 questions from the fields of Accounting, Finance, Management, Human Resources, Strategy, Operational Management, Marketing, and Information Systems. Working with the UCC, course coordinators and faculty from each area, the CBKT was updated in 2013. Test administered in the capstone BADM 495 courses.	Although the overall score was relatively low (49.9% correct), fortunately, students scored well in areas related to their options. The overall average was driven by low scores on the accounting (27%) section. Generally, the UCC hasn't been sure how to use data from the test and has decided to use the externally validated CSU BAT that allows some benchmarking with other CSU COBs.

BIS Assessment Summary

Business Information Systems			
Learning Goal	**Assessed**	**Measurement Details**	**Essential Outcomes and Comments**
Oral Communication	2013, 2016	Individual presentations evaluated in the BIS capstone course (BIS 496) using the College developed and endorsed oral communication rubric.	Overall, 81% of students in 2016 were rated favorably with either Acceptable or Superior as opposed to 99% in 2013. This is a substantial decrease in proficiency from 2013, although a large majority of students are still proficient in oral communication. Some changes in the use of the traits (professional attire was not evaluated in 2013) may account for the decrease. Generally, the BIS students have some room for improvements. The faculty have agreed to work toward improvements and more diligence in using the oral communications rubric to set expectations.

Written Communication	2012, 2014, 2016	Individual course-embedded assignments were evaluated from the BIS capstone course (BIS 496) using the College developed and endorsed written communications rubric.	Across traits, none met the 70% Acceptable or Superior threshold in AY 2014-2015, with an average of 63%. In 2012 all traits met the 70% threshold. The BIS faculty are diligent about use of the rubric, and as a writing intensive course allow rewrites in the course. It is unclear exactly why the scores went down so much. Likely due to using a BADM 300 (Business Communications) instructor as the rater compared to prior rater.
Integrated Systems Implementation	2015, 2016	Evaluated using a written case in the BIS capstone course (BIS 496) using the systems implementation rubric.	Overall, BIS students have a solid understanding of integrated systems implementations but there is room for improvement. Across the six traits, 69% of students received either the Acceptable or Superior rating. As a follow up, the BIS faculty have formed a committee to review the case and the rubric used for the assessment, and the committee will evaluate the validity of the assessment instruments and make recommendations.
Systems Critical Analysis & Problem Solving	2014, 2016	Evaluated using a written case in the BIS capstone course (BIS 496) using the systems implementation rubric.	Across traits, on average, 80.3% of the students were evaluated at the Developing or Mastering level, surpassing the 70% target. Overall, students did a good job on the case.
Ethics	2014, 2016	Evaluated using a written ethics case in the BIS capstone course (BIS 496) using the COB ethical decision making rubric.	Overall, 73.2% of students had an acceptable or better understanding of ethics. The results from 2016 indicate our students' solid demonstration of identifying the ethical dilemma, identifying relevant facts, and explaining the influence of corporate culture when making business decisions. The areas that need the most focus are understanding the need for additional information and applying moral principles. It is important to note, however, that there were significant reliability issues around Trait 4, "Applies moral standards and ethical principles to better understand the ethical dilemma and decisions needed." The raters were only consistent with 66.7% of the evaluations.
Project Management	2014, 2016	Questions from the BIS 444 (Systems Project Management) final examination were used for the assessments. Final examination questions were grouped into four important traits related to an operating knowledge of project management: project lifecycle, scope, charter and methodology.	Across the traits, students scored an average of 70.9% correct. Students appeared to have strong knowledge related to project lifecycles, and assessing scope, but weaker knowledge related to charter. However, the charter score was significantly improved (24.2% vs. 59.6% correct) from an earlier assessment effort (2011). The faculty have tried to better address charter related issues.

Teamwork	2013, 2015	Individuals were assessed as part of their team project in the BIS capstone course (BIS 496). We have consistently used the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument to assess the teamwork goal. CATME is a psychometrically verified, free web-based tool that allows individuals to evaluate their team members. Each team member is ranked on a scale between 1 and 5 with 1 representing poor performance and 5 representing high performance. We measure five dimensions: contributing to the team's work, interacting with teammates, expecting quality, keeping the team on track, having relevant knowledge, skills and abilities.	Overall average score went from 4.17 in 2013 to 4.48 in 2016. Generally, students appear to have relatively strong teamwork traits. The lowest scoring trait was the contributing to the team measure, which captures the free-rider problem within groups.
Core Business Knowledge Test (CBKT) – Switched to CSU Business Assessment Test (BAT) Spring 16	2014 (CBKT), 2016 (BAT)	Due to concerns about validity and reliability, and desiring the ability to benchmark scores, the BIS faculty decided to experiment in Spring 2016 with the online CSU Business Assessment Test (BAT). The BAT is a standardized business knowledge test being used by a number of CSU COBs. The test covers 11 subject areas and allow for comparisons to other COBs.	The BAT uses the average of 9 other campuses as the benchmark to compare the 11 subject areas. For 2 out of 11 subject areas, our BIS students far exceeds other campuses. In the MIS section, the BIS students scored a 60% compared to the CSU average of 41.7%. This reinforces that our BIS students do have superior knowledge in this IT area than other students at CSU business schools. On the international knowledge area, the BIS students scored a 75.4% vs 65.7% for the CSUs. All other metrics were the same as the CSU averages. Plan to continue use of CSU BAT. Want to better motivate students by having the test count in the course.

MBA Assessment Summary

MBA			
Learning Goal	**Assessed**	**Measurement Details**	**Essential Outcomes and Comments**
Oral Communication	2014, 2015	Assessed in the MBA capstone course, BADM 693. Two evaluators evaluated presentations of individuals using the oral communications rubric.	Overall, in 2015 90% of students in the BADM 693 course were rated favorably with either Acceptable or Superior as opposed to 2014 where 97% of overall students in FIN 655 were either Acceptable or Superior. Overall, students gave high quality presentations. GPC reinforced that instructors should give the oral communications rubric in advance of presentations to set expectations.
Written Communication	2014, Spring 2017	Instructor assessed case studies in FIN 655 during Spring 2014 using the COB Written Communication Rubric	Overall, 81% of the students in the course (FIN 655) had their rating evaluated as either Acceptable or Superior. GPC discussed and felt students writing was acceptable, but emphasized the need to continue emphasis on the writing rubric and objective.
Data-driven decision making	2014, Spring 2017	2014 - The assessment was administered in the MBA FIN 655 course, Seminar in Financial Management. The evaluation used an end of the semester case analysis that was worth 17% of the students' grade. The evaluation used the critical thinking rubric.	2014 - Based on the results from the data-driven decision making assessment 63.5% of the students answers fell into the developing or mastering category, 36.5% of the students answers fell into the emerging category. GPC discussed results. Going to reinforce rubric usage and learning objective across courses.

Teamwork	2013, 2015	Individuals were assessed as part of their team project in MKTG 673, Strategic Marketing. We have consistently used the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument to assess the teamwork goal. CATME is a psychometrically verified, free web-based tool that allows individuals to evaluate their team members. Each team member is ranked on a scale between 1 and 5 with 1 representing poor performance and 5 representing high performance. We measure five dimensions: contributing to the team's work, interacting with teammates, expecting quality, keeping the team on track, having relevant knowledge, skills and abilities.	The results suggest that our MBA students work well in teams with the mean being 4.56 out of 5 across five different categories that measure teamwork effectiveness. These results show the mean has increased from the 4.09 out of 5 average in 2013. Generally, MBA students appear to have strong KSAs related to teamwork.
Ethics	2015 Spring 2017 (final report forthcoming)	2015 - Using a course-embedded case study, ethics was assessed in BADM 647, Seminar in Leadership, Global Ethics, and Corporate Social Responsibility using the MBA Ethics Rubric during Fall 2012 and Spring 2013. Two evaluators rated each essay.	Generally students did well on the assessment. Across the traits, on average, in 2015 87% of students in the course were rated as either Acceptable or Superior. GPC recommends continued use of the rubric and discussions around ethical decision-making.
Globalization	2015 Spring 2017 (final report forthcoming)	Assed using a course-embedded case study, in BADM 647, Seminar in Leadership, Global Ethics, and Corporate Social Responsibility, using the MBA Globalization Rubric. Two evaluators rated each essay.	Overall, students in the BADM 647 course in 2015 were rated as 60% having "Limited Proficiency" The main weakness in the case study responses appears to be the identification of global factors. Faculty need to better integrate analysis of global environmental factors into discussions and weave in rubric to better set expectations.

