

**College of Business Administration
California State University, Stanislaus
January 15, 2008
AACSB Accreditation Interim Report**

Executive Summary

This interim report is submitted in response to instructions in the Maintenance of Accreditation Committee's letter of May 15, 2006. The College of Business Administration (CBA) at CSU Stanislaus was asked to provide an update on the progress of our student services one-stop shop, the Student Success Center, and how we use the Business Assessment Test to change curriculum and learning objectives.

The College established a **Student Success Center** to enhance the delivery of student services. The Student Success Center (SSC) has made great strides toward achieving its initial goal of a one-stop shop student services office. The Center is currently providing this service on a full time basis. This academic year, the University and the College have committed more than \$80,000 to support the Center operations. More Business students are seeking and receiving the Center services every day. The SSC is now playing a vital role in representing the College and advising new and transferring Business students during the University's New Student Orientations. The Center has been successful in providing all day access to academic and career advising as well as scholarship and internship information to Business students. The Center also plays an important role in planning and participating in many University and College student activities and events. It has also developed and produced many useful and informative publications for Business students.

The California State University **Business Assessment Test (CSU-BAT)** is now an important component of the College's direct assessment of student learning. Assessment of student learning is an integral and key element in our process of continuous improvement. The assessment activities of the College since our January 2006 interim report have resulted in a number of curricular improvements. Two courses in Business Ethics and Social Responsibility have been developed; one of these will be required as a pre-requisite to the business major. After analysis of the CSU-BAT results, the faculty agreed to increase financial statement analysis coverage as appropriate throughout the curriculum. The coordinator of the Financial Accounting courses will take a sabbatical leave in 2008-09 during which she will update and revise a Financial Accounting textbook to include significant financial analysis and ethical coverage as well as traditional accounting financial cycle techniques. The College faculty have initiated conversations with the Mathematics Department to better align the required mathematics courses with the skills our graduates require. We are also developing a course in quantitative analysis to assist our students in acquiring the skills necessary for success in a business career.

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Introduction

The College was granted initial business accreditation on April 24, 2003. At that time, we were asked to report on four issues. In our January 15, 2006 interim report, we presented our achievements and progress regarding these four issues: (1) Development of a strategic plan with measurable goals to be achieved within specified time requirements; (2) enhanced student services in a one-stop shop concept, including internships, full time post graduation employment, and coordinated, centralized services; (3) allocation of appropriate resources and personnel to work with the faculty to develop web applications for technology-enhanced instruction; (4) assessing learning outcomes – as opposed to student satisfaction – through further efforts with the business schools in the CSU system on the development of objective measures of outcomes.

This accreditation interim report is submitted in response to the request made in the May 15, 2006 acceptance letter of our January 15, 2006 interim report from the Maintenance of Accreditation Committee Chair, John Kraft. The report addresses the following issues:

- Section I: Progress of the one-stop student service center concept.
- Section II: How the new Business Assessment Text (CSU-BAT) is used to change curricula and learning objectives.

Student Services

Section I. Progress of the One-Stop Student Service Center Concept

I.A. Introduction

In our January 2006 interim report, Section II addressed student services and the establishment of the Student Success Center (SSC). This section is an update detailing the progress which we have made toward expanding the One-Stop Student Service Center Concept. In order to enhance student services, especially academic and career advising, the concept of a business student success center was proposed during AY 2002-03. The initial concept was to establish a one-stop shop undergraduate business advising office that delivers and coordinates all aspects of academic advising for business undergraduate students. This concept was further developed in the spring of 2003 to include additional student services such as career development services. Subsequent to the recommendation made in the AACSB accreditation notification letter, the concept was further developed during the summer of 2003 and further refined during the fall of 2003. In fall 2003, the Center concept was expanded to add coordination of internships and student scholarship services. The University allocated three offices within proximity of the College offices to house the Center. The Center began its activities and services during the AY 2003-04. In particular, a new process and system for academic advising for new Business students was initiated and implemented at New Student Orientation (NSO) advising days.

In AY 2004-05, the Center's activities were expanded to include publication of newsletters and brochures that support student services and inform our students of the availability of and how to receive these services. The Center began coordination of internship opportunities and began mass communication of these opportunities to our majors. The Center also began coordination of College-based career events and coordination of career services with the University Career Development Services (CDS).

I.B. Center Goals

The Student Success Center meets the increased demand for services by the growing CBA student body. Business students are very diverse with a strong multi-cultural background. Many of them are first generation college students. They are mostly from the San Joaquin Valley, a region that clearly lags behind the rest of California in terms of wealth, family income, and college preparation. Their needs include face-to-face and personalized interaction with faculty and staff, in addition to written publications that detail available College and University student services and frequent communication about internships and employment opportunities.

After further refinement of the Center concept and its proposed services and activities, the following goals were determined during AY 2004-05 and revised in AY 2007-08.

Center Direct Services:

- Provide in-person academic advising services to all newly declared business majors including incoming freshmen and transfer students.
- Provide in-person over-the-counter student services, responding to walk-in students and directing them to where they may receive requested services.

- Plan and implement New Student Orientations (NSO) for incoming freshmen and transfer business students.
- Prepare and disseminate publications and written information about student services to all business undergraduate students.

Center Support Services:

- Coordinate and streamline academic advising services to continuing business undergraduate students.
- Establish an internship process that facilitates the development and dissemination of internship opportunities.
- Coordinate and disseminate information about scholarships available to business students.
- Support and enhance the activities of Business student organizations to provide opportunities for student leadership and link student organizations with area businesses.
- Coordinate and improve career fairs sponsored by the College and its academic departments.

Center Services Coordinated with University Offices:

- Coordinate career development services with the University Career Development Services. Coordinate and expand career opportunities for graduating business students.
- Plan, implement, and coordinate additional student services that enhance student academic and career success such as sponsorship, mentorship, student organization activities, tutoring services, service learning, and community service.

I.C. Center Activities in 2006-07 and 2007-08 Academic Years

I.C.1. New Student Orientation (Freshmen)

In the AY 2006-07, the SSC participated in four New Student Orientations. A total of 107 freshmen Business students attended these orientations. In the AY 2007-08, the SSC participated in six NSO with a total of 131 freshmen Business students attending just summer and fall 2007. For the freshman orientations, the SSC created a fall course schedule for each freshman Business Administration student. This schedule included one mathematics course, one English course, and two general education courses. Each student was given a New Student Guidebook that outlines the Business Administration major as well as other pertinent information regarding the College and concentration requirements for graduation.

I.C.2. New Student Orientation (Transfer)

In the AY 2006-07, the SSC participated in six NSO with a total of 186 transfer students in attendance. In the AY 2007-08, the SSC participated in six NSO with a total of 258 transfer students in attendance for summer and fall 2007. For the transfer orientations, the SSC

discussed the Business Administration courses necessary to complete the degree as well as transferable units from other colleges and universities. The SSC covered the courses accepted from community colleges and universities which the students previously attended, answering many questions regarding fulfillment of requirements with transferred courses. Each student was given a New Student Guidebook that outlines the business administration major as well other pertinent information regarding the College and concentration requirements for graduation.

I.C.3. Academic Advising

In the AY 2006-07, the SSC advised an average of eight students per day. In the fall 2007 semester, the SSC advised an average of 12 students per day. Students who visit the SSC are usually seeking academic advising. The SSC coordinator goes through an academic planning sheet with the students to make sure they have completed the necessary requirements to graduate. The coordinator helps students plan for upcoming semesters and makes sure they have completed the necessary pre-requisites before registering for future courses. If needed, the SSC coordinator may refer students to College faculty for further advising or final signatures.

I.C.4. Career Advising

In the AY 2006-07, the SSC saw an average of two students a day for career advising. In the fall 2007 semester, the SSC saw an average of four students a day for career advising. Students seeking career advising come to the SSC to identify what concentration they should take. The Center's coordinator discusses their options, which helps to narrow down their field of interest. Once their field of interest is determined, more information on careers, internship opportunities, and job placement in that field can be provided. Discussion of the concentrations and their career offerings has been very helpful to students who do not initially select a concentration when they start the business administration program.

I.C.5. Internships

The SSC works with the University Career Development Services office and the CBA Business Advisory Board (BAB) to develop internship opportunities in the business field for our students. Internship opportunities are posted outside of the Center. Copies are kept in an "Internships Binder," and information is emailed to interested students as well. Also, instructors announce various internship opportunities in their classes.

I.C.6. Events Planning and Participation

- **Family Weekend** - During the fall semesters of 2006 and 2007, the SSC participated in the University Family Weekend Event. Incoming freshman and their families spend a weekend on campus meeting faculty and attending specialized events regarding university life, courses, and campus organizations and clubs. The SSC represented the College at this event and provided materials and information regarding the College programs.
- **Preview Day** - This is a day for prospective students to meet with faculty and to discuss various majors offered by the University. The SSC represented the CBA at the fall 2007 Preview Day and distributed CBA program literature. Business faculty advisors were available to discuss the business program as well as professional opportunities available to CBA graduates.

- **Accounting Night** – With the assistance of the SSC, the Accounting and Finance Department hosted a “meet and greet” event in the fall semesters of 2006 and 2007. Accounting and finance students were able to speak with employers about career opportunities and internships in accounting firms, financial institutions, and related businesses. In attendance at the fall 2007 event were 118 students, and 88 recruiters from 28 companies.
- **Computer Information Systems (CIS) Night** – In the fall semesters of 2006 and 2007, with assistance from the SSC, the CIS Department hosted an event for employers in the technology industry to showcase career opportunities and internships. At this event, our CIS students were given an opportunity to meet local business leaders in the industry and discuss the CIS field and career paths.
- **Meet the Firms Night** - During the spring semester of 2007, the SSC hosted the CBA annual Meet the Firms Night. This special event presents a great networking opportunity for our Business students. Employers have the opportunity to showcase their company and discuss job opportunities. This event was a great success with over 25 companies and 250 students in attendance.

