

Overview

Institution Name

California State University - Channel Islands

Address**Year Accredited**

Not Set

Year Reaffirmed

Not Set

Years Covered by this Report

Not Set - Not Set

Date Submitted

03/27/2023

Completed By**Phone****Email****ACBSP Champion****ACBSP Co-Champion**

I - Institutional Information

1. Provide the link to your business program web page below. A link to Student Achievement must be on that/those page(s).

Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:

- Attrition
- Retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Directions: [Website links submitted to document the implementation of this requirement must be on the business landing page](#), clearly identified, and lead directly to information regarding business student achievement. [Provide the link to your business program web page below. A link to Student Achievement must be on that/those page\(s\).](#)

2. Please provide the following information in the text box below:

Champion Name:

Title:

Email address:

Phone Number:

Self-Study

Status: Ready For Review | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Summary

INTRODUCTION

Institution Name: California State University Channel Islands

Self-Study Year: Initial submission – December 19, 2016

Submission Date: February 15, 2019

President: Dr. President Erika D. Beck, President of CSU Channel Islands

Chief Academic Officer: Dr. Elizabeth Say, Interim Provost of CSU Channel Islands

Dean: Dr. Susan A. Andrzejewski, Interim Dean of the Martin V. Smith School of Business & Economics

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INSTITUTIONAL INFORMATION

Since the Smith School's received ACBSP accreditation in 2017, there have been several changes in administration. Provost Geoff Chase served as the Provost from July 2017 through December 2018, and Interim Provost Elizabeth Say assumed the role this January. The former Dean of the Smith School, William Cordeiro, stepped down from his position in July 2018, and Susan A. Andrzejewski stepped into the role as Interim Dean at the end of July 2018. President Erika Beck continues to serve as the President of CSU Channel Islands. Extended University, the University's self-support division that supports our MBA program and satellite business-completion programs, also has a new Dean who started in the Fall of 2018. University leadership is committed to maintaining ACBSP accreditation by delivering an excellent business education, providing opportunities for our faculty to engage in high-quality scholarly research, and engaging in continuous improvement exercises to ensure our programs are both effective and relevant for today's business world. President Beck, Interim Provost Say, and Interim Dean Andrzejewski are fully committed to promoting and building the Smith School to serve the long-term interests of its students, staff, faculty, and community partners.

Since the Smith School received ACBSP Accreditation, the Smith School has been actively engaged in activities designed to address the notes and Opportunities for Improvement (OFIs) from our ACBSP Report. This "Status Report on Notes and Conditions" the addresses the notes on Criterion 4.1, Standard 4, and Criterion 6.3.6. Currently, the Smith School is also working to address these areas and additional OFIs further. With a new organizational structure (new Dean, Chairs, MBA Director) the Smith School is well-positioned to address the ACBSP's informative feedback for our first Quality Assurance (QA) report due on February 15, 2021.

This fall, CSU Channel Islands finalized our Strategic Initiatives for the next five years (see Strategic Initiatives PDF in the Evidence File), and the Smith School is in our final phases of developing our Strategic Plan for the next five years.

Sources

There are no sources.

II - Status Report on Conditions and Notes

1. Status Report on Conditions and Notes: Copy and Paste any notes or conditions into your reply section and then provide information towards meeting the Criteria to remove notes or conditions.

If there are any notes and/or conditions placed on your business programs, you will need to report your progress towards removal here. Please copy and paste the wording for the note or condition into the institutional response box or reference the standard and criterion for the note, i.e., Standard 4, Criterion 4.1.

You will only need to complete the tables that are relevant to the note or condition you are addressing. If the note or condition resulted from the self-study accreditation decision, you will use the self-study table. If the note or condition was placed after completing a Quality Assurance Report (QAR) you will need to use the quality assurance report tables.

IMPORTANT: YOU DO NOT NEED TO COMPLETE ALL OF THE TABLES PROVIDED IN THE EVIDENCE FILE! PROVIDE ONLY THE TABLES THAT ARE RELEVANT TO THE NOTES AND CONDITIONS.

If you are unsure of the notes or conditions, please check the board correspondence found in the evidence file tab.

Self-Study

Status: Ready For Review | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Summary

STATUS REPORT ON CONDITIONS AND NOTES

Place a Note on Criterion 3.1.

"The business school should identify the segments that it serves. This criterion is not about recruiting, but about addressing student needs. For example, students in the undergraduate program have different needs than MBA students or working professionals. Once these segments are identified, the school can focus better on measuring student satisfaction."