Appendix 16: Highlights from Alumni Survey (full report available in the COB Resource Center)

Survey conducted Summer 2016. Sent to alumni, final n = 1,140.

1. How important is it that College of Business students obtain knowledge and skills related to (5 point scale anchored with 1 = Not Important, 5 = Very Important):

Here is a quick summary of the top ratings.

Most Important KSAs

- Critical thinking and problem-solving (4.88)
- Communication skills (written and oral 4.7)
- Teamwork (4.67)

Most Important – COB Course Related Topics

- Strategic Mgmt (4.24)
- Project Mgmt (4.23)
- Finance (4.22)

Initial Results From Qualitative Data

A summary of responses to the qualitative questions relating to students skillsets are presented below. Responses were coded by a faculty member.

2. **What is the most critical knowledge and/or skills that a student should have when they graduate from the College of Business? (Please try to list at least two or three items.)**

Total responses of 1089. Of these responses, they were also classified by hard and soft skills. 850 respondents answers were mainly around soft skills, 87 were mainly around hard skills and 125 were an even mix of soft and hard skills.

Top Fifteen Themes (in order)	Frequency of Occurrence
Communication/Social Skills	387
Critical Thinking/Problem-Solving	333
Basic business/functional knowledge	277
Teamwork	256
Writing Skills	206
Oral Communication	204
Professional Development/Experience	186
Work Ethic/Attitude	186
Project Management	148
Use of technology	133
Business Processes	47
Ethics/CSR	26
Economics and Globalization	23
Creativity/Innovativeness	23

Other	113

3. **How could we have improved your educational experience? Please tell us one or two things you think the College of Business could do to improve your educational experience so you would be a more successful business person (Please avoid personal attacks and try to give us suggestions that may be actionable.)**

Total responses of 854. Around 41 respondents said they did not remember as it was too long ago.

Top Thirteen Themes (in order)	**Frequency of Occurrence**
Internships/Professional Experience	323
Quality Professors/Advisers/Counselors	127
Use of Technology	105
Positive Feedback Only	64
Writing Skills	62
Basic Business/Functional Knowledge	53
Project Management	49
Communication/Social Skills	44
Business Processes	36
Critical Thinking/Problem-Solving	34
Teamwork	27
Oral Communication	26
Other	156

"Without a doubt, without the business concept competition Bizness Apps probably wouldn't exist. Today, we're a multi-million dollar company with customers in over 100 countries. When I entered the competition, the value I gained really wasn't from the money received by winning, it was the mentorship and connections I made after the competition. After winning the competition, local investors quickly took notice and without their initial funding, Bizness Apps would not have been the success it is today. I could go on and on and on about how much the Business Concept Competition changed my life and it sounds a little cheesy but it's true. That contest literally changed my life and I am forever in debt to Peter Straus (CFE Director) & Chico State because of it!" Alumnus Andrew Gazdecki. (In 2014, Bizness Apps was included on Inc. Magazine's list of America's fastest-growing private companies and named one of the 10 fastest growing companies in San Francisco.)

Alumnus Andrew Gazdecki and his Bizness Apps team outside their San Francisco office.

"The WSCSC (sales) competition allowed me to develop professionally through extensive preparation for two different sales calls. I loved the Blackberry curve ball at the competition as it made me think on my feet to solve a real life situation. Thank you for all of your work and dedication to this competition!" Jordan Davis, Senior, Baylor University Student Participating in Our Sales Competition

"The Business Concept Competition was essential to getting our business off the ground and gaining traction. Not only did it help us with funding, but it garnered us support of industry thought leaders that later sat on our advisory board. I'm incredibly thankful for the doors that were opened when we won this competition." –Ben Sampson, Entrepreneurship and Project Management, Spring 15 Grad

"Winning the Business Concept Competition was a huge step for me and my blossoming company. Not only did the cash prize help to further develop my product, but being a part of this excellent program opened up the opportunity to establish an advisory relationship with some of the highly experienced judges. This advice, as well as simply the validation from the judges showing confidence in my business, sparked serious inspiration in me to continue pursuing my goals as an entrepreneur." Wyatt Hahn, Entrepreneurship Student (a freshman (2016) who took second place with his mobile carpool application, Upool)

"…I'm so lucky I decided to join the sales program to have the opportunity to learn from professors like Tim and Bill. I truly believe that without the sales program, I would not be in the position that I am with such an amazing job (Adobe) lined up for me." Ari Cook, Sales Student, Dec 2015 grad

“I will always be grateful for the opportunity that was made available to me by the College of Business. For me, my current start up, Outdoor Ally, was simply an idea I never truly planned on going forth with until I presented it in the Business Concept Competition and won. Winning the competition gave me the confidence and motivation to start it and see it through. I can confidently say that my college experience and life was changed forever. Not only did I use my extra time after school researching, building, and expanding the concept and carrying out the development plan; but I began immediately using all of the knowledge I was gaining in my classes towards it and was able to see the real time effects. To me, that was priceless. Today, the team has grown to 8 motivated and ambitious individuals that have used their experiences from Outdoor Ally to excel even more in their personal and professional lives. We are expanding from our initial one test state to 10 states within the next year and plan to have 40 states on by June, 2019. So, thank you, Chico State College of Business, and everyone involved for not only having and maintaining the programs available but contributing to our success. - Peter Farsai, Entrepreneurship, S‘15 Grad. (Note - Peter’s company, Outdoor Ally and our Center for Entrepreneurship were profiled in an article in Forbes (1/4/16, http://www.forbes.com/sites/georgeanders/2016/01/04/why-the-wrong-location-can-be-a-startups-hidden-strength/#1852893764ca)

Students present at the Future Four and More Business Competition organized by the Center for Entrepreneurship.

“We just closed our biggest client EVER this week Flip Flop Shops a 100 location international franchise. Thank you for being such an inspiration to me! I cannot even thank the sales program and you (*Dr. Tim Heinze*) enough for igniting my passion for marketing and helping me get to where I am today by connecting me with California Olive Ranch as well as being such a fantastic teacher and mentor!!!” Adam Post, Sales Program Student

“I have had the fortune of having many professors support me in entering into several different business competitions at Chico State. I cannot say enough about how incredible the experience and opportunity was to participate in all of them. Through our business competitions, I have met and networked with amazing fellow student entrepreneurs, past and present. I have also had the fortune of connecting and collaborating with many of the judges of the competitions. The best part about the Chico state competitions is that the goal from the staff and organizers is not to just put on a great competition to foster business ideas, but to truly inspire and launch real businesses directly from the competition! All of the professors, judges, and students have an understanding that contestants are there to create real solutions to active problems in the world. The College has set up a truly sustaining and thriving business ecosystem through the entrepreneurship program and one of the largest contributors in my opinion, are the Chico State business competitions. My business has benefitted incredibly, and will continue to, from what I have gained as a participant.” Alexander Bruce Van Dewark, Entrepreneurship Student

"The Business Concept Competition was such a fun way to inspire creativity in all of us. Almost every business major I knew, chose the major because they one day wanted to start their own thing or eventually take a lead role at a well-established business. I had watched a BCC a few semesters before I had even thought about applying. After seeing the pitches, I realized that I had the potential to start a company while still in college. There is only so much that you can learn about business in a classroom. I think that the real way to learn something is to actually do it. The coolest part of it was that there were 15-20 other business students that had also participated in the competition and were also in similar levels of starting to get it off the ground. I'm not going to lie, I had struggled in my public speech classes. It was hard for

me to convey my thoughts to crowds and I had stage-freight issues. But when it was my turn to present at the BCC, I felt extremely confident. What an incredible feeling, being able to share something so early on and have people get excited about it. It's a wonderful way to learn more about business and include the rest of the College and Chico community. Though, my startup was not successful, it was a tremendous learning opportunity. " - Katharina Chiu

“I wanted to let you know I accepted a job with be Henry Schein on June 1. I am learning so much about the anatomy of the mouth, products, equipment and sales, but everything is clicking because of how much I leaned in your classes. If it wasn't for you all putting on the sales mixer I wouldn't have this amazing job. I am one of the youngest in the company, and I'm the only person who got hired in the Los Angeles branch. That makes me feel like my hard work paid off. I just wanted to say thank you so much for all the help and support you gave me, and for helping me figure out what type of sales I wanted to get into. I will come to visit soon! -Chelsie Chinian