I.C.7 SSC Publications

The Student Success Center has developed and produced the following informative publications:

- **Business News** - The SSC publishes annually four regular *Business News* issues for our Business students. Topics vary, but include news about academic programs, career opportunities, highlights of faculty achievement, student and alumni achievements, and upcoming College events. In addition, the Center has published five special single topic issues of *Business News*. These are the *Business Academic Success Guide*, *Business Career Guide*, *Business Career Opportunities*, *Student Services*, and a special issue focusing on *Communications*. The most recent edition of the *Business News* is in Appendix I.A.
- **New Student Guidebook** - The SSC also created a “New Student Guidebook” outlining all pertinent information regarding the business administration major and concentrations for our incoming students. This guidebook is used at all New Student Orientations. A copy of the guidebook is in Appendix I.B.
- **Concentration Brochures** – The concentration brochures are available to help students obtain in-depth information about each of the College’s concentrations for the major. In addition to degree requirements, the concentration brochures offer information about the specific job field, career opportunities, clubs, and associations. A sample of the brochures is in Appendix I.C.
- **Planning Sheets** - The planning sheets are used to show students what the specific course requirements are to complete a particular concentration within the business administration degree. A sample of the planning sheet is in Appendix I.D.
- **Planning Guides** - The planning guides were created to assist the coordinator of the SSC when advising students. The planning guides list all the course requirements, including general education requirements, to complete the business administration degree. A sample of the planning guide is in Appendix I.E.

I.D. University Commitment and Resources

The University and the CBA have demonstrated strong commitment to providing the necessary resources to make the Student Success Center a success. To adequately staff the Center, a full time coordinator position was created, funded, and made permanent in fall 2007. The College also hired a peer advisor, available twenty hours a week to assist the Center coordinator.

The University and the College have committed \$54,000 to fund the Center coordinator and the peer advisor positions. In addition, the College committed over \$10,000 to provide the Center with furniture and equipment such as computers, printers, and a copier.

Furthermore, the College allocated over \$29,000 for operation of the Center in AY 2007-08. Details of the Center's budget and operating costs are listed in Appendix I.f.

I.E. Continuous Improvement

The CBA is committed to the support and enhancement of the student services provided by the SSC. The SSC is currently updating its website to include more student forms and updated advising information. In addition, all business concentration brochures are currently being updated and revised to improve their quality.

During the short time the Center has been in service, we have received very positive feedback from students regarding the Center and its services. Efforts are under way to design surveys and collect data regularly from students regarding the effectiveness of the Center and to gather ideas for improving its services. Our plan is to start collecting these data from students in the spring 2008 semester. During AY 2008-09, we will begin implementing actions to improve the Center as suggested by the student surveys.

I.F. Summary

Since January 2006, the Student Success Center has come a long way toward achieving its initial goal of being a one-stop shop student services office. The Center currently provides this service on a full time basis, staffed by a permanent full time coordinator and assisted by a half time student peer advisor. The SSC is now functioning in two well furnished and equipped rooms with the latest computer and printing equipment. It is adequately budgeted to effectively operate and accomplish its mission. More Business students are seeking and receiving SSC services every day. The SSC plays an important and significant role in representing the College and advising new and transferring Business students during the University's New Student Orientations. With SSC assistance, new Business students are now able to prepare their academic plans and establish practical goals for timely graduation.

The Center has been very successful in providing all day accessible academic advising to current and potential business students. The Center works effectively to coordinate career advising and internship opportunities with the University's Career Services Development Office. The Center also plays a significant role in planning and participating in many University and College student activities and events such as Family Weekend, Preview Day, Accounting Night, CIS Night, and Meet the Firms Night.

The SSC has successfully developed and produced many useful and informative publications such as the *Business News* student newsletter, the New Business Student Guidebook, CBA concentration brochures, CBA program planning sheets, and planning guides.

Section II: How the new Business Assessment Test (CSU-BAT) is used to change curricula and learning objectives.

II.A. Introduction

In our January 2006 interim report, Section IV addressed our activities and efforts to assess student learning since 2001. That report presented a summary of the College and University assessment efforts leading to the administration of the newly developed California State University Business Assessment Test (CSU-BAT). In the years prior to the development of the CSU-BAT, the College administered an internally prepared satisfaction survey, four surveys available through EBI (surveying graduating seniors, alumni, MBA students, and faculty members), and an annual curriculum review with stakeholders. The purpose of these surveys and meetings was to obtain input about our business curriculum and student learning from employers, alumni, business advisory board members, business leaders, students, and faculty.

The faculty of our College have recognized the importance of systematic assessment of the effectiveness of its educational programs for a number of years. Our academic programs have regularly been evaluated for currency and completeness through the use of the above surveys and periodic meetings with our stakeholders.

In the 2001 spring semester, the CBA formalized its assessment efforts by adopting a Curriculum Assessment Plan and a Curriculum Assessment Policy. The assessment plan was revised in February 2005 and the policy was revised in April 2005. The plan and policy are currently under review and will again be revised and updated in AY 2007-08. Our Assessment Plan and Policy reaffirm the faculty's long-standing commitment to program and curriculum improvement and acknowledge that improvement begins with assessment. These documents formalize our policy for continual assessment of student learning as a means of fulfilling our mission and goals. Our Assessment Plan incorporates four core learning objectives which are derived from our College mission and goals. It identifies specific measurable student learning outcomes which we assess annually on a rotating basis. The Assessment Plan and Policy are presented in Appendix II.a and II.b.

In AY 2004-05, the CBA faculty began the direct assessment of learning outcomes by administering the CSU-BAT, which was developed by the California State University System. Our graduating students continue to be tested each year using these subject matter examinations that are given to students in the capstone classes to assess their understanding of the common body of business knowledge. Appendix II.c presents a description of CSU-BAT and its development by the CSU system-wide schools of business.

In the 2006 spring semester, a sample of student writing was collected and evaluated by a faculty committee using a common rubric which assessed student writing skills. We used this initial pilot study to improve our rubric and help us determine the process we want to use to assess student writing. The results will also serve as a benchmark for assessments in later years. During the 2006 fall semester, the faculty agreed to acquire a license to use Student Tracking Evaluation Portfolio System (STEPS) assessment software to assess students' written communication skills and attainment of the CBA learning objectives related to ethical understanding and reasoning, multicultural understanding, reflective thinking, analytic skills, and use of information technology. The STEPS software was developed by the College of Business at CSU Chico.

Beginning in AY 2007-08, students in selected classes are required to complete one of the following as part of their course work:

- An essay requiring them to define the major ethical issues of a decision, identify relevant stakeholders, identify authoritative guidelines that relate to the issue, and formulate feasible alternatives.
- A reflective essay illustrating their understanding of how diverse perspectives relate to business decisions.
- A case study requiring them to think critically and creatively, gather, synthesize, and use information, and use analytical modeling and information technology appropriately.

The collected assignments are uploaded to the STEPS data management program and evaluated by CBA faculty members using our common rubric.

II.A.1. College Assessment Team

Our activities to assess student learning are coordinated by a college-wide team composed of five faculty members, led by the college-wide assessment coordinator. Under the dean's leadership, the team meets regularly to plan the administration of the EBI surveys, the CSU-BAT, and the annual curriculum review with the stakeholders. The team conducts initial analysis of the EBI, input from the annual curriculum review meetings, and CSU-BAT results, and summarizes the results for review by the College faculty. The CBA faculty meet annually to review the results of assessments performed during the previous academic year and determine responsive actions to improve student learning. In addition, the team, jointly with the chairs of our academic departments, oversees the implementation of approved actions to improve student learning.

II.B. Undergraduate curriculum learning objectives

The four learning objectives listed below stem directly from the CBA Mission Statement and Goals.

Students graduating from our undergraduate programs will be able to:

Obj. 1. Communicate clearly and effectively using oral and written communication, and electronic media.

The skills required to meet the first learning objective are the ability to:

- Prepare and present a cohesive, coherent oral argument or illustration before an audience of at least five people.
- Prepare a cohesive, coherent, and well-written document.
- Prepare a presentation using an electronic medium such as PowerPoint.
- Work effectively as a member of a team to define a business-related problem, identify alternative courses of action, collect relevant information, and select and support a reasonable course of action.

Obj. 2. Recognize ethical issues and develop a framework for appropriate resolutions.

The skills required to meet the second learning objective are the ability to:

- Define the major ethical issues in an applied business problem.

- Identify stakeholders in the decision.
- Identify authoritative guidelines that relate to the issue (such as a Professional Code of Ethics).
- Formulate feasible alternatives.

Obj. 3. Understand how diverse perspectives relate to business decisions.

The knowledge required to meet the third learning objective is demonstrated when students who have been given applied business problems:

- Incorporate political, social, cultural, legal and regulatory, environmental, and technological issues in their business decisions.
- Include local, regional, national, and/or international circumstances in their business decisions and explain how these factors affect their decisions.
- Predict and explain how their business decisions affect society locally, regionally, nationally, and globally.

Obj. 4. Think with sufficient depth and agility to make sound decisions based on logical analysis and substantive, integrative knowledge of the business disciplines.

The skills and knowledge required to meet the fourth learning objective are to:

- Think critically and creatively.
- Gather, synthesize, and use information.
- Use analytical modeling and information technology appropriately to support business-related activities such as financial statement analysis, market analysis, and operations analysis.
- Gain a basic understanding of the body of knowledge common to the following disciplines:
 - a. accounting
 - b. economics
 - c. finance
 - d. information systems
 - e. management and organizational behavior
 - f. marketing
 - g. operations management
 - h. quantitative business analysis

The above learning objectives were last reviewed and revised in February 2005. We expect to review these learning objectives for currency and completeness during spring 2008. As part of this process, we will be obtaining input from a number of stakeholder groups, including alumni, employers, and the CBA Business Advisory Board members.