The mission of the California State University system is to serve the top one-third of every California high school graduating class and all eligible community college transfer students. Test scores are not required to establish admissions eligibility for residents with CSU high school GPAs of 3.0 or above (3.61 for non-residents). Transfer students are required to complete a minimum of 60 transferable credits, earn at least a 2.0 GPA, be in good standing at the last institution attended, and complete the "Golden Four" basic skills courses (oral communication, written communication, critical thinking, and mathematics/quantitative reasoning).

As noted in the Smith School's initial ACBSP report, while the Smith School may not be able to recruit particular segments of students, by better understanding the segments the Smith School serves, the Smith School can better address student needs across our various programs. We appreciate the ACBSP team's suggestion and have identified the distinct segments of our current study body across accredited programs. The California State University Channel Islands campus is not an impacted campus; therefore, the Smith School is required to admit all students that meet the minimum admissions criteria. Per University policy and practice, we cannot target specific students for admission. Therefore, the Smith School does not target recruiting in terms of demographics for its undergraduate or graduate programs.

As the Smith School finalizes our strategic plan, we are identifying various ways to address student needs and concerns better – both across the student segments mentioned earlier, as well as through addressing the specific needs of some of our students (e.g., the increased geographic diversity of our online, business completion program). Beginning the spring of 2019, the Smith School will also begin conducting a uniform student satisfaction survey across all programs; better enabling us to better understand differences across student segments from the students' perspective. (A PDF of [Table 3.1](#) is placed in the Evidence File).

Place a Note on Standard 4.

“The assessment tool for each student learning outcome should be specifically described so that it can be duplicated in subsequent years. Without a specific and consistent measure, it will be impossible to track outcomes, identify trends and implement program improvements that are tied to assessment. Describing the assessment tool as “various assignments by individual professors in class” is too vague to rely upon. You must identify the specific class assignment used for assessment (such as “student reflection paper of a business ethical dilemma”). The assessment of specific learning outcomes should be tied to assessments that actually measure the particular outcome. For example, the Collegiate Learning Assessment may be too generic to measure specific business skills from each program.

Additionally, when assessment measures are vague, it is difficult to compare results with benchmarks and over time. Assessment plans should yield cooperative information and data both over time and with benchmarks that indicate intended goals. Finally, specific program improvements should link with outcome results.”

The Smith School assigned Dr. Jared Barton as the coordinator of assessment in AY 2014-2015. Beginning in 2015-2016, Dr. Barton started to change the assessment process to a more meaningful process, which has included ongoing, iterative modifications to the Smith School assessment process. The changes include the development of a specific assessment tool for each of the Program Learning Outcomes (PLOs) assessed. The Smith School has also incorporated regular reporting and discussion of assessment data on a semester basis, providing an opportunity for faculty to reflect on current areas for improvement to address opportunities for growth through “closing-the-loop.” For example, after reviewing recent trends in the “communication” assessment tool indicating that our students could further improve their oral and written communication, the Smith School brought the writing requirement for the major “in-house,” proposing BUS310: Business Discourse for the 21st Century Professional that will focus on enhancing students' communication skills in the context of the contemporary business.

Note: Since the Smith School received accreditation on April 26, 2017 the CSU Channel Islands campus and surrounding community have experienced multiple natural disasters that overlapped with the timelines for some of our assessment protocols (i.e., the Thomas Fire that closed campus at the end of the Fall 2017 semester, and the Hill and Woolsey and hill fires that resulted in the Department of Education suspending all class activities from November 14 – 25, 2018).

Criterion 4.1 The Smith School Learning Outcomes Assessment Programs

Criterion 4.1.a The learning objectives for each program to be accredited.

The program learning objectives for the Bachelor of Science of Business degree were developed collaboratively by the Smith School faculty during the university's initial curriculum development, as were the Program Learning Outcomes for the Master of Business Administration (MBA). Both are displayed in Figure 4.1 below (A PDF version of [Figure 4.1](#) is in the Evidence File).

Degree	Program Learning Objective	Type of Evidence
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Business, B.S.	Demonstrate critical thinking skills by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management, and marketing.	Summative External Comparative
	Demonstrate communication skills by writing excellent reports and papers and making effective oral presentations in English.	Essay <ul style="list-style-type: none"> • Direct • Formative • Internal • Comparative CLA+ <ul style="list-style-type: none"> • Summative • External • Comparative
	Demonstrate collaboration skills by working effectively with others in group settings – both inside and outside the classroom.	Direct, instructor evaluation Indirect, peer evaluation Formative Comparative
	Demonstrate personal conduct that reflects an ethical understanding of complex business, economic, and social issues.	Internal Formative Comparative
	Demonstrate basic competencies in the academic disciplines related to regional, national, and global business and economics.	Comparative Summative External
Master in Business Administration (MBA)	Integrative: Demonstrates orally and in writing analytical and integrative skills in making business decisions (which includes assessment of discipline competency).	External Summative

	Innovative: Produce written innovative and integrative business plans, including plans that adapt to uncertain and unpredictable environments.	Internal Summative Direct
	International: Demonstrate an understanding of the international operating environment of business.	Internal Summative Direct
	Demonstrate an understanding of relevant disciplines.	External Summative Direct

As noted in our initial report, the Business “options” (12 units of discipline-specific elective coursework) did not have explicit program learning outcomes. As part of the Smith School Strategic Planning process, faculty are engaged in a broader discussion of whether or not to maintain all of the options as part of the curriculum.