“Every single building block of the sales program has made the most meaningful impact on not only my collegiate career, but also my life. The Seufferlein Sales Program has given me the opportunity to learn, to grow, and to be confident in myself. That alone is so very special to me, and I know I will continue to carry it in my head and my heart. Without it I’m not sure who I would be on graduation day. But with it, I am sincerely confident in the young woman I will be in two-and-a-half months, ready to take on all that my future has to offer.” – Cheyne Lieberman

Appendix 18: Faculty Consulting Activity

Organization	Description of Activity
All Fired Up	Consulted with client on how to manage business administration and operations efficiently and effectively. Created exit plan for the owner to sell the company.
All Points Petroleum	Contracted with City of Benicia to conduct sustainability assessments and perform projects for the client. Implemented all sustainability goals, selected subcontractors for energy reduction, water meter construction, waste water treatment, and sewage treatment on site. Reduced expenses for client by 28% annually with new project completion. Created client information systems to track, measure, and report sustainability impacts.
Amber's Massage	Consulting project for 3CORE to assist client with technical management skills and business etiquette.
Boundary Bend Olives	Provided consulting and lead students in a case study to improve marketing collateral
Butte County	Contracted by Butte County to provide training to small business owners in the Butte County Business Incubation Program. Trained seven business owners on business principles, management, and managerial accounting.
Butte County Business Incubation Program	Legal compliance, employee handbooks, job descriptions, hiring, pay, and performance management for small businesses
Butte County Business Incubator Program	Assist business owners and their employees to learn knowledge and skills to run a savvy and profitable business. Specifically I host workshops to help participants maximize their business through social media, improved leadership and management techniques, increase marketing with excellent speaking skills, personal and professional management, balance within business and personal life, and more.
California Water Service Co.	Strategic sustainability planning. Setup short, mid, and long range plans to include target goals, KPIs, metrics to measure, and reporting outcomes. Evaluated progress throughout a five year period. Trained 35 employees on sustainability management. Received case study data metrics for class activities and discussions.
Canatta and O'Toole	Prepared economic analyses for attorneys of Siskiyou County's economic factors for the year of 2006 to be used as discovery materials.
Canine Connections	Consulted with business owner on feasibility study of creating one facility that would combine dog training facility and dog sitter facility into one. Created financial plan for lender and business owner. Created a human resource outsourcing plan to bring employer into compliance with state and federal employee regulations. Provided cost accounting analyses for current services provided and recommended pricing strategies. Developed a project management plan to begin retail sales.
CareNet Pregnancy Center of Northern California	Board member and CFO providing financial leadership and oversight. Good financial leadership has been key to keeping the doors open at this non-profit.
Chico Bag	Consulted with client and conducted an energy audit, created project management plans to reduce energy usage and cost, worked with PG&E utility to enlist customer in energy reduction program and rebates for projects completed. Case study material for class and small business education on sustainable facility management projects.
Chico Heat (Baseball Team)	Administer survey, analyze data, and present results of a customer satisfaction and sponsorship survey.
Congressman Doug LaMalfa	Evaluated upcoming statewide biomass plant closures and recommended private industries that could take on large woody materials for new or existing product manufacturing in the North State from Sacramento to the Oregon border. Provided learning opportunities for the classroom on the relationship between business and government. Provided government officials with useful information on how to create new jobs from an industry shut down and how to create a new supply chain for new and existing entrepreneurs and large manufacturers.
Farmalot	Consulted with client to provide managerial accounting and bookkeeping software training. Fostering the talent and knowledge, skills, and abilities of small business owners.

Food Hub with 3CORE	Provided input on behalf of Chico State and as the Executive Director of Sustainability Management Association on creating a local food system to feed produce, meat, dairy products for all of Butte County. Formed partnership with USDA, FFA, 4H, 3CORE, small and large farmers to participate. Evaluated feasibility with Work Training Center's cold storage.
Fraternity & Sorority Affairs	Hired to host 2 breakout sessions at the F.A.S.T (Fraternity & Sorority Training) Conference. Speaking about career development and how to apply Greek Life Experience into transferable and employable skills. Each session will have approximately 150 in attendance.
Golden Valley Bank	Create strategic plan for community bank.
Grocery Web Technology Company	Strategic positioning, technology review, business planning.
Home Depot	Hired as keynote speaker for Home Depots Northern California Region Women and Leadership Conference. Managers and Senior Executes from Crescent City to Sacramento will attend this annual conference.
Lundberg Family Farms	Elected (annually) to the Board of Directors. BoD members create policies and approve strategies for running the company. I serve as an Independent Board Member (Outside Director), and serve as the Chair of the Audit Committee. LFF is the nation's leading consumer-packaged-goods company, for Organic Rice Products, in the USA.
Medical Doctor	Did tax returns and kept his books until 2015. Provide accounting/tax advice on an as needed basis. Trained new person to keep books for him.
Miscellaneous Business and Not For Profit	Extensive consulting activity for a variety of client entities on significant accounting and financial issues. Auditing, Cost, Financial and Accounting Systems focus and expertise. Some recent examples include: Assisting a major Not-For-Profit entity in preparing for their annual audit. Providing an extensive review of the system of internal controls and identified system design deficiencies in cash collections and disbursement cycles for a fast growing Not-For-Profit entity. Assisting a real estate enterprise with accounting system configuration to reconcile their reports to cash transactions and bank activities.
Multiple	Working with a variety of clients in a variety of industries, I offer marketing and strategic management solutions.
Nielsen Tech	Assisted new company with site set up, entity set up, accounting system and general accounting structure.
North State Radiology	Performance Management
Northern California Adaptive Living Center, Inc.	I function as the Chief Executive Officer and Executive Director for this organization. I was responsible for restructure, stabilizing the workforce culture, and executive coaching and advising. I cross-reference with CFO for financial reporting and act as chief signatory. I currently hold this position.
Northgate Petroleum	Created succession plan for business owners to sell the business to second generation. Ensure smooth succession of largest revenue generating business in Chico, CA.
Pacific Coast Aluminum Products	Strategic and operational planning for aluminum manufacturer.
Pacific Living Properties	Consulting with Sustainability Management Consulting to create a company-wide sustainability program. Trained 16 managers and 97 employees on sustainability projects for energy, water, solid waste, pollution, and social responsibility. Created project goals for multiple residential properties throughout California. Hired three graduates to conduct solid waste audits, property assessments, create consulting reports, and delivering employee training sessions. Impact to teaching created many case studies for the classroom to apply theory to practice. Impact to the company was to reduce expenses on an annual bases by $1.8 million dollars.

Panacea	Strategic evaluation, business model development, market evaluation, research study for correlation of insulin resistance to 35 prominent diseases
Panhellenic	Hired as keynote speaker for Tea/luncheon for 150 sorority women. Hosted a private all day Women's Conference for 250+ panhellenic women. Topics ranged from financial management to health and wellness to personal success.
Personal and Professional Clarity	Provide one-on-one and small group coaching emphasizing self-leadership and servant-leadership within personal and professional contexts.
PG&E	Focused on improving overall performance and quality as it relates to PG&E Gas Operations division. Provided lean six sigma principles to identify areas of opportunity and recommendations for optimization.
R.I.S.E. Strong	Consult new business owner on management & project management services that include analyzing customers' needs and current business obstacles, identifying projects, scoping potential business solutions, improving sales, and clientele base. Develop a strategic plan that will project, prioritize, organize, motivate, and control resources to achieve specific goals. Identify and secure funding sources, promotion, marketing, personnel training & management, and financial management.
Real Estate Investment Firm	Some work is Pro Bono. Provide tax services, estate planning and financial planning advice, including cash flow projections. Provide approximately 200 hours per year over the last 10 years.
Real Estate Investor	Invest, improve and rent furnished property to individual tenants (students for 9 months).
Residential Real Estate Investor	Owner of investment real estate Illinois and California. Launched new venture to provide affordable rentals for Bethel Ministry Students in Redding, CA. Developed a computer model to calculate returns based on various terminal values and purchase prices. Higher time commitments required at start-up.
SAP – Terp 10, Next Gen Consulting, Train the Trainer	Work with a variety of clients in the SAP ecosystem to provide low cost consulting for lower level needs. TERP 10 Certification course instructor. SAP University Alliance Trainer. Provide train-the-trainer sessions on site and virtually. Session include "Introduction to the UA, GBI and UCC", "Configuration", and "Project Systems". Offered through UA sponsored workshops and individually as a consultant. This is an ongoing position, with approximately 5 consulting jobs per year, with the duration of 4 to 10 days each.
Sustainable Seed Company	Managerial accounting analyses and cost benefit analyses of new product development. Evaluated current management operations and recommended ways to become more efficient and effective for an international market.
Sutherland Glass Art	Provided feasibility study on new product development in the glass art industry. Developed an international supply chain for the business owner. Developed lean manufacturing processes and inventory management systems software.
Tehama County	Contracted to conduct training class for managerial accounting, office administration, and cost benefit analyses for business owners in Tehama County.
Tri Counties Bank	Led a student-run research project on customer opinions of banking industry. Reported findings to Michael Murphy (VP & Marketing Director).
TriShield Insurance	As a Business Consultant, I advised the owner of TriShield Insurance in Chico on business expansion strategies and preparation of financial statements. Prepared several financial worksheets to consolidate into a Profit and Loss statement for the business.
Various	Consulting for private companies in the area of Human resources, recruiting, Employee development, and motivation. Teach Dale Carnegie Courses in Employee and personal development
Various Consulting	Assisting small business owners in growing their businesses, composing business plans and pitch decks for entrepreneurs seeking investment, assessing market feasibility. Composing research reports on donation and giving trends