II.C. CSU-BAT

The Schools of Business in the CSU system developed the CSU-BAT for use in the direct assessment of student learning and curriculum effectiveness. Our College was among the first schools in the system to administer the test on a pilot basis and to revise and improve the test accordingly. The College faculty decided to administer the test on a regular basis beginning in AY 2004-05 based on a three-year cycle:

- First year: Administer the CSU-BAT to our graduating seniors in the capstone policy course.
- Second year: Tests results are analyzed and submitted for faculty review. Faculty determine necessary actions to improve student learning.
- Third year: Implementation of the actions to improve student learning, which were determined during the second year.

In order to close the loop on continuous improvement, after the third year we will check to see if the curricular changes have resulted in improvements in student learning. If student attainment of the relevant learning objectives does not improve sufficiently as a result of implemented changes in the curriculum, the faculty will act to identify and implement other means of addressing the identified weaknesses in our programs.

II.D. Assessment Activities

II.D.1. AY 2005-06 Assessment Activities

During AY 2005-06, CSU-BAT was administered to our graduating seniors. Faculty members discussed the results and determined appropriate curricular improvements during AY 2006-07 (see below.)

In fall 2005, the faculty reviewed the CSU-BAT results from AY 2004-05 (the first year in which the test was administered and systematically analyzed). It was noted that our results are quite similar to the test results of other CSU campuses. Our students performed comparatively well in accounting, marketing, and management information systems. While the results indicate a potential for program improvement in several topical areas, two in which students are particularly weak are finance and statistics.

The faculty decided that we can best improve our programs by concentrating on one or two topics each year. A more detailed study of the finance test results suggests that the majority of graduating students do not possess a good understanding of the expected relationships between various financial statement accounts, which is a critical skill when analyzing and interpreting financial reports. The result reinforces concerns previously expressed by some of the Business Policy instructors. We believe that the ability to interpret financial statements is critical to our students' success in the business world. Our curriculum has primarily emphasized financial statement analysis in our Business Finance course (FIN 3220). If students are to develop and retain this critical skill, the faculty believes it must be introduced and reinforced elsewhere in our curriculum.

The College faculty agreed to begin integrating financial statement analysis into additional courses throughout the curriculum, as appropriate. As a longer term strategy, we selected Financial Accounting (ACC 2110) as the course where such analysis is introduced and extensively emphasized. The Coordinator of Financial Accounting agreed to identify a textbook that includes extensive financial analysis throughout the course.

As a result of the EBI surveys completed by graduating seniors in 2003-04, the College faculty recommended in 2004-05 that we develop elective courses in business ethics. During 2005-06, a faculty member developed two new courses in business ethics, in consultation with the Department of Philosophy faculty members. These two courses, once approved, were offered on a pilot basis to incorporate ethical issues in the business curriculum.

II.D.2. AY 2006-07 Assessment Activities

The CSU-BAT was administered to graduating seniors and the results will be analyzed in 2007-08. The 2005-06 CSU-BAT results were analyzed; they indicated that our students, like those throughout the CSU system, have difficulty with quantitative topics such as finance and statistics. Faculty members agreed to identify the topics in mathematics and statistics that are most important to our students. Then we will schedule a meeting with faculty from the Mathematics Department during AY 2007-08 to determine whether the required mathematics courses (Finite Mathematics and Statistics) adequately cover the areas identified. If not, we will work with the Mathematics Department to modify the existing courses to more closely align with the skills our students need. Our faculty also agreed to develop a new course titled "Quantitative Analysis: Practical Applications in Business," which we hope will further improve students' skills. This course would be required for students who are unable to pass a competency examination given at the beginning of their junior year.

We began offering the two courses in Business Ethics and Social Responsibility as electives in fall 2006. However, since few students enrolled, the courses were cancelled. Consequently, we decided to require the lower division course as a pre-requisite to the business major. We are currently in the process of changing our program requirements to implement this curricular improvement.

The faculty also agreed to continue to emphasize financial statement analysis in all related courses, especially in financial accounting and the upper division finance course. As agreed in 2005-06, the Coordinator of Financial Accounting began searching for a textbook that includes extensive financial statement analysis. Several textbooks were adopted on a trial basis; one textbook was identified which contained outstanding coverage of the topic. However, the text did not sufficiently cover basic accounting financial cycle techniques to meet our needs. The University has approved a sabbatical leave for the coordinator in AY 2008-09, during which she will update and revise this textbook to include coverage of the accounting cycle and increased coverage of ethical issues. Copyright approval has been obtained. The revised book will be used in our Financial Accounting classes to provide students with an opportunity to extensively analyze financial statements. Workshops in integrating statement analysis will also be provided to our adjunct faculty teaching the course.

A sample of student writing collected in spring 2006 was evaluated during the AY 2006-07 by a faculty committee using a common rubric to assess student writing skills. We used this initial pilot study to improve our rubric and provide a benchmark for future evaluations of student writing.

A faculty development seminar was held during the year to review and examine new software to assess student written communication skills. The faculty agreed to acquire a license to use this new software developed by CSU Chico. We expect to implement this new software, Student Tracking Evaluation Portfolio System (STEPS), during AY 2007-08.

II.D.3. AY 2007-08 Assessment Activities

The CSU-BAT was administered to graduating seniors in December 2007. We will receive the results and conduct our analysis during AY 2008-09. The CSU-BAT that was administered to our graduating seniors during AY 2006-07 was not mailed in time for normal processing at CSU Long Beach. The staff member responsible for mailing the tests unexpectedly went on an extended sick leave during the entire spring semester 2007. This

unfortunate error caused a delay in processing and receiving the test results. We expect to receive the results in spring 2008 and to conduct our regular analysis of the tests results at that time.

The College acquired the license to use the Student Tracking Evaluation Portfolio System (STEPS) software to assess student written communication. Two faculty members enrolled in a training program held during January 2008. We plan to implement this software during spring 2008 and use the results to determine if improvement in student writing has occurred as a result of new writing courses developed and initially offered in fall 2005. These courses are required for students matriculating in fall 2005 and after.

The Computer Information Systems (CIS) faculty have developed an instrument to gather faculty input about important quantitative methods topics our students must learn. This information is currently being collected and will be analyzed during AY 2007-08. The meeting with the faculty of the Mathematics Department to consider revisions in the required mathematics and statistics courses has been scheduled. We will also proceed with the development of the quantitative methods course mentioned earlier, "Quantitative Analysis: Practical Application in Business."

The College Curriculum and Resources Committee (CRC) is currently reviewing student learning objectives. The committee is expected to submit its report and recommendations to the faculty not later than spring 2008.

The following table summarizes the assessment activities and actions taken to improve student learning during the academic years 2005-06 through 2007-08.

**CBA Assessment Actions
2005 through 2008
Table II.1**

Year	Assessment Tools Administered	Areas for Improvement Identified Based on Previous Year's Assessment Data	Actions Implemented to Address Weaknesses Identified in Previous Years
2005-06	CSU Business Achievement Test (CSU-BAT) Stakeholder curriculum review Assessment of student writing samples	Students' abilities to analyze financial statements and understand the expected relationship between various financial statement accounts. [Based on 2004-05 CSU-BAT results]	In response to weaknesses previously identified in the EBI survey administered to graduating seniors, developed two elective courses in Business Ethics and Social Responsibility.
2006-07	CSU Business Achievement Test (CSU-BAT) Stakeholder curriculum review	Students' abilities to perform quantitative analyses, along with basic mathematics skills [Based on 2005-06 CSU-BAT results]	Faculty increased financial analysis coverage in their courses as appropriate. The Coordinator of the Financial Accounting courses adopted several textbooks on a trial basis in order to identify one which includes extensive financial analysis throughout the course. One textbook was identified which contained outstanding coverage of this topic; however, it does not sufficiently cover traditional financial accounting topics to meet our needs. The University has approved a sabbatical leave for the coordinator in AY 2008-09, during which she will update and revise this textbook to include traditional topics and increase coverage of ethical issues. Copyright approval has been obtained. The revised book will be used in our Financial Accounting classes. Offered the two newly developed courses in Business Ethics and Social Responsibility; learned that an insufficient number of students enroll when these are offered as elective courses.
Fall 2007	CSU Business Assessment Test (CSU-BAT)	CSU-BAT results from 2006-07 have not been received as of 1/15/08.	Requested faculty input about the quantitative skills required by our students. Arranged meeting with Mathematics Department faculty members to consider revisions in the required mathematics and statistics courses. Developing quantitative methods course, "Quantitative Analysis: Practical Applications in Business." Initiated procedures to require a course in Business Ethics and Social Responsibility as a pre-requisite to a business major.

II.E Continuous Improvement

The College of Business Administration has developed a culture of continuous improvement through systematic and well-defined assessment activities. The College has identified core learning objectives for its degree programs. These objectives are assessed on a rotating basis. The assessment and continuous improvement process incorporates a three-year cycle. In the first year, assessment measures are gathered. During the second year, the results are summarized and evaluated and curricular improvements are identified by the College faculty. The identified curricular changes are implemented in the third year of the cycle. In subsequent years, student attainment of the relevant learning objective will be re-assessed to determine whether improvement has occurred. If necessary, additional curricular changes will be identified and implemented. During any one academic year, each of these processes is occurring. For example, during AY 2006-07 assessment measures were gathered, the assessment results from 2005-06 were analyzed and curricular improvements to be made were identified, and the improvements identified in the previous year (resulting from 2004-05 assessment data) were implemented.