The five Business “options” are:

- Marketing
- Finance
- Entrepreneurship
- Global Business
- Management

The Smith School Faculty have developed Learning Outcomes for three of the existing options and will finalize the learning options for the remaining two options this spring. At the moment, The Smith School faculty are also discussing how best to assess these learning outcomes since the courses that make up the options are currently not sequenced. Since the options are content-focused groupings of courses, we also plan to examine the content specific competency performance for students pursuing an option as part of the Business Assessment Test (BAT) disciplinary competency exam starting in Spring 2019. (A PDF of [Figure 4.2](#) is placed in the Evidence File, as well as a copy of the [2016 BAT](#)).

Figure 4.2 Option Learning Outcomes

Option	Program Learning Objective
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Marketing	<ol style="list-style-type: none"> 1. Understand marketing related concepts and processes. 2. Analyze contemporary marketing practices 3. Create marketing plans.
Finance	<ol style="list-style-type: none"> 1. Develop and apply financial modeling skills to evaluate various financial assets and to construct/manage/evaluate portfolios. 2. Interpret and analyze financial data to evaluate the financial health of a firm and the financial strategies it employs to create value for its shareholders. 3. Apply key concepts and knowledge relevant to financial markets and institutions and their effects on financial operations of domestic and international companies. 4. Apply financial techniques and schemes used by multinational corporations to quantify and manage risk in a global financial environment.
Entrepreneurship	<ol style="list-style-type: none"> 1. Explain the process of new business creation from concept to implementation. 2. Create a business model including both customer and internal organizational elements. 3. Present a business “pitch” to potential investors. 4. Write a complete business plan.

Criterion 4.1.b Describe your learning outcomes assessment process for each program.

Business, B.S.

As discussed in our initial self-study report, The Smith School assessment process for the B.S. of Business has evolved based on feedback from tenure-track and adjunct faculty. The formal assessment of Program Learning Objectives (PLOs) for the B.S. of Business degree began in Fall 2008 and has evolved over time to respond to notes from our initial ACBSP accreditation and incorporate assessment “best practices.”

Our assessment plan for the B.S. in Business now functions as follows:

1. The Smith School has assigned one of the five outcomes above to one lower-division and one upper-division course as detailed in Figure 4.3 below.
2. Beginning in the 2018-2019 academic year, faculty assessing the same PLO converged on a common assessment tool, rubric, and, where applicable, fraction of students’ overall grade in the course. Note: Prior to this academic year, faculty still assessed the PLOs mentioned earlier, but were free to choose their own activity and rubric to assess student performance.
3. At the end of each term, faculty compile a list of students, how their performance was rated (i.e., whether they met, exceeded, or fell below satisfactory performance) on the assessment tool. Faculty also send their qualitative

impressions of students' overall strengths and weaknesses on the PLO to the faculty member compiling assessment data.

4. In addition to these measures, the Smith School also has all seniors take the Collegiate Learning Assessment (CLA+), and, beginning in Spring 2019, the Business Assessment Test (BAT), providing the Smith School with external and summative assessment tools that are comparable across institutions.
5. At the beginning of each semester, the Coordinator of Assessment, currently Dr. Jared Barton, presents the quantitative data on performance at an all-faculty meeting of the Smith School as well as a summary of faculty's impressions of strengths and weaknesses, to focus on "strengthening weaknesses" in the coming term.
6. Each spring semester, instructors "close the loop" by trying something to improve previously identified weaknesses.

Figure 4.3 Undergraduate Courses Mapped to Learning Outcomes

Course	Program Learning Outcomes
ECON 110: Principles of Microeconomics	Written Communication
BUS 320: Business Operations	Written Communication
BUS 110: Business Law	Oral Communication
MKT 310: Marketing	Oral Communication
ACCT 210: Financial Accounting	Ethics
MGT 326: Ethics	Ethics
ACCT 220: Managerial Accounting	Collaboration
BUS 499: Capstone	Collaboration
BUS 499: Capstone	Content: Disciplinary Competency
BUS499: Capstone	Critical Thinking

In the past, the Smith School did not utilize an assessment of disciplinary competencies separate from course performance. In the past, Smith School administrators and faculty found that externally provided assessment tools either covered substantially more or less of what students are asked to do, making for poor tools to gauge performance. The Smith School has recently identified the Business Assessment Test (BAT) as an appropriate assessment of competency tool to use for our programs. The BAT evaluates students' knowledge of various business subjects via a 90 question, 75-minute exam developed by faculty with substantial knowledge and experience in these fields. The BAT has been used as an external assessment tool by sixteen of our California State University (CSU) peers, as well as other universities outside of the CSU system. (A PDF of [Figure 4.3](#) is placed in the Evidence File).