Velocity Island Park	Consulted and lead class in a group project to evaluate and recommend improvements to marketing operations
Wild Ink Press	General marketing & sales advice
Wild Oak Music	Provided general marketing and specific sales advice
World Financial Group	WFG is a financial services company affiliated with Transamerica and Aegon. Currently, an associate in training, I am learning how to educate people in the community on life insurance, asset management products, and estate planning. Currently, training with WFG in Sacramento to prepare for licensing exams.

Appendix 19: College of Business Advisory Boards

College of Business Advisory Board

- Tony Abramo, Chairman, NARO
- Karl Bakhtiari
  President, Stonesfair Financial Corporation
- Keith Bewley, President, NEX Systems
- Aaron Colton, Founder, President & CEO,
  Integrated Communication Systems
- John DiMichele, President and CEO, Community
  Business Bank
- Crystal Estes, Director of Finance, 11 Main
- Mark Francis, President and CEO, Golden Valley
  Bank
- Rand A. Hutchison, President, Right Hand Advisors
- Prabhakar Kalavacherla
  Partner, KPMG, LLP
- Kim Keven, Senior Manager,
  PricewaterhouseCoopers LLP
- Bill Klein, CFO/Corporate Development Executive
- Luke Seufferlein, Director, Rubicon Point Partners,
  LLC
- Anne Sena, Director of Technology, St. David's
  School
- Glen Thomas, Managing Partner, TYS, LLP
- Tom Villa, Director of Business Development,
  Verizon
- Colleen Winter, CEO, Lulu's.com

Seufferlein Sales Program Advisory Board

- Brett Gilbert
  VP of Sales, Sales Force
- Tom Tognoli
  Founder, President and CEO,
  Intero Real Estate
- Doug Erpenbeck
  Senior Director, Sales Enablement, Elastic Corp
- Brian Dowling
  Senior Sales Executive, Adobe
- Jordan Carroll
  Industrial Market Sales Leader, IBM
- Glenn Showgren
  Zone General Manager – California & Hawaii,
  Henry Schein
- Erin White
  Senior Recruiter, Talent Acquisition, Aerotek
- Sherice Imel
  Talent Acquisition Business Partner, ADP
- Erik Axtell
  Senior Recruiter, State Farm Insurance

Center for Entrepreneurship Advisory Board

- Christian Friedland
  President, Build.com
- Andrew Gazdecki
  CEO, Bizness Apps
- Glen Thomas
  Partner – ThomasYork, LLP
- Todd Amdor
  Attorney, King & Spalding, LLP
- Michael Rehg
  Department of Management Chair, California State
  University, Chico
- Robert Strazzarino
  Founder/CEO, Founder, Managing Director, College
  Scheduler LLC
- Debra Cannon
- Founder, CEO, Lulu's

Business Information Systems/Center for Enterprise Systems and Informatics Advisory Board

- Dave Weinmeister, Foster Farms
- Chris Johnson, EMC
- Jason Jester, Intuitive Surgical, Inc.
- Andrew Movius, Micron
- Tom Short, IBM
- Eric Wells, Health Net, Inc.
- Mike Callas, Deloitte Consulting
- Howard Klein, Workday

- Chris Meier, Ernst & Young
- Scott Featherston, Ernst & Young
- Nicholas Davis, Ernst & Young
- Paul Concannon, County of Sacramento
- Glen Lewis, UC Davis
- Dawn Fowler, SMUD
- Jon Lamoureux, JLx Consulting LLC
- Nick Kokinos, SAP
- Joshua Wise, Intel Corp
- Matt Hatch, E&Y Technology & Security
- Stefan Tampe, IGT
- Julie Silvestre, Ernst & Young
- Chris Feduniw, Samsung
- Sean Siegmund, Hitachi

Accounting Advisory Board

- Ernst and Young
- KPMG
- PriceWaterhouseCoopers
- Moss Adams
- State Street
- Gallo Winery
- Rabobank
- Gilbert and Associates
- Sensiba
- State Auditor
- State Finance
- Franchise Tax Board
- IRS
- EDD
- BOE
- Novogradac
- Gallina
- Foster Farms
- Lundberg Family Farms
- Jones Henle Schunck
- BFBA
- Oracle
- KCoe
- Gallina
- Crow Horwath

Appendix 20: Faculty Engagement and Membership in Professional Organizations

Organization Name	Role	Scope	Description
Information Systems Audit and Control Association	Academic Advocate	International	Independent, nonprofit, global association, ISACA engages in the development, adoption and use of globally accepted, industry-leading knowledge and practices for information systems. Previously known as the Information Systems Audit and Control Association, ISACA now goes by its acronym only, to reflect the broad range of IT governance professionals it serves.
American Marketing Association	Adviser	National	The American Marketing Association is a professional association for marketing professionals with 30,000 members as of 2012. It has 76 professional chapters and 250 collegiate chapters across the United States.
Chico Start	Board Member	Local	Chicostart is a startup incubator and a support community bringing startups from survive to thrive. We have the resources needed to help catapult startups: mentors, desks, couches, WiFi, conference rooms, mail service, a stocked kitchen and more.
Sustainability Management Association CA Chapter	Board of Directors	Local	B2B networking events, host educational events and seminars, and educate students and professionals on sustainability practices.
Chico Chamber of Commerce	Board of Directors	Local	Foster the economic vibrancy of the City of Chico. Focus on legislative action and sustainability initiatives on behalf of the Chamber of Commerce. Specialize in workforce development and economic development.
Alliance for California Business	Board of Directors	National	Assist business owners with environmental regulations and policies.
Marketing Educators' Association	Board of Directors	International	Attend meetings, responsible for helping manage the 501.3.c, putting on conferences, building awareness and maintaining membership.
American Accounting Association	Committee chair, International Accounting Section	International	Academic accountants group, primarily made up of U.S. members.
Academy of Legal Studies in Business	Delegate - House of Delegates	International	International Academy to Support Legal Business Scholarship and Pedagogy
Delta Sigma Pi	District Director, President, Vice President of Professional Activities	International	Delta Sigma Pi prepares business students for successful professional careers, but also instills values of service and principled leadership that characterize Deltasigs in all phases of life. With more than 260,000 initiates, our members make a difference in their workplaces and communities throughout the United States and around the world.
Strategic Management Society	Editor, Strategic Human Capital Newsletter	International	
Western Academy of Management	Executive Board Member	National	
Western Academy of Management	Executive Committee	Regional	Elected by academic peers to a three-year term (2016-2019)