II.F Summary

The primary instrument used to directly assess business students' attainment of learning objectives has been the CSU Business Assessment Test (CSU-BAT). Our College was one of the first CSU business schools to implement the CSU-BAT and we continue to be a strong user of it. Table II.1 above presents a summary of our CSU-BAT assessment and continuous improvement activities over the last three academic years. The table shows the assessment tools administered, areas for improvement identified based on previous year's assessment data, and actions implemented to address weaknesses identified in previous years.

Beginning in 2007-08, the Student Tracking Evaluation Portfolio System (STEPS) will also be used to directly assess student attainment of those learning objectives that require subjective evaluation, such as written and oral communication skills. Several indirect measures have also been used to assess our overall program and student learning. The principal indirect assessment techniques used have been EBI surveys of our graduating seniors and alumni and annual meetings with members of the business community who employ our graduates.

As we begin implementation of the STEPS assessment tools and continue administering the CSU-BAT, we anticipate identifying additional ways in which we can revise our curriculum to enhance student learning and continuously improve our academic programs.

Appendix I
Student Services

Business News

For the Business Student

College of Business Administration

Nael Aly
Dean of the College

Accounting and Finance

David Lindsay
Department Chair

Annhenrie Campbell
Steven Filling
Don Gerner
Tzu-Man (Mandy) Huang
Lynn Johnson
David Lindsay
Thomas McGhie
Kim Tan
Andrew Wagner
Sophie Zong

Computer Information Systems

Eleftherios (Al) Tsacle
Department Chair

Pi-Sheng Deng
Zbigniew Gackowski
Pengtao Li
Ronald Lodewyck
Panos Petratos
Eleftherios (Al) Tsacle

Management, Operations, and Marketing

Al Petrosky
Department Chair

Nael Aly
Randall Brown
Marjorie Chan
Theo Chronis
Tali Gnepa
Randall Harris
Ed Hernandez
Alan Khade
Peter Li
Gene Murti
Al Petrosky
Kaylene Williams

MBA Program

Randall Brown
Director

MSBA Program

Andrew Wagner
Director

EMBA Program

Nael Aly
Director

Ashour Badal
Senior Associate Director



Welcome Back CBA Students!
College of Business Administration
California State University, Stanislaus



ATTENTION CBA STUDENTS!!!! There's a new Dean in town!

The College of Business Administration would like to welcome Dr. Nael Aly as our new dean. He has been a professor of Management and chair of the MOM department for over 20 years.

The College of Business Administration would also like to welcome Dr. Al Petrosky as the chair of the MOM department. He has been a professor of Marketing at CSUS for over 10 years.

Welcome from the Dean

*Welcome to the College of Business Administration at
California State University, Stanislaus!
"Preparing Tomorrow's Leaders"*

Our motto sums up our mission, which, as a publicly-supported, regional teaching university, is to deliver a professional business education that provides our students with the knowledge and skills they need to succeed in the business world and in society. Our mission guides us in everything we do, while our vision provides us with opportunities and challenges. You will find a highly qualified and dedicated faculty here, working hard to continuously improve the learning experience for our students.

"We strive to be increasingly recognized as the business program of choice in the region, and respected as a center of learning guided by caring faculty."

The College of Business Administration at CSU Stanislaus is committed to excellence. Excellence in academic programs. Excellence in teaching. Excellence in research. Excellence in service to our community and to our profession. We have accomplished much, but we strive to do better each and every day...

So, whether you are here for a bachelor's or master's degree, attending a special event, or simply visiting, I can assure you that our administration, faculty and staff are here to serve you. If you are currently enrolled or are thinking about studying here, I know you will find your academic experience with us challenging and rewarding.

*If you have any questions or concerns,
please call or email us or drop by for a visit - we value your input!
I look forward to meeting you.*

Sincerely,

*Nael A. Aly, Ph.D.
College of Business Administration Dean*

College of Business Administration Concentrations

Accounting

Accounting is a systematic way of analyzing and describing the activities of a business or other economic entity primarily in monetary terms. Its purpose is to provide useful information to managers, owners, investors, creditors, regulatory agencies, and others concerned about such information.

Accounting involves analyzing and recording transactions and other events, combining recorded data in useful ways, and reporting results to those concerned. It also involves the art of analyzing and interpreting financial statements and other information provided by the accounting process.

Agricultural Business

This concentration provides upper division undergraduate students with the opportunity to specialize in the management of agricultural business to prepare for careers in farm management, agricultural oriented financial institutions, and businesses primarily in agriculturally related products.

Finance

Business finance is the three-fold function of determining funds requirements, evaluating and selecting alternate sources of funds, and managing available funds in order to achieve specified objectives.

General Business

The General Business concentration is intended for those students wishing to take course work in several functional areas of business. To this end, the student must choose course work in a minimum of three different functional areas of business administration and computer information systems. The resulting broad overview of business should enable graduates to gain entry into a variety of lower-level management positions in a broad range of businesses.

Marketing

Marketing focuses on creating value in the exchange relationship between the firm and the markets it serves. As such, marketing plays a pivotal role in connecting customers and stakeholders to a business and in building long-term relationships with these individuals or groups.

Fundamentally, marketers must be able to see and understand the world from their customers' perspective. This requires specific marketing activities including the measurement and interpretation of market forces, cultivation of market opportunities, development of products and/or services to match market opportunities, marketing communications, advertising, sales promotion, public relations, personal selling, sales management, direct marketing, and e-marketing.

Marketing also requires conscious choice regarding social responsibility and corporate ethics.

Management

The Management concentration curriculum enables the student to obtain both a managerial perspective and a functional background suitable for entry-level management positions in a variety of organizations.

Human Resource Track

The Human Resource track provides students with opportunities for learning a mixture of courses oriented around a general theme of interpersonal relations and dynamics of organizing to achieve common goals. This includes team work, working effectively with others, and interacting productively with an increasingly diverse body of co-workers. This track will emphasize courses in organizational behavior, human resource management, small business management, and communication skills. Many of these courses include "involved student learning," in which students are asked to take an active role in the classroom in various activities and exercises.

International Business Track

The International Business Track is designed to provide students with the business competencies and skills essential for careers in international business. Courses offered in this track will enable students to understand the global business environment, analyze global business opportunities, develop global strategies, and perform global business activities.

Strategy/Entrepreneurship Track

The Strategy/Entrepreneurship Track provides students with the opportunity to focus on the process of guiding the future direction of their business organizations. Courses offered in this track are designed to help students make key business decisions, including how to start a business, grow a business, and guide a business in an uncertain and changing business environment.

Operations Management

Operations Management (OM) is concerned with managing operations in manufacturing and service organizations. It involves the management of manpower, materials, facilities, processes, technology, and equipment for the efficient conversion of resources into quality product, and services, as well as their distribution.

Operations Management managers apply their expertise and knowledge in the design, analysis, and planning of production lean systems, as well as supply chain management. They utilize management science techniques and modern strategies to continuously improve the company's productivity and quality of its products and services.

**Pick up a Concentration Brochure from the
CBA Student Success Center Office DBH 217
for more detailed information.**

Student Services/Resources On Campus

Financial Aid and Scholarships Office

Office: MSR 100
Phone: 209-667-3336
Fax: 209-664-7064
E-Mail: Fin Aid: Financial_Aid@csustan.edu
E-Mail-Scholarships: dgarz@csustan.edu
Available on the web:
<http://csustan.edu/FinancialAid/index.html>

The Financial Aid and Scholarships Office administers Federal and State financial aid programs and University scholarship funds available to help students meet their educational expenses.

Office Hours—Academic Year:
Monday-Friday—8:00am-5:00pm

Walk-In Hours:
Monday—8:00am-11:00am
and 2:00pm-3:30pm
Tuesday—1:00pm-3:00pm
Wednesday—3:00pm-4:00pm

Summer:
Monday-Friday—7:30am-4:00pm
Further details are on pages 50 and 51 of the latest University catalog

Service Learning

Office: Faculty Dev Center 101
Phone: 209-667-3311

Service learning is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of responsibility, self-awareness, and commitment to the community. Some of the departments that have integrated service into their curriculum are: Accounting and Finance, Anthropology/Geography, Chemistry, Communication Studies, Liberal Studies, Teacher Education, Theatre, Philosophy, and Politics and Public Administration. Service learning is a valued part of a student's educational process that deepens the academic experience and expands social awareness.

Tutoring Center (Writing Center)

Office: Library Building 112
Phone: 209-667-3642

If you are struggling with an academic subject, tutorial assistance is offered free through the University Tutoring Center. Individual or group tutoring is available for most classes. Students who have received an 'A' or 'B' in a course are eligible to become a paid tutor for that course. Also available at the Tutoring Center, is the Writing Center which can help you develop your writing skills. Drop in or call for an appointment.

College of Business Admin. Masters Programs

Masters of Business Administration

The program provides study in advanced concepts of business, industry, and government operations. This program is designed for the active manager or technical supervisor as well as the recent graduate who is interested in advanced study in the field of business. The program includes accounting, finance, operations management, marketing, economics, management, and computer information systems.

For more information on the MBA program, contact (209) 667-3280.

Executive Masters of Business Administration

The Executive MBA (EMBA) Program at CSU Stanislaus is designed to meet the needs of executives and business leaders who have a great deal of industry experience, work full time, may have been out of school for a considerable number of years, and require specific planning and accelerated timelines to earn their graduate business degrees. Additionally, the program's aim is to train professionals who work in middle and upper levels of management in the leadership skills necessary to effectively lead and manage others.

The mission of the EMBA Program is to deliver an advanced and accelerated professional business education that provides graduates with the knowledge and skills to advance into leadership positions in their respective organizations.