Sustainability Management Association	Founding Board Member - Chico Local Chapter	Regional	The vision behind creating the certification is to enable the wide dissemination of the knowledge, skills, and abilities of professionals in sustainability management so that these skillsets become management norms. Any professional, in any type of workplace setting, can strategically manage for economic performance, social responsibility, and environmental stewardship simultaneously.
Enloe Foundation	Gala Auction Committee Member	Regional	
National Association of Corporate Directors	Leadership Fellow	International	Education and Resources for Corporate Business Directors
Society for Human Resource Management	Member	National	
Association of Certified Fraud Examiners	Member	International	The ACFE is the world's largest anti-fraud organization and premier provider of anti-fraud training and education. Together with nearly 80,000 members, the ACFE is reducing business fraud worldwide and inspiring public confidence in the integrity and objectivity within the profession. Drive continued education through association with relevant certification association.
Society for Human Resource Management	Member	International	biggest network of HR professionals and scholars
CalCPA Education Foundation	Member	State	Advocate for members on issues that affect the accounting profession. Enhance and promote the visibility of the profession and CalCPA. Attract, educate and support CPAs in their professional and personal development.
Institute of Internal Auditors	Member	National	Support the profession of internal audit.
American Finance Association	Member	International	The official association of the American finance academic profession
Financial Management Association International	Member	International	One of the most important academic associations in the field of finance
National Association of Professional Women	Member	National	The National Association of Professional Women offers women the opportunity to network with over 700000 members at more than 200 local chapters
American Institute of Professional Certified Accountant	Member	National	AICPA, the world’s largest member association representing the accounting profession sets ethical standards, auditing standards and develops the CPA Exam.
Institute of Internal Auditor	Member	National	The IIA is the leader in innovative internal audit training, and provides quality in person and online learning opportunities for its members and customers.
International Leadership Association	Member	International	The International Leadership Association (ILA) is the global network for all those who practice, study, and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.
National Association of Professional Women	Member	National	Professional networking for female executives.

Sport Marketing Association	Member	International	
Academy of Marketing Science	Member	International	
Hispanic-Serving Institutions FLC	Member	State	HSI had Focused on inclusive pedagogy several valuable strategies and powerful opportunities to boost student success is a bottleneck and gateway course redesign.
CPCU Society	Member	International	Chartered Property Casualty Underwriters Society CPCU is a professional designation held by @2% of the professionals in the insurance industry. Often called the MBA of Insurance
California Society of CPAs	Member	State	Primary association of CPAs and others interested in the CPA profession within California.
Texas Society of Certified Public Accountants	Member	State	Primary association of CPAs and others interested in the CPA profession within Texas.
Society of Wine Educators	Member	International	A global educational organization whose mission is to advance wine education through professional development and certification.
APICS	Member	International	APICS is the premier professional association for supply chain management.
Decision Science Institute	Member	International	
Project Management Institute	Member	International	Project Management Institute is the world's leading not-for-profit professional membership association for the project, program and portfolio management profession.
Industry Studies Association	Member	National	
Academy of Management	Member		AMA is an international, nonprofit, membership-based association that provides a broad range of management development and educational services to individuals and organizations. AMA provides individuals and organizations worldwide with the knowledge, skills, and tools to achieve performance excellence, adapt to changing realities, and prosper in a complex and competitive world.
United States Association of Small Business and Entrepreneurship	Member		
Financial Executives International	Member	International	Financial Executives International is a network of more than 10,000 best-in-business financial professionals with 75 local Chapters globally. Peer networking and continued education/training.
Institute of Certified Management Accountants	Member	International	IMA's mission is to provide a forum for research, practice development, education, knowledge sharing, and the advocacy of the highest ethical and best business practices in management accounting and finance.
University Sales Center Alliance	Member	National	
Delta Sigma Pi	Member	National	
Academy of Management	Member	International	
Financial Education Association	Member	International	

Eastern Finance Association	Member	International	
Midwest Finance Association	Member	International	
Southwestern Finance Association	Member	National	
Financial Management Association	Member	International	
Data Science Association	Member	International	Data Science Association
System Dynamics Society	Member	International	System Dynamics Society
Institute of Electrical and Electronics Engineers	Member	International	Institute of Electrical and Electronics Engineers
Association of Strategic Planning	Member	National	Association of Strategic Planning
Strategic Planning Society	Member	International	Strategic Planning Society
Project Management Institute	Member	International	Project Management Institute
Decision Science Institute	Member	International	Decision Science Institute
Strategic Management Society	Member	International	Strategic Management Society
California Society of CPA's	Member	State	
American Marketing Association	Member	National	
Institute of Management Accountants	Member		
American Accounting Association	Member	National	
California Society of CPAS	Member	State	Organization intended to keep CPA's abreast of changes in the industry
California Faculty Association	Member		
Association for Information Systems	Member		
Decision Sciences Institute	Member		
International Leadership Association	Member	International	Professional organization for scholars on Leadership.
Academy of Management	Member	International	Professional organization for scholars on management.
District of Columbia Bar Association	Member	State	
Montana State Bar Association	Member	State	
California State Bar Association	Member	State	
Decision Sciences Institute	Member		The Decision Sciences Institute (DSI) is a professional organization of academicians and practitioners interested in the application of quantitative and behavioral methods to the problems of society.

Phi Kappa Phi Honor Society	Member	International	
Association for Information Systems	Member	International	The Association for Information Systems (AIS) serves society through the advancement of knowledge and the promotion of excellence in the practice and study of information systems. AIS is the premier professional association for individuals and organizations who lead the research, teaching, practice, and study of information systems worldwide.
American Management Association	Member	National	National association related to management and management education.
American Marketing Association	Member	National	National widely recognized and esteemed association for the advancement of marketing.
United States Association for Small Business & Entrepreneurship	Member	National	National organization dedicated to knowledge and leadership related to small businesses and entrepreneurship
Western Academy of Management	Member	Regional	Regional organization dedicated to the promotion of scholarship in management and business.
State Bar of California	Member	State	Professional Organization and admission for lawyers in the state
CFA Society of San Francisco	Member	Local	
California State Bar	Member	State	
California Society Of CPAs	Member	State	
American Accounting Association	Member	National	
Academy of Management	Member	International	
Marketing Educators' Association	Member	International	
American Marketing Association	Member	International	
Eastern Finance Association	Member	National	
Beta Gamma Sigma	Member	International	
Financial Management Association	Member	International	
American Finance Association	Member	International	
National Association of Corporate Directors	Member	National	As the recognized authority on leading boardroom practices, NACD aspires to a world where businesses are sustainable, profitable, and respected, and where stakeholders trust directors to develop strategies that create long-term value and provide effective oversight. World-class boards join NACD to elevate performance, gain foresight, and instill confidence. Fostering collaboration among directors, investors, and governance stakeholders, NACD has been shaping the future of board leadership for more than 35 years.

System Dynamics Society	Member	International	The System Dynamics Society is an international, nonprofit organization devoted to encouraging the development and use of System Dynamics and systems thinking around the world. With members in seventy countries, the Society provides a forum in which researchers, educators, consultants, and practitioners in the corporate and public sectors interact to introduce newcomers to the field, keep abreast of current developments, and build on each other's work
Academy of Management	Member	International	The Academy of Management is the preeminent professional association for management and organization scholars. Our worldwide members are professors and Ph.D. students in business schools at universities, academics in related social science and other fields, and practitioners who value knowledge creation and application.
Information Systems Security Association	Member	International	ISSA is the community of choice for international cybersecurity professionals dedicated to advancing individual growth, managing technology risk and protecting critical information and infrastructure.
Project Management Institute	Member	International	Project Management Institute is the world's leading not-for-profit professional membership association for the project, program and portfolio management profession.
Association of Information Systems	Member	National	
SAP University Alliance	Member	International	
American Finance Association	Member	International	The premier academic organization devoted to the study and promotion of knowledge about financial economics.
Financial Management Association	Member	International	Serving the global finance community by promoting the development of high-quality research that extends the frontier of financial knowledge, promoting the understanding of basic and applied research and of sound financial practices, enhancing the quality and relevance of education in finance, providing opportunities for professional interaction between and among academics, practitioners, and students.
Academy of Management	Member and volunteer	International	
Chico Sunrise Rotary	Past President, Past Secretary, Past Fundraising Chair	International	Rotary is an organization of both active and retired businessmen and women throughout the world who come together to serve their community and enjoy great fun and fellowship.
KPMG PhD Project Finance Doctoral Student Association	Planning Committee 2012, 2013, 2015	National	
Western Academy of Legal Studies in Business	President (2010 and 2011), Program Chair (2009), Delegate to ALSB (2012-present)	Regional	Western States Regional Association for the Academy of Legal Studies in Business
Shasta Trinity Counties Bar Association	Secretary-Treasurer	Local	Local bar association for the Shasta-Trinity County region.