For more information on the EMBA program, email abadal@csustan.edu or call (209) 467-5358.

Masters of Science in Business Administration: International Finance

The program provides study in advanced concepts of international finance. This program is designed for corporate managers of international finance as well as the recent graduates who are interested in advanced study in the field of international finance. The program is a one-year, full-time, lock-step, cohort program. The fall semester is taught on the campus of CSU Stanislaus. The spring semester is taught on the campus of Université de Cergy-Pontoise.

The Université de Cergy-Pontoise is situated in the northwestern part of the Paris region. The town has more than 200,000 residents. The university is multidisciplinary, providing both academic and vocational courses. More than 10,000 students from widely diverse social backgrounds make up its student body.

For more information on the MSBA program, email awagner@csustan.edu or call (209) 648-0696.

CBA STUDENT ORGANIZATIONS

Contact your academic department for student organization officer contact information.

Student Organization	Advisor
Accounting Society	Kim Tan 209-667-3573
APICS	Nael Aly 209-667-3149
Beta Alpha Psi	Kim Tan 209-667-3573
Beta Gamma Sigma	Tzu-Man (Mandy) Huang 209-667-3049
Computer Information Systems Association	Panos Petratos 209-667-3972
Finance Association	Andrew Wagner 209-667-3118
MBA Association	Randall Brown 209-667-3280
Society for Human Resource Management	Ed Hernandez 209-667-3752
Student Marketing Association	Theo Chronis 209-664-6697

CBA Business Student Council

Office: DBH 202
Phone: 209-667-3288

The CBA Business Student Council is comprised of the presidents of the business student clubs, CBA ASI reps, and the ASI President. The dean meets with this group to hear what is on students' minds, and to listen to their ideas and suggestions.

Student Organizations:
Students are strongly encouraged to actively participate in the business student organization listed above.

Student Success Center
Office: DBH 217
Phone: (209) 667-3864
Email: cbassc@csustan.edu

The SSC serves as a "one-stop shop" for academic and career services. Students are able to obtain information about academic programs as well as extra-curricular activities. Students have the opportunity to attend workshops, receive advising and meet with peer advisors and community business leaders in groups and on a one-to-one basis. Scholarship information provided by the Center is specific to business majors. The Center maintains a complete and updated database for internships, part-time employment, and business careers.

Associated Student, Inc. Officers:

ASI President
Chelsea Minor
667-3824
aspresident@csustan.edu

ASI Vice President Internal
Andrew Janz
667-3822
ASVicepresident@csustan.edu

ASI Senator at Large
Troy McCormak
asi@csustan.edu
Blanca Barrera
asi@csustan.edu

ASI Vice President for Finance
John Calhoun
667-3820
ASVPFinance@csustan.edu

ASI VP External
Geoff Hatfield
667-3822
ASVicePresident@csustan.edu

The CBA Faculty...



...guiding your path to a great future

Comments? Email the CBA Student Success Center at stouma@csustan.edu, or call 209-667-3864.

Appendix I.B

**California State University, Stanislaus
College of Business Administration
New Student Guidebook**

**Note: the following is an excerpt from our
New Student Guidebook.
We have included the first five pages from the
54-page booklet. The full guidebook is
available upon request.**



COLLEGE OF BUSINESS ADMINISTRATION



Demergasso-Bava Hall



Meet the Firms Night 2007



Society for Human Resources Management
2006 HR Games National Champions



Beta Gamma Sigma
CBA Honor Society

NEW STUDENT GUIDEBOOK FOR FRESHMAN STUDENTS 2007-2008

Greetings From The Dean

Dear New Business Student:

On behalf of the faculty, staff, and students, I welcome you to the College of Business Administration at California State University, Stanislaus. Our mission is to deliver a professional business education that provides you with the knowledge and skills to succeed in the business world and in your future career. Our goal is to ensure your success through your academic coursework and college life, and to prepare you for careers in the business world. My vision is to strive for the College of Business Administration to be increasingly recognized as a premiere business program of choice that is highly respected as a center of learning in the region, California, the nation, and the world.

Business Administration graduates are highly sought after by employers throughout the state. Recent publications and media have reported a significant increase in job openings in accounting, finance, marketing, human resources, management, and in the information technology and support sector. Our College Student Success Center and the University Career Development Services have expanded career services. In addition, the College and the University provides you with many opportunities to enhance and support your academic and career success. The *Business News*, a newsletter for business students, contains pertinent information and is available for your use throughout the academic year.

The College of Business Administration faculty are highly qualified professionals who care very much about your learning and experience in and outside the classroom. The faculty are keenly interested in your success and consider it as their success. The faculty continuously update their course plan, content, and requirements to ensure the delivery of a cutting edge business education. They are available to assist you in preparing your academic and career plans.

Our College is fully accredited by the Association to Advance Collegiate Schools of Business, AACSB-International. AACSB accreditation represents the highest standard of achievements for business schools worldwide. AACSB accreditation is the hallmark of excellence in business and management education. The College accredited curriculum and academic programs offer you the opportunity to major in any of the many business disciplines. These are accounting, agricultural business, computer information systems, finance, human resources, international business, management, marketing, operations management, and strategic management/entrepreneurship.

There are more than ten student organizations available to business students, including two honor societies, Beta Gamma Sigma, open to all business students, and Beta Alpha Psi, open to accounting and finance majors. I urge you to be involved and to benefit from the many services and activities provided by these student organizations.

My heartiest congratulations and welcome to the College of Business Administration.

Sincerely,

Nael Aly, Ph.D.
Dean of the College

NEW STUDENT GUIDEBOOK



**THIS GUIDEBOOK IS PROVIDED BY THE
STUDENT SUCCESS CENTER
COLLEGE OF BUSINESS ADMINISTRATION
California State University, Stanislaus**

Important Contact Information

Student Success Center Samuel Touma, Coordinator/Advisor	209.667.3864 stouma@csustan.edu	Demergasso-Bava Hall 217
Accounting & Finance Department Dr. David Lindsay, Chair Nancy Mardakis, Coordinator	209.667.3671	Demergasso-Bava Hall 216
Computer Information Systems Dept. Mr. Al Tsacle, Chair Claudia Valencia, Administrative Support Assistant II	209.667.3568	Demergasso-Bava Hall 212
Management, Operations Management, & Marketing Department Dr. Al Petrosky, Chair Elki Issa, Coordinator	209.667.3507	Demergasso-Bava Hall 223
MBA Program Dr. Randall Brown, Director/Advisor Claudia Valencia, Administrative Support Assistant II	209.667.3280	Demergasso-Bava Hall 209
MSBA Program Dr. Drew Wagner, Director	209.667.3118	Demergasso-Bava Hall 218
EMBA Program Dr. Ashour Badal, Senior Associate Director	209.467.5358	Stockton Campus A-1039
Office of the Dean Dr. Nael Aly, Dean Connie Bratten, Administrative Assistant to the Dean Becky Fields, Budget Analyst Cindy Olsen, Administrative Support Assistant II	209.667.3288	Demergasso-Bava Hall 202

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The full guidebook is available upon request.

Appendix I.C. – Brochure Sample

**MARKETING
FACULTY ADVISORS**

Dr. Theo Chronis
Room: DBH 228
Phone: (209) 664-6697
Email: achronis@csustan.edu

Dr. Tahi Gnepa
Room: DBH 234B
Phone: (209) 667-3448
Email: tgnepa@hotmail.com

Dr. Al Petrosky
Room: DBH 224
Phone: (209) 667-3019
Email: apetrosky@csustan.edu

Dr. Kaylene Williams
Room: DBH 234
Phone: (209) 667-3513
Email: kwilliams@csustan.edu

**STUDENT MARKETING
ASSOCIATION**

The purpose of this organization is to function as a basis for community generation among CSUS students with a common interest in marketing, to act as a forum for students to connect with the professional world of marketing, and to strengthen the links between marketing theory and practice, through the direct contact with exemplary business.

Advisor: Theo Chronis
Advisor's Email: AChronis@csustan.edu



**College of
Business Administration**

California State University Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95382
Demogrosso-Bava Hall 223
Management, Operations & Marketing Dept.
DBH 223
Phone: (209) 667-3507
Fax: (209) 667-3210
E-mail: eissa@csustan.edu



**College of
Business
Administration**



**Marketing
Concentration**

Department of
Management,
Operations &
Marketing

DBH 223
(209) 667-3507

Marketing focuses on creating value in the exchange relationship between the firm and the markets it serves. As such, marketing plays a pivotal role in connecting customers and stakeholders to a business and in building long-term relationships with these individuals or groups. Accordingly, marketers plan, implement, and control specific strategies and tactics that will meet their customers' ongoing needs and wants. That is, marketing matches the chosen customer or group with the right product, at the right price, at the right time and place, and with the right communications.

Marketing Requirements:

- Complete University requirements for the Bachelor of Science degree (51 units minimum).
- Complete the prerequisites to the business administration major (24 units).
- Complete ENGL 3007 Business/Technical Comm. or BUS 3100 Business & Technical Writing (WP) (3 units).
- Complete the business administration core (21 units).

The Concentration (16 units)

- Complete the following required courses (12 units):
MKT 4400 Consumer Behavior
MKT 4420/22 Marketing Research & Lab
MKT 4490 Strategic Marketing Management
- Complete **one** of the following Marketing electives as approved by the major adviser (4 units):
MKT 4410/12 Advertising and Promotions Management & Lab
MKT 4430 Selling and Sales Management
MKT 4450 Channel Institutions and Retail Management
MKT 4470/72 Global Marketing & Lab
MKT 4480 Product and Price Management
MKT 4950 Special Topics in Marketing

DID YOU KNOW?