Appendix 21: AACSB Table 15-1 - Faculty Sufficiency and Qualifications Summary (Student Credit Hours, AY 16-17)

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Accounting Department											
Curt DeBerg	1990	PhD, 1985	UT, RES and SER	516 sch		100.0					Has 3 PRJ's
Tim Kizirian	2001	PhD, 2001	UT, ADM, RES and SER	294 sch		100.0					3+PRJ's
Wallace Leese	1978	PhD, 1978	UT, RES and SER	597 sch		100.0					Three PRJ's within five years plus OIC.
Total ACCT: Full Professor				1407 sch	0 sch	300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Gary Braun	2015	PhD, 1995	UT, RES and SER	399 sch		100.0					3+ PRJ's; strong SA
Jeffrey Decker	2014	PhD, 2001	UT, RES and SER	576 sch		100.0					Has 3 PRJ's
Nicholas Lynch	2013	PhD, 2008	UT, RES and SER	768 sch		100.0					3+PRJ's
Total ACCT: Associate Professor				1743 sch	0 sch	300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Nora Bouqayes	2016	PhD, 2015	UT, RES and SER	342 sch		100.0					Nora recently received her doctorate degree, so she is SA for five years.
Richard Ray	2013	PhD, 2012	UT, RES and SER	588 sch		100.0					3+PRJ's

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Total ACCT: Assistant Professor				930 sch	0 sch	200.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Kristina Brown	2011	MA, 2007	UT and SER	75 sch					20.0		IP status based on current and ongoing practice as Student Services Professional II position in Advising. Participating based on internship and career guidance support for accounting students.
Ryan Cheung	2016	BS, 2006	UT and SER	162 sch					40.0		Significant executive level practice as a partner of a CPA firm with high end clients. Participating as Association of Certified Fraud Examiners Faculty Liaison and outreach; CFE speaker coordinator.
Stephen Gorobets	2012	BS, 2008	UT and SER	357 sch					100.0		IP status based on significant executive level responsibility as Controller of Soper-Wheeler, LLC.
Amy Griffin	2006	MS, 1995	UT and SER	1872 sch					100.0		IP status supported by her work as the Northern California Conference Treasurer. Participating status based on her work as Accounting Society student recruitment faculty mentor.
Marsha Lauck	2016	MBA, 2003	UT and SER	642 sch					100.0		IP status is supported by Marsha's MBA and Board Member and CFO position. Participating status is supported by her work with Shasta college.
Paule M. Pobloske	2010	MBA, 2001	UT and SER	4134 sch				100.0			SP status based on 2012 publication in JBER. She could also be an IP given her executive level accounting consulting. Her Participating status is based on course redesign in auditing to implement KPMG methodologies.
Total ACCT: Lecturer				7242 sch	0 sch	0.0 (0.0%)	0.0 (0.0%)	100.0 (21.7%)	360.0 (78.3%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (21.7%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total ACCT				11322 sch	0 sch	800.0 (63.5%)	0.0 (0.0%)	100.0 (7.9%)	360.0 (28.6%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (63.5%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (71.4%)					

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
						Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Business Information Systems Department											
Harish Bahl	1990	PhD, 1980	UT, MT and RES	1008 sch		100.0					Two referred articles and five presentations
Dalen Chiang	2001	PhD, 1976	UT, MT, ADM, RES and SER	51 sch		100.0					Two published referred articles, seven presentations
James Connolly	1996	PhD, 1996	UT, RES and SER	435 sch			100.0				Has demonstrated and documented engagement with SAP and other ERP-oriented companies, conferences, and educational support with UCC hosting center. Significant work with industry professionals.
Kent Sandoe	1998	PhD, 1994	UT, RES and SER	369 sch						100.0	Needs two referred articles and one other IC. Working on and expected to have by Fall 2017.
Total BIS: Full Professor				1863 sch	0 sch	200.0 (50.0%)	100.0 (25.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (25.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (50.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (75.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (75.0%)					
Parand Mansouri-Rad	2016	PhD, 2012	UT, RES and SER	330 sch		100.0					Within 5 years of receiving Ph.D., one article in 2010, one presentation, two proceeding articles
Arash Negahban	2015	PhD, 2015	UT, MT, RES and SER	738 sch		100.0					Within 5 years of receiving Ph.D., two published referred articles, three proceedings, 14 presentations
Christine Witt	2016	PhD, 2014	UT, MT, RES and SER	351 sch		100.0					Within 5 years of receiving Ph.D., 3 published referred articles, 3 presentations
Total BIS: Assistant Professor				1419 sch	0 sch	300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Anthony Dunn	2017	MS, 2006	UT		153 sch				20.0		MS in Instructional Design and Technology, work on many IT projects In IT Client Services of Information Resources on campus.
Richard P. Hubbard	2010	PhD, 1999	UT, MT and SER	150 sch			100.0				At high level of management in business. wrote a book about planning, consultant to tech companies, has Ph.D. in computer science
Scott Kodai	2005	MBA, 2006	UT		204 sch				20.0		Continuing working as the manager of IT Support Service at CSU Chico, MBA
David Landaeta	2001	MBA, 2003	UT		252 sch				40.0		Has MBA, continuing on SAP consulting in the SAP Hosting center, working as SAP consultant before coming to the hosting center
Lawrence Maligie	2014	MBA, 2005	UT		168 sch				20.0		MBA, 20+ years of IT project management experience, Director of Information Technology and Finance at ProPacific Fresh
Sue Maligie	2008	MBA, 2008	UT		1041 sch				60.0		Sue is a CPA and holds an MBA from Chico. Until 2012 she was Director of Accounting Operations at CSU, Chico. She is currently a senior tax associate at K. Coe Isom in Chico.
William Maligie	2008	MBA, 1984	UT and SER	1467 sch					20.0		MBA, over 30 years of industrial experience, currently serve on the Board of Global Chemical Systems, Inc. Works with students competing in APICS.
David Rowe	2016	MBA, 2011	UT		108 sch				20.0		MBA, work experience
Rob Taylor	2016	JD, 2011	UT		90 sch				20.0		Juris Doctor, attorney
Carol Trivedi	2015	PhD, 2015	UT, RES and SER	1377 sch		100.0					PhD in Organizational Mgmt, 2015. Also, Master of Public Administration. Has publication works in progress. Variety of ongoing consulting with World Financial Group and TriShield Insurance. Course coordinator for BADM 101, session chair at 2016 Academy of Management conference.
Tom Wilder	1997	MBA, 1996	UT, MT and SER	579 sch					100.0		Executive Director SAP University Competence Center, continuing involvement with business and industry partners, one conference presentation.
Total BIS: Lecturer				3573 sch	2016 sch	100.0 (19.2%)	100.0 (19.2%)	0.0 (0.0%)	320.0 (61.5%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (63.9%)		Minimum SA: >= 40% requirement for AACSB not met (19.2%)					
						Minimum SA + PA + SP: >= 60% requirement for AACSB not met (38.5%)					
						Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Total BIS				6855 sch	2016 sch	600.0 (49.2%)	200.0 (16.4%)	0.0 (0.0%)	320.0 (26.2%)	100.0 (8.2%)	
				>= 60% requirement for P for AACSB met (77.3%)		Minimum SA: >= 40% requirement for AACSB met (49.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (65.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (91.8%)					
Finance and Marketing Department											
Kirk Aiken	2013	PhD, 2001	UT, MT, RES and SER	783 sch		100.0					Highly productive researcher with 13 published articles over the last five years. A leader in the field of sports marketing. Ph D from University of Oregon. He is currently heading the BADM and MBA Assurance of Learning program.
Kenny Chan	1985	PhD, 1988	UT, RES and SER	333 sch		50.0					Published four refereed journal articles over the last five years. An active research programs with potential to publish a series of journal articles. Ph. D. from U of Massachusetts. Currently in the early retirement program teaching three courses in Spring 2017.
Casey Donoho	2008	PhD, 1990	UT, RES and SER	741 sch		100.0					Active researcher who has published 6 refereed journal articles in the last six years along with 6 papers in conference proceedings. Ph. D. from University of Oregon.
Hsieh-Yuen (Christine) Hsu	1985	PhD, 1987	UT and SER	744 sch		100.0					Christine Hsu has an established research record with four refereed publications in the last five years. She has taught a variety of finance courses. She is the recipient of the Summer Research Award in 2013 and 2015.
Matt Meuter	2000	PhD, 1999	UT, RES and SER	489 sch		100.0					Dr. Meuter is the Director of the MBA program. He has a very strong research background and he has published three refereed journal articles in the last five years.
Richard Ponarul	1984	PhD, 1985	UT, ADM, RES and SER	264 sch		100.0					Ph. D, in Business from the University of Chicago. Several refereed publications with the most recent one on misinformation among finance students published in 2012. In 2016 authored a section of a chapter of value investing that appears in a text book on Behavioral Finance by Dr. P. Chandra, published by Tata-McGraw Hill. Was also cited for editorial help with the book. Currently working on research on diversity Indian corporate boards.
Total FNMK: Full Professor				3354 sch	0 sch	550.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
						Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%)					