Marketing provides exciting career opportunities for personal growth, creativity, variety, and income in the dynamic and ever changing business environment. The "American Almanac of Jobs and Salaries" ranks the median income of marketers among the top 10 in a list of 125 professions. Professional careers in marketing are to be found in the marketing departments of industrial firms and merchandising firms. In addition, there is demand for marketing professionals in specialized organizations such as advertising agencies, marketing research agencies, service firms, transportation and distribution companies, global companies, not-for-profit organizations, and Internet companies.



AACSB ACCREDITATION

The College of Business Administration is fully accredited by AACSB International—The Association to Advance Collegiate Schools of Business. AACSB International accreditation represents the highest standard of achievement for business schools worldwide. AACSB accreditation is the hallmark of excellence in management and business administration.

JOBS AND CAREERS

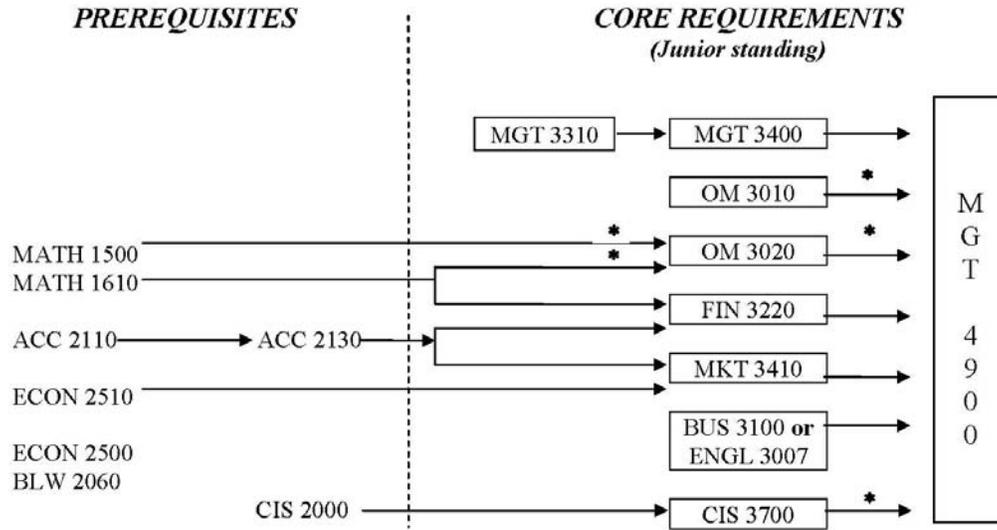
- Marketing Manager
- Global Marketing Director
- Sales Manager
- Product Development
- Brand Management
- Merchandising
- Marketing Research
- Global Marketing
- Promotions Representative

Appendix I.D. - Planning Sheet Sample

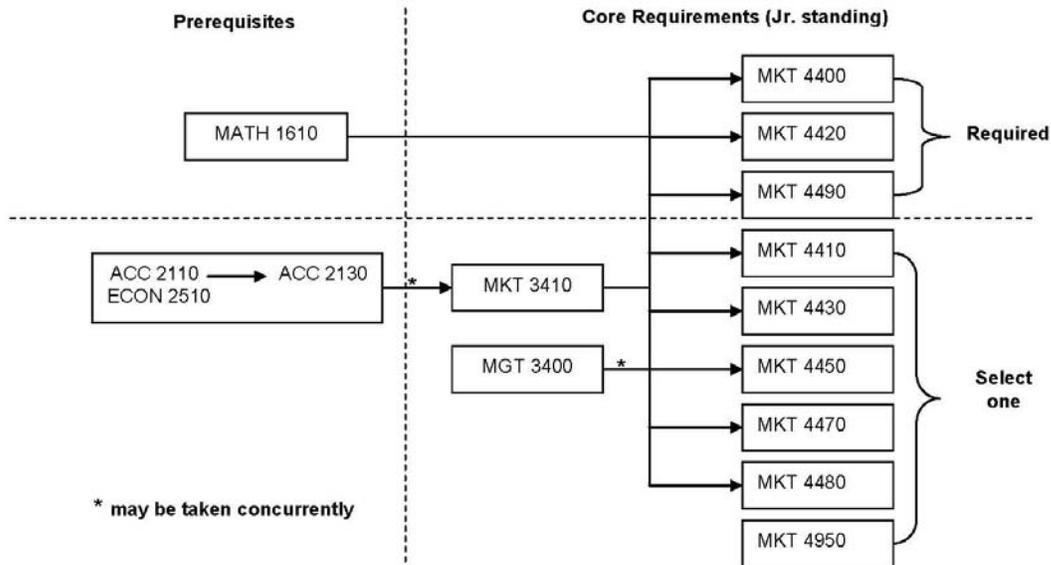
Page 1

COLLEGE OF BUSINESS ADMINISTRATION

PREREQUISITES AND CORE REQUIREMENTS



MARKETING COURSE REQUIREMENTS



Appendix I.D. - Planning Sheet Sample

Page 2

MARKETING CONCENTRATION

**MANAGEMENT, OPERATIONS, AND MARKETING DEPARTMENT
PROGRAM EVALUATION AND PLANNING SHEET**

CATALOG YEAR 2007-2008

NOTE: a.) This form is a companion to the CSU, Stanislaus Admission Status & General Education Evaluation Form provided by the Office of Admissions and Records - not a replacement for it. All decisions regarding admission status and General Education evaluation are made by the Office of Admissions and Records.
 b.) Be sure you have successfully completed all course prerequisites before enrolling in a course or you will not be allowed to register or stay in the course.
 c.) ALL PREREQUISITE, CORE, AND CONCENTRATION COURSES MUST BE COMPLETED WITH A GRADE OF "C-" OR BETTER.

PREREQUISITES TO THE MAJOR

Course	Title	Term	Grade	Course	Title	Term	Grade
ACC 2110	Financial Accounting			ECON 2510	Principles of Microeconomics		
ACC 2130	Managerial Accounting			MATH 1500	Finite Mathematics		
BLW 2060	Law, Environment, and Ethics			MATH 1610	Statistics for Decision Making		
ECON 2500	Principles of Macroeconomics			BUS 3100	Business and Technical Writ OR		
				ENGL 3007	Business Technical Comm		

BUSINESS ADMINISTRATION CORE

Course	Title	Term	Grade	Course	Title	Term	Grade
MGT 3310	Management Theory & Practice			MKT 3410	Principles of Marketing		
FIN 3220	Business Finance			OM 3010	Operations Management		
MGT 3400	International Business			OM 3020/3022	Management Science		
CIS 3700/3702	Information Tech. for Mgt			* MGT 4900	Business Policy		

* ALL prerequisite and business core courses must be taken before enrolling in MGT 4900, Business Policy.

MARKETING CONCENTRATION

1. Complete the following three courses (12 units):

Course	Title	Term	Grade	Course	Title	Term	Grade
MKT 4400	Consumer Behavior			MKT 4420/4422	Marketing Research		
MKT 4490	Strategic Marketing Management						

2. Complete one course from the following list of marketing courses as approved by your adviser (4 units):

Course	Title	Term	Grade	Course	Title	Term	Grade
MKT 4410/4412	Advertising & Promotion Mgt.			MKT 4470/4472	Global Marketing		
MKT 4430	Selling and Sales Management			MKT 4480	Product & Price Management		
MKT 4450	Channel Inst. and Retail Mgt			MKT 4950	Special Topics in Marketing		

Getting Started: Before seeing your adviser, you should view the Catalog and Class Schedule online at www.csustan.edu. The list of advisors is posted on the door of DBH 223 or you can go to the Student Success Center in DBH 217/220. The catalog contains descriptions of all courses including prerequisites, core courses, and concentration courses. Lower division courses (numbered in the 1000s and 2000s) generally have acceptable equivalents transferable from a junior college. The junior college or the CSUS Academic Resource Center in MSR 180 should be able to advise you on this. Upper division courses (3000s and 4000s) must be taken at CSUS or another four-year institution.

Appendix I.E. – Planning Guide Sample

CSU Stanislaus - SSC
Samuel Touma - Coordinator
(209) 667-3864

****UNOFFICIAL****

PLANNING GUIDE

Business Administration - Marketing

Student Name: _____

Student ID#: _____

Catalog Year: _____

	Cum	Maj
120	####	####

UD General Education	Met	Need	GPts	CR
F.1 Natural Science & Math		3		
F.2 Humanities		3		
F.3 Social Institutions		3		
	0	9	0.0	0

BS Degree Requirements	Met	Need	GPts	CR
1. LD General Education	0	44	0	0
2. LD Prerequisites	0	15	0	0
3. UD General Education	0	9	0	0
4. Multicultural/Writing Prof.	0	6	0	0
5. Major Core Requirements	24	24	0	0
6. Concentration	0	16	0	0
7. Electives	0	6	0	0
Total Requirements	24	120	0.0	0

G. Multicultural Req.	Met	Need	GPts	CR
		3		
Writing Proficiency				
BUS 3100 Bus & Tech Wrtnng		3		
	0	6	0.0	0

Major Core Requirements	Met	Need	GPts	CR
CIS 3700 Info for Tech Mgt		3		
FIN 3220 Business Finance		3		
MGT 3310 Management Theory		3		
MGT 3400 Intrntl Business		3		
MKT 3410 Basic Marketing		3		
OM 3010 Operations Mgt		3		
OM 3020 Management Science		3		
MGT 4900 Business Policy		3		
	0	24	0.0	0

LD General Education	Met	Need	GPts	CR
A. Communication Skills (9)				
1 COMM 2000 or 2110		3		
2 ENGL 1001 or 1002		3		
3 ENGL 2000 or PHIL 2000		3		
B. Natural Science & Math (9)				
1 Physical Science		3		
2 Biological Science Science Lab		3		
3 MATH 1500 Finite Math		3		
C. Humanities (9)				
1 Arts		3		
2 Literature/Philosophy		3		
3 Elective (C.1, C.2, or C.3)		3		
D. Social, Economic, and Political Institutions & Human Behavior (12)				
1a HIST 2600/3610, 20, 30, 40		3		
1b PSCI 1201 American Govt		3		
2a ECON 2500 Prncpls of Macro		3		
2b Society & Culture		3		
E. Individual Resources (3)				
a. CIS 2000 Intro to CIS		3		
b. PHED		1		
	0	44	0.0	0

Marketing Requirement	Met	Need	GPts	CR
MKT 4400 Consumer Behavior		4		
MKT 4420/4422 Mkt Rsrch & Lab		4		
MKT 4490 Strategic Mkt Mgt		4		
Choose One				
MKT 4410/12, 4430, 4450, 4470/72, 4480, 4950		4		
	0	16	0	0

Electives	Met	Need	GPts	CR
		6		
	0	6	0.0	0

LD Prerequisites	Met	Need	GPts	CR
ACC 2110 Financial Acctng		3		
ACC 2130 Managerial Acctng		3		
BLW 2060 Business Law		3		
ECON 2500 Prncpls of Macro		X		
* ECON 2510 Prncpls of Micro		3		
MATH 1500 Finite Math		X		
* MATH 1610 Business Stats		3		
	0	15	0.0	0

REMEDATION	Met	Need	Score
English Placement Test (EPT)	X		
Entry Level Math (ELM)	X		
WPST		X	

****This planning guide is an UNOFFICIAL document intended to be used for advisement/course planning only. THIS DOCUMENT DOES NOT AND CANNOT BE USED TO SUPERSEDE OR WAIVE ANY UNIVERSITY REQUIREMENTS.****

Appendix I.F.

**Student Success Center
Budget and Operating Costs**

The annual cost to support the SSC is approximately \$83,150 a year. In addition, to expand the center, the College supplied additional furniture and equipment amounting to approximately \$10,025.

A. One-time costs:

Equipment

Two computers w/monitors	\$3,600	
Fax/Printer/Copier	\$275	
Printer	\$800	
Total Equipment		\$4,675

Furniture

Two desks	\$3,000	
Two bookcases	\$400	
Two file cabinets	\$1,100	
Three chairs	\$450	
Two office chairs	\$300	
One coat rack	\$100	
Total Furniture		<u>\$5,350</u>

Total One-time costs \$10,025

B. Annual on-going costs:

Full-time staff salary with benefits	\$44,000	
Part-time student assistant	\$10,000	
Procurement Card Assigned to Center	\$24,000	
Supplies	\$200	
Printing services	\$4,300	
Utilities	\$650	
Total annual costs		<u><u>\$83,150</u></u>

**Student Success Center
Budget and Operating Costs (Continued)**

Staff position:	A full-time position was provided to the Center for a Student Services Professional (SSP). Our SSP is a union classified contract bargaining unit 4. The cost of this SSP position includes both the employee's salaries and benefits.	\$44,000
The Student:	A part-time student assistant employee is authorized by the Dean to the Center for twenty hours a week. The additional staff support is utilized to direct students, set appointments and answer phones.	\$10,000
Procurement Card Assigned to the Center:	California State University, Stanislaus has a Procurement Card program available for the College Deans to utilize. The College of Business Administration has assigned a procurement card to the Center with a limit of \$2,000 per month or approximately \$24,000 per year.	\$24,000
Supplies Allocation:	The College of Business Administration (CBA) allocates funds of \$200 into a special account string assigned specifically to the CBA's Student Success Center.	\$200
Utilities:	The telephone charges for three phone extensions assigned to the Student Success center cost approximately \$650 per year. All other utility expenses are paid for by the University's Facility Services Dept.	\$650
Reprographics Support for Brochures/Publications:	The College funds the center's printing orders for business cards, brochures, publications and other printing needs for the Center out of the Dean's office. The following is an estimate of some of the items the Dean supplies each year to the Center:	\$4,300
	Business Cards	\$150
	Posters	\$50
	Guide Books	\$1,000
	Business Reply Envelopes	\$100
	Student Resume Books	\$2,000
	Brochures (Concentration)	\$500
	Flyers	\$100
	Special Signs & Directional Displays	<u>\$400</u>
	Total	\$4,300

Total estimated Annual Costs = \$83,150

Appendix II
Assessment

Appendix II.A

Undergraduate Curriculum Assessment Plan

Overview

The College of Business Administration (CBA) faculty reaffirms its long-standing commitment to program and curriculum improvement. Throughout its history, program and curriculum assessment has remained a key element of its strategic mission and it acknowledges that improvement begins with assessment. This document formalizes our plan for continual assessment of student learning as a means of fulfilling our mission and goals.

Mission Statement pertinent to curriculum assessment

The College of Business Administration's mission states,

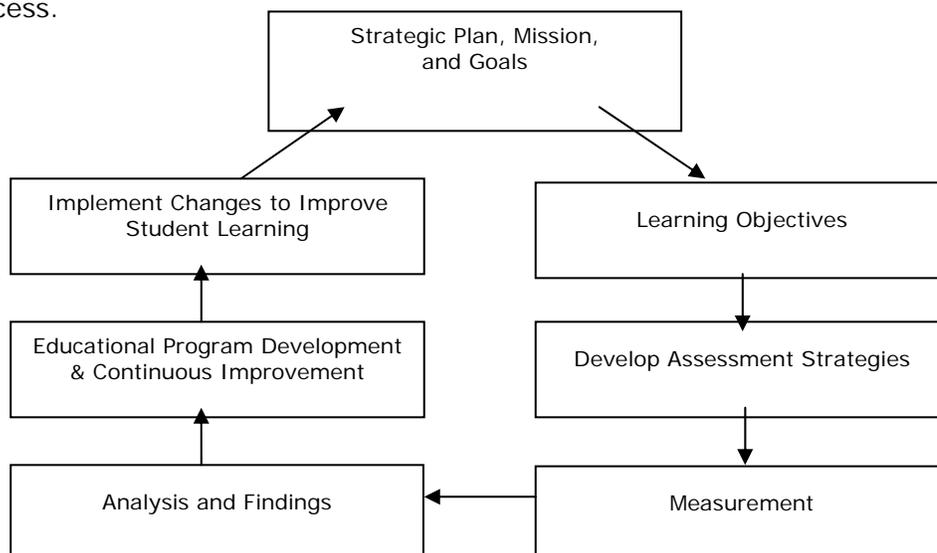
- "Our mission is to deliver a professional business education that provides our students with the knowledge and skills to succeed in their business careers and in society."
- "We are dedicated to providing an educational environment focused on learning. We enrich our teaching and lifelong learning through applied and pedagogical research."
- "We seek to assure overall quality, relevance, and convenience in the creation and continual improvement of our professional business programs."

Goals pertinent to curriculum assessment (Goal A)

"To create an educational environment focused on student learning and to provide professional business education programs accessible to our students."

Model

This model outlines our continual curriculum assessment process. The initial step is to address our strategic plan, mission, and goals and continue through to the final step of implementing the changes. We then close the loop by returning to our initial step to restart the process.



Core Learning Objectives

The Learning Objectives stem directly from the Mission Statement and Goals.

Students graduating from our undergraduate programs will be able to:

1. Communicate clearly and effectively using oral and written communication and electronic media.

The skills required to meet the first learning objective are the ability to:

- Prepare and present a cohesive, coherent oral argument or illustration before an audience of at least five people.
- Prepare a cohesive, coherent, and well-written document.
- Prepare a presentation using an electronic medium such as PowerPoint. Work effectively as a member of a team to define a business-related problem, identify alternative courses of action, collect relevant information, and select and support a reasonable course of action.

2. Recognize ethical issues and develop a framework for appropriate resolutions.

The skills required to meet the second learning objective are the ability to:

- Define the major ethical issues in an applied business problem.
- Identify stakeholders in the decision.
- Identify authoritative guidelines that relate to the issue (such as a Professional Code of Ethics).
- Formulate feasible alternatives.

3. Understand how diverse perspectives relate to business decisions.

The knowledge required to meet the third learning objective is demonstrated when students who have been given applied business problems:

- Incorporate political, social, cultural, legal and regulatory, environmental, and technological issues in their business decisions.
- Include local, regional, national, and/or international circumstances in their business decisions and explain how these factors affect their decisions.
- Predict and explain how their business decisions affect society locally, regionally, nationally, and globally.

4. Think with sufficient depth and agility to make sound decisions based on logical analysis and substantive, integrative knowledge of the business disciplines.

The skills and knowledge required to meet the fourth learning objective are to:

- Think critically and creatively.
- Gather, synthesize, and use information.
- Use analytical modeling and information technology appropriately to support business-related activities such as financial statement analysis, market analysis, and operations analysis.
- Gain a basic understanding of the body of knowledge common to the following disciplines:

- a. accounting
- b. economics
- c. finance
- d. information systems
- e. management and organizational behavior
- f. marketing
- g. operations management
- h. quantitative business analysis

Concentration and Course Learning Objectives

The College of Business Administration's faculty affirm their acceptance of the Core Learning Objectives, and develop additional learning objectives for their respective concentrations and the individual courses therein.

Each department is responsible for documenting the depth at which individual courses address each concentration-specific learning objective. Changes to core learning objectives are submitted to the CBA Curriculum and Resources Committee for review and approval. The Curriculum and Resources Committee is charged with documenting the depth at which the individual courses address the Core Learning Objectives.