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Tim Heinze	2007	PhD, 2007	UT, RES and SER	369 sch		100.0					Tim is a highly productive researcher with 11 refereed journal articles over the last five years and several conference presentations and trade publications. He is the executive director of the Seufferlein Sales Center and a key person in bringing about the Professional Sales Certificate program.
Qingzhong Ma	2015	PhD, 2006	UT, RES and SER	624 sch		100.0					His research output is prodigious with 12 refereed publications over the last five years. He is currently the advisor for the Finance Club.
Stephen Treanor	2008	PhD, 2008	UT, MT, RES and SER	624 sch		100.0					Stephen Treanor has a solid research record with five refereed publications in the last five years, a book chapter and numerous conference presentations. His research stream is strong and promises continued productivity.
Wei Athena Zhang	2015	PhD, 2008	UT, RES and SER	513 sch		100.0					She has a tremendous research record with 7 refereed publications in the last five years. Since coming to Chico she has a paper accepted by the Journal of Behavioral Finance. One of her papers has been accepted for presentation at the next AFA conference, one of the most prestigious conferences in the field of finance.
Total FNMK: Associate Professor				2130 sch	0 sch	400.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Yinfei Chen	2016	PhD, 2016		459 sch		100.0					Received his Ph. D. in Finance from Washington State University in 2016. Strong research stream. Participation in national and international academic conferences. Heads the effort in the College of Business for data access for academic research.
Jian J. (Emily) Huang	2011	PhD, 2010		741 sch		100.0					Emily Huang received her Ph D in finance from Washington State University in 2010. She has so far published 2 refereed papers and one forthcoming in the Journal of Financial Education. She has a strong stream of research that will result in several publications.

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
											Emily was several successful grant proposals - including the one for redesigning FINA 307 and the ones that got CRSP and COMPUSTAT data sets funded.
Youngsu Lee	2016	PhD, 2014		249 sch		100.0					Youngsu Lee got his Ph D from Iowa State University in 2014. He joined CSU, Chico in 2016. He is an active researcher with several papers in the pipeline, two under second round review) on the way to becoming refereed publications. He has 10 years of industry experience with LG Economic Research Institute.
Sohyoun Shin	2015	PhD, 2010		426 sch		100.0					Sohyoun Shin is a highly productive researcher with 12 refereed publications and numerous conference presentations.
Total FNMK: Assistant Professor				1875 sch	0 sch	400.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Clayton Anderson	2002	JD, 1999			261 sch				20.0		Mr. Anderson is a partner in law firm and specializes in estate planning and teaches a course in estate planning. He is engaged full time in his professional activities.
Lance Blanshei	2005	MBA, 1990			297 sch				40.0		Mr. Blanshei has extensive experience in advertising, brand development, retailing and entrepreneurship. He is a partner in a brand development agency and the Chief Concept officer of a local startup/franchise prototype. He teaches a course in entrepreneurial marketing.
Neal Bordenave	2007	JD, 2002			534 sch				40.0		He is the principal in an insurance brokerage firm in Chico and a state licensed agent/broker. His professional designations include CPCU, AIC and ARM. His engagement in the industry is full time. He stays current with respect to developments in the industry by attending trade conferences.
Drake Brown	2013	MBA, 2015			243 sch				20.0		Mr. Brown held a position of significant responsibilities in the area of Sales until September 2011. Currently he is Director of the Institute of Religion, a religious educational organization that serves over 400 students. He is responsible for the administration and training of about 35 teachers.
Brittany Fortune	2017	BA, 2010		36 sch						20.0	Working on MBA. 3 yrs, senior account manager, Frito Lay. PL of $100 million annually. Lead for 400 district sales leaders. 2 yrs as district sales lead.

Faculty Portfolio				Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Year of Hire	Highest Degree, Year Earned	Normal Professional Responsibilities	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Mark Hammer	2014	MA, 2006			183 sch				20.0		Mr. Hammer is vice president and director of training at Tri Counties Bank. He is fully engaged, through his work, in the banking industry and he teaches a course in the management of financial institutions.
Amy Kao	2016	MA			69 sch				20.0		MA, 20 yrs experience as banker
Bill McGowan	1999	MBA, 1981		648 sch					100.0		Bill is the Administrative Director of the Seufferlein Sales Program. Has has an MBA from Cal Poly Pomona and about 25 years of experience at ARCO ending as Manager of Petroleum Coke Marketing Department, He is active in the Service Corp of Retired Executives and played a key role in the development of the Sales Program at Chico.
Kristin Minetti	2015	MBA, 2015		1035 sch					80.0		Kristin has over 9 years of experience with Target Corp. ending as Executing Team Leader for logistics in July 2015. She is currently the advisor to the AMA student chapter.
Jennifer Nelsen	2005	MBA, 2013			714 sch				40.0		Jennifer has served as a marketing consultant and a trainer in a local small business development center until 2013. She runs a marketing consulting business in Chico. She teaches the introductory course in marketing for undergraduates.
Michel Renee	2014	MBA, 2011			78 sch				20.0		Renee is currently a practicing financial planner with Asset Management Group. Currently is professionally engaged in finance and brings the industry experience and view points to the classroom.
Kathryn Schifferle	2007	MBA, 2008		567 sch					60.0		Kathryn is a founder of a successful start-up and executive director of a local chapter of a national truck club. She has managed the internship program for the marketing option for the last four years.
Sergey Smirnov	2014	MBA, 2013			72 sch					40.0	Dr. Smirnov has doctoral degrees in physics and mechanical engineering. In addition he has earned an MBA with specialization in corporate finance from Walden University. He teaches a course in advanced investments and another in financial data analysis.
Tom Urbanowicz	2015	BA, 1994			135 sch					20.0	Tom is currently pursuing his MBA from West Texas A & M University (AACSB Accredited.) He is about 50% done with the program and is taking two courses this semester. He is currently the COO of a successful local startup.
Total FNMK: Lecturer				2286 sch	2586 sch	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	460.0 (85.2%)	80.0 (14.8%)	
				>= 60% requirement for P for AACSB not met (46.9%)		Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (0.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (85.2%)					

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Total FNMK				9645 sch	2586 sch	1350.0 (71.4%)	0.0 (0.0%)	0.0 (0.0%)	460.0 (24.3%)	80.0 (4.2%)	
				>= 60% requirement for P for AACSB met (78.9%)		Minimum SA: >= 40% requirement for AACSB met (71.4%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (71.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (95.8%)					
Management Department											
Kim Hinrichs	2011	PhD, 2004		672 sch		100.0					Active scholar with 4 RJP's in the last 5 years; 1 book chapter; multiple presentations at academic conferences. Serves on Executive committee of Western Academy of Management
James Morgan	1981	JD, 1980		132 sch		100.0					Has 2 RJPs, a business law textbook revision, and one conference presentation in last 5 years. An additional RJP is under review (9/2016). Serves as a University Ombudsman and as the Faculty Athletic Representative.
Marc Siegall	1986	PhD, 1987			78 sch	10.0					2 RJP's in last 5 years; Editorial Review Board Member for Jour of Mgmt Develop and B>Quest.
Jeff W. Trailer	2001	PhD, 1995		456 sch			100.0				BOD Lundberg family farms 5 years, other leadership positions on board, Consulting with Lundberg and Enloe Hospital. Multiple conf proceedings and presentations, 1 PRJ.
Suzanne Zivnuska	2006	PhD, 2003		408 sch		100.0					In the last 5 years has published 5 RJPs and given 7 presentations at refereed academic conferences; serves as CFO of Western Academy of Management; Director of the Professional Consulting Program for management department.
Total MGMT: Full Professor				1668 sch	78 sch	310.0 (75.6%)	100.0 (24.4%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (95.5%)		Minimum SA: >= 40% requirement for AACSB met (75.6%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Hyunjung Kim	2009	PhD, 2009		348 sch		100.0					In last 5 years, 4 RJPs, plus 2 currently in review (3/2017); 3 presentations at refereed academic conferences; 1 book chapter. Serves as Assurance of Learning coordinator for BIS program and rep on University AAC.