Develop Assessment Strategies

In accordance with CSU Stanislaus' Principles of Assessment, the CBA program faculty believe that the primary purpose of assessment is to promote learning, and that the best assessment has significance at the local level. Thus, the faculty and concentrations responsible for determining course content and learning objectives best specify assessment measures. The CSU Stanislaus College of Business Administration assesses undergraduate student learning at three levels.

- 1. Course-Level Assessment** – Individual instructors will develop assessment measures and methods appropriate to the specific course learning objectives. Such methods include, but are not limited to, examinations and quizzes, written assignments, oral reports, group projects, and class participation.
- 2. Concentration-Level Assessment** – The faculty members within each concentration will develop measures and methods to assess student attainment of the learning objectives of their concentrations. Such methods include, but are not limited to, exit exams, surveys, and discussions with stakeholder groups (i.e. alumni associations, advisory boards, student associations, focus groups) and individual stakeholders (i.e. executive-in-residence).
- 3. College-level Assessment** – The CBA faculty will develop measures and methods to assess overall student attainment of the Core Learning Objectives. Such methods include, but are not limited to, capstone projects, case studies, exit exams, surveys, and discussions with stakeholder groups and individual stakeholders.

Measurement

Measurement will occur periodically at the course, concentration, and college level.

Analysis and Findings

The assessment results will be analyzed and distributed to appropriate faculty members at each of the three levels. College-level assessment results will be distributed to the Dean and each faculty member within the CBA. Concentration-level assessment results will be distributed to the Department Chairs and each faculty member within the concentration. Course-level assessment results will be compiled by individual faculty members.

While information obtained in assessment is the property of individual faculty and programs, the CBA faculty acknowledge that the sharing of information benefits the learning-centered university. Faculty and programs are thus encouraged to share assessment data with colleagues.

Educational Program Development and Continuous Improvement

The assessment results will be discussed and compared to appropriate learning objectives at each of the three levels and prioritization for improvement will be determined and documented.

Implement Changes to Improve Student Learning

Modifications to improve student learning will be developed and implemented by the faculty.

Closing the Loop

The above process will be used in subsequent reiterations.

Plan Assessment

The CBA Curriculum and Resources Committee will review this plan as appropriate, but not less than every five years.

Undergraduate Curriculum Assessment Plan:
Adopted by CBA Faculty on 4-6-01
Revised by CBA Faculty on 2-18-05

Appendix II.B

Undergraduate Curriculum Assessment Policy

Overview

The College of Business Administration (CBA) faculty reaffirm its long-standing commitment to program and curriculum improvement. Throughout its history, program and curriculum assessment has remained a key element of its strategic mission and it acknowledges that improvement begins with assessment. This document formalizes our policy for continual assessment of student learning as a means of fulfilling our mission and goals.

Mission Statement pertinent to curriculum assessment

The College of Business Administration's mission states,

- "Our mission is to deliver a professional business education that provides our students with the knowledge and skills to succeed in their business careers and in society."
- "We are dedicated to providing an educational environment focused on learning. We enrich our teaching and lifelong learning through applied and pedagogical research."
- "We seek to assure overall quality, relevance, and convenience in the creation and continual improvement of our professional business programs."

Goals pertinent to the Curriculum Assessment Policy (Goal A)

"To create an educational environment focused on student learning and to provide professional business education programs accessible to our students."

Assessment Policy

The College of Business Administration will assess student attainment of the undergraduate learning objectives at the course, concentration, and college level annually. College and concentration level assessments will follow a three-year continuous cycle. Student attainment of learning objectives will be measured in the first year of each cycle, the results will be analyzed and discussed in the second year of the cycle, and improvements to the curriculum that result from the analysis will be implemented in the third year of the cycle. In any given academic year, assessment stages relating to three different cycles will occur.

For example, during 2003-04:

- Initial measurements for 2003-2004 will occur.
- Results of the 2002-2003 measurements will be analyzed and discussed.
- Curriculum changes resulting from the 2001-2002 measurements will be implemented.

Course level assessment of student attainment of learning objectives occurs on an ongoing basis and may result in immediate pedagogical and/or curricular improvements.

Implementation

Overall program effectiveness will be assessed as follows:

- The Curriculum Review Committee (CRC) will evaluate the Core Learning Objectives (LO) for currency and completeness every three years, beginning in 2007-2008. During the evaluation process, input will be obtained from faculty, students, alumni, employers, and the CBA Advisory Board. Concurrent with this evaluation, the CRC will conduct a comprehensive study of the required prerequisite and core courses to ensure that the content of the curriculum is current, complete, and appropriate to our core learning objectives.
- External satisfaction (EBI) surveys of undergraduates, employers, alumni, and faculty will be employed on a rotating three-year cycle. Undergraduates will be surveyed in spring 2005, employers in spring 2006, and alumni and faculty in spring 2007.

Student attainment of the core learning objectives will be assessed as follows:

- Subject matter examinations will be given to students in the capstone classes each semester (except the semesters in which the tri-annual EBI survey is distributed) to assess their understanding of the common body of knowledge (part of LO 4).
- Students in selected classes will be required to complete one of the following each year as part of their course work:
 - An essay requiring them to define the major ethical issues of a decision, identify relevant stakeholders, identify authoritative guidelines that relate to the issue (such as a Professional Code of Ethics), and formulate feasible alternatives. (LO 2)
 - A reflective essay illustrating their understanding of how diverse perspectives relate to business decisions. (LO3)
 - A case study requiring them to think critically and creatively, gather, synthesize, and use information, and use analytical modeling and information technology appropriately. (LO4)

The collected assignments will be evaluated by a faculty committee using a common rubric to assess students' written communication skills (LO1) and attainment of LO 2, 3, or 4.

- Student presentations of group projects will be evaluated by a faculty committee every third year beginning in 2007-08. The students' oral communication skills, ability to use presentation media (i.e. PowerPoint) effectively, and effectiveness as group members will be assessed according to a common rubric. (LO 1)

Interpretation

Individual instructors will develop and implement assessment measures and methods appropriate to the specific course learning objectives. Faculty members are encouraged to share assessment results with the department chairperson and appropriate colleagues in the interest of continuous improvement.

Faculty members within each concentration will develop measures and methods to assess student attainment of the concentration learning objectives. The Department Chair is responsible for coordinating assessment at the concentration level and will retain documentation of assessment results. The Department Chair will also track response actions to continually improve the curricula of the concentrations within his/her department. The Department Chair will submit an annual assessment report and action plan to the Dean.

The CBA Assessment Committee is responsible for coordinating college-level assessment of student attainment of the core learning objectives. Documentation of results and actions taken in response to college-level assessment will be retained in the Dean's office.

Policy Assessment

The CBA Curriculum and Resources Committee will review this policy periodically, but not less than every five years.

Undergraduate Curriculum Assessment Policy
Adopted by CBA Faculty on 5-11-01
Revised by CBA Faculty on 4-8-05

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Appendix II.C.

CSU-BAT

Overview:

The California State University Business Assessment Test (CSU-BAT) seeks to measure CSU undergraduate Business students' academic achievement and to assess the educational outcomes of the CSU undergraduate business programs. The CSU-BAT also enables CSU business schools to assess their students' academic achievement compared to data from other CSU campuses.

Background:

Development of the CSU-BAT began when our dean and the business dean at CSU Long Beach proposed the development of a system-wide undergraduate business exit test during the CSU business deans' meeting at Universal City in February 2002. Further discussion of the test, patterned after the ETS Major Field Test in Business (MFT-B), began in March 2002 at a CSU business schools' assessment meeting at Pomona. Work on the test began after a subsequent CSU business schools' assessment meeting at Long Beach in November 2002.

Reasons for the development of the CSU-BAT were primarily these four: (1) the continuing need to assess business programs' student learning outcomes; (2) the high cost of the ETS Major Field Test in Business, (3) the capability of fitting a test more closely to the CSU business core curriculum, and (4) a potentially sufficient number of comparable schools, with similar budget constraints, the same union environment, and student populations that are not too dissimilar. The test development activities leveraged on the interest and assistance of a number of CSU business deans and at least two CSU business schools' willingness to share experience derived from previous development of a Common Body of Knowledge (CBK) test for in-house use.

Fifty-two experienced professors and administrators in CSU business schools, representing all the relevant areas of the CBK for undergraduate business education, contributed to test development as question writers, question editors, and liaison persons. A small faculty group at Long Beach, with all subject areas represented, selected the questions to compose the initial 80-item test. In July and August 2003, Long Beach and Pomona piloted the test with 234 students at Long Beach and 179 students at Pomona. With the assistance of a test analysis expert, questions were item-analyzed and the test critiqued. About 14 percent of the questions were improved; seven percent were replaced. A revised test was presented at the CSU business schools' assessment meeting in Long Beach in November 2003. Long Beach and Stanislaus piloted the revised test during fall 2003, with the pilot test results being presented at the CSU business deans' meeting in San Diego in February 2004. During spring 2004, five CSU business schools (i.e., Bakersfield, Dominguez Hills, Long Beach, Monterey Bay, and San Diego) pilot-tested CSU-BAT, with Long Beach also performing a concurrent validation study of CSU-BAT and MFT-B.

Test Description:

The CSU-BAT contains 80 multiple-choice items, some of which require interpretation of charts, diagrams, and graphs. The test is designed to be administered in a 75-minute class period, which is an advantage over the two-hour-long MFT-B. Participating business schools administer the CSU-BAT in the required business capstone course in which graduating seniors enroll after they have completed the common body of knowledge (CBK). The test

covers the following subject areas: accounting, economics, quantitative business analysis and information systems, finance, marketing, legal and social environment, and international issues. Results can be aggregated by a number of student characteristics including major/concentration, enrollment status (full/part-time), hours worked per week, ethnicity, gender, and age.

NA/AEE/LJ/cb January 2008