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Michael Rehg	2008	PhD, 1998		129 sch		100.0					2 RJP's in last 5 years; 1 co-authored book chapter; 3 presentations at national / regional academic conferences; significant consulting activity/report for US Dept of State
Total MGMT: Associate Professor				477 sch	0 sch	200.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
James Downing	2013	PhD, 2013		414 sch		100.0					PhD within last 5 years; 4 manuscripts currently under review
Ghadir Ishqaidef	2015	PhD, 2013		378 sch		50.0					PhD, 2013 within 5 years of PhD; 2 RJPs.
Joe Liu	2015	PhD, 2016		480 sch		100.0					PhD within last 5 years; 1 RJP, 3 manuscripts under review
Maria Mendez	2015	PhD, 2009		561 sch		100.0					3 RJPs, 1 presentation in last 5 years
Bonnie Persons	2008	JD, 1992		435 sch		100.0					JD, Univ of the Pacific, 1992; 2 RJPs, 1 proceedings; 2 academic presentations in last 5 years.
Colleen Robb	2014	PhD, 2012		465 sch		100.0					PhD within last 5 years; 1 RJP; 5 conference presentations; 1 book
Total MGMT: Assistant Professor				2733 sch	0 sch	550.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (100.0%)		Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
David Agoff	2001	MS, 1987		885 sch					70.0		25 yrs at Matson and Isom in the HR field; Director of HR, Matson and Isom, 1990-2015Student advisor for The Management Club student group; Helped develop and execute COB new faculty training session Aug 2016.
Yvonne Bealer	2016	MBA, 2005			120 sch				10.0		Chico State; Business Analyst, Human Resources Information Systems, 2011 - present; provides lead direction for HRIS team;

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Randall Bettencourt	2005	JD, 1984		873 sch					100.0		JD; developing brochures for CfE on Intellectual Property; developing curriculum for course in IP.
William Bunker	2015	MBA, 1991		45 sch					10.0		Bill has been active in developing internship opportunities for students in the Redding area. He has been interfacing with local businesses and the chamber of commerce to explain the opportunities to partner with CSU Chico for internships, as well as classes being available to work on projects that come from local businesses.
Angela Casler	2006	MBA, 2000		1101 sch					100.0		Member of Veterans Education Support Team committee at the University level; Student advisor for Student Veterans Organization; Executive Director of Sustainability Management Association (non-profit). Principle Partner, Sustainability Management Consulting, 2010 - Present;
Linda Clark-Borre	2010	MA, 2008		828 sch					100.0		Executive Director and CEO, Northern California Adapted Living Center 2010-2017; Certified PMP; Creator/Editor, COB Instructor / Mentor Blog; Faculty Advisor, CALMENA student group.
Ray Coutermarsh	2014	MBA, 1982			444 sch				40.0		Director-Business Development, KPMG 2015-present; over 20+ years with KPMG;
Bathild Covington	2016	PhD, 2012			678 sch		100.0				PhD, Capella Univ, 2012; Program Mgr, Bedrock Markets, 2010-2013; Change & Communication Consultant/Coach, 2012-current.
Sharon Crawford	2017	PhD, 2016			309 sch		60.0				President & CEO CoLogiQ Inc., 2007 - present, small defense technology firm providing Systems Engineering and Technical Assistance to DoD.
David Halimi	2009	MS, 1977			459 sch				40.0		VP, Managing and Marketing, Diamond W Western Wear, 1981 - present; Executive Producer, Diamond Productions, 1988 - present; Proprietor, Halimi Properties, 1980-present
John Hames	2004	JD, 1982			1161 sch				60.0		Sole Proprietor, private practice business attorney, 2003 - present; Cal State Bar #105754
William Helmbold	2017	JD, 1975			39 sch				20.0		18 years private law practice, Redding CA; member, State Bar of California #71166
Rand Hutchison	2012	MBA, 1977		135 sch					20.0		Extensive high-level experience; most recent: Founder, president and CEO, Travidia, 1999-2012; owner, RAH Associates, 1980 - present, consulting company.COB Board of Advisors; Trustee, CSU Chico Foundation Board
Ryne Johnson	2014	MA, 1991			621 sch				30.0		Founder, RLJ Solutions, 2011 - present, management consultancy; Board member, Butte County Office of Education, 2012-present.

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Amy Lance	1997	MA, 1999		150 sch					20.0		Experience: Consultant, Butte County Business Incubator Program, 2015 - present; Director of Business Student Advising, 2006 - 2015; Founder - Wondrous Women Worldwide (private consulting for profit & non-profit), 2010-present; Faculty Advisor, Phi Chi Theta Business Fraternity.
Larry Langwell	2016	MBA, 2015			147 sch				10.0		Coordinator of Veterans Affairs, CSU Chico, 1996-present; CEO of VECTORS, local charitable non-profit, leads corporate business practices.
Matt McLaughlin	2007	MBA, 2007			369 sch				50.0		Recent Experience: Manager, Home Medical Equipment, Enloe Hospital, 2010-present;Business Develop Analyst, 2008-2010, Enloe Hospital
John Meyer	2015	JD, 1992			411 sch		40.0				Current California Bar membership; Principle, Law Office of John Meyer; founder, president and CEO of several business 1982-2006; recent (2015) Director of Optira Inc., and principle advisor for TBHOD and LDN Ventures; Student advisor: Entrepreneurship Bus Plan Development.
Bob Montgomery	2013	PhD, 1989			237 sch				20.0		Principle, Evergreen Organizational Effectiveness Consulting, 2012-present; Director / Senior Consultant, Leadership & Org Develop, Lockheed Martin, 2005-2012.
Sean Morgan	2005	MBA, 2005		1023 sch					100.0		Managing Partner/Co-Founder, Castle Side Partners, 2011-present, mgmt consulting practice; Mayor/Council member, City of Chico, 2012-present; Faculty Advisor, Project Mgmt Group
Shawn Osborne	2015	MA, 2010			264 sch				20.0		4 positions as operations manager, business analyst, HRM since 2009; Current: Financial analyst, Victor Community Support Services, 2014 - present
Michael Polsan	2005	JD, 1990			291 sch				20.0		Attorney, Chico Ca, 2001-present; Administrator, Student Judicial Affairs, 2015 - present. California Bar #153398
Dirk Potter	1983	JD, 1982			870 sch		80.0				Partner in private law practice (1982) with 25 - 50 active clients; member of Board of Directors, Northern California Adaptive Living Center; 12 hrs/year continuing education to remain current in California Bar Assoc.; pro-tem judge Butte County since 1992 & Glenn Co since 2010
David Rahn	2000	MS, 1991		741 sch				100.0			President and Founder, Knowledge Companion LLC, 2006-present; Biz Launch Univ, 2014-present; Scholarly activities: President/President-Elect, 2014 - 2016, Association for Business Simulation and Experiential Learning (ABSEL); Track Chair, USASBE, 2016, 2017; Judge, USASBE, Innovative Educator Award, 2016; 2 RJPs, multiple conference presentations at national level.

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Joseph Schneider III	2017	JD, 1999			132 sch				10.0		20 years of senior level IT experience; currently IT Manager - Head of Internal User Operations, Facebook
Peter Straus	2002	BA, 1972		801 sch					100.0		Executive VP / President & CEO , AVL Looms, 1990-present; VP, AVL Property Acquisition LLC, 2010-present; Director, Center for Entrepreneurship, 2010-present.
Total MGMT: Lecturer				6582 sch	6552 sch	0.0 (0.0%)	280.0 (21.1%)	100.0 (7.5%)	950.0 (71.4%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB not met (50.1%)		Minimum SA: >= 40% requirement for AACSB not met (0.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB not met (28.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total MGMT				11460 sch	6630 sch	1060.0 (42.6%)	380.0 (15.3%)	100.0 (4.0%)	950.0 (38.2%)	0.0 (0.0%)	
				>= 60% requirement for P for AACSB met (63.3%)		Minimum SA: >= 40% requirement for AACSB met (42.6%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (61.8%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Grand Total (Across College)				39282 sch	11232 sch	3810.0 (55.5%)	580.0 (8.5%)	200.0 (2.9%)	2090.0 (30.5%)	180.0 (2.6%)	
				>= 75% requirement for P for AACSB met (77.8%)		Minimum SA: >= 40% requirement for AACSB met (55.5%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (66.9%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (97.4%)					