MBA

CSUCI's MBA program is designed to develop business leaders with the capacity to work effectively in an increasingly multicultural and global environment. The formal assessment of Program Learning Objectives (PLOs) for the MBA program began in Fall 2011 and evolved to respond to notes from our initial ACBSP accreditation and incorporate assessment "best practices."

The MBA Program originally had six Program Learning Goals, each of which aligned with specific courses. Using rubrics, faculty assessed each goal separately, one per term, in every course that is relevant to that Program Learning Outcome. The MBA capstone course, which synthesizes prior coursework, yields the most rigorous quantitative data about student learning. Faculty used a comprehensive rubric developed for the capstone course to assess all Program Learning Goals each time the course was taught.

Since receiving ACBSP accreditation in 2017, a Chair of MBA Special Sessions and MBA Director was officially

hired within the Smith School. At the same time, the assessment tools have been revised to reflect current “best practices” in assessment and incorporate the feedback from our initial ACBSP accreditation report.

Our assessment plan for the MBA now functions as follows:

- 1. For our external assessment of core competencies in business disciplines, students will complete the Peregrine MBA exam upon commencement of the MBA program and in the Business 570: Global Environment capstone course.
- 2. To assess our “Innovative” learning outcome, faculty use the final business plan as the assessment tool, and assess with a business plan with a common rubric and consistent fraction of students’ overall grade in the course.
- 3. For the “integrative” and “international” learning outcomes, faculty developed a common assessment tool and rubric to use in the Business 570: Global Environment capstone course that draws from two different sub-measurements within the business simulation game used in the course.
- 4. At the end of each term, faculty will compile a list of students, how they were rated (i.e., whether they met, exceeded, or fell below satisfactory performance) at the activity. Faculty will also send their qualitative impressions of students’ overall strengths and weaknesses on the learning outcome to the faculty member coordinating assessment.
- 5. At the beginning of each semester, we will present the quantitative data on performance at an all-faculty meeting for faculty who teach in the MBA program as well as a summary of instructors’ impressions of strengths and weaknesses to focus on “strengthening weaknesses” in the coming term.

The logistics of the MBA program are run through the University’s Extended University division, which has also experience organizational and leadership change this fall, resulting in the Smith School’s need to allocate the Director’s time to address issues related to marketing and compensation. Given the recent changes in the leadership of both the Smith School and Extended University, and the placement of a Chair for all programs run through Extended University, we are well poised to complete the alignment of the MBA program’s assessment to meet the notes by the end of this academic year.

Criterion 4.1.c/d/e Identify the learning outcomes assessment information and data you gather and analyze (internal, external, formative, summative).

Figure 4.4

Student Learning Outcomes Assessment Data

Degree Program	Internal Data and Information	External Data and Information
Business, B.S.	Essay Oral Presentation Team-based Project Case Analysis	CLA+ Business Assessment Test (BAT)

Masters of Business Administration	Business Plan 3-year strategic plan in strategy game (integrative) Company performance & case-study quiz (international)	Peregrine MBA
Option in Marketing	Marketing Plan Case Analysis	BAT, Marketing Section
Option in Finance	Investment Simulations Case Analysis	BAT, Finance Section
Option in Entrepreneurship	Business Plan Business "Pitch" Presentation	
	Summative Data and Information	Formative Data and Information
Business, B.S.	CLA+ BAT Essay Oral Presentation Team-based Project Case Analysis	Essay Oral Presentation Team-based Project Case Analysis
Masters of Business Administration	Integrative & International Assignment Peregrine MBA	Business Plan
Option in Marketing	Business Plan Business "Pitch" Presentation	BAT, Marketing Section
Option in Finance	Investment Simulations Case analysis	BAT, Finance Section

Option in Entrepreneurship	Business Plan Business “Pitch” Presentation	
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B.S. in Business

Figure 4.1.b demonstrates that program learning outcomes are assessed throughout the undergraduate student's time at CSUCI. By design, most program learning outcomes (except competency) are assessed early in their undergraduate experience, and, again, later in their undergraduate experience. For example, oral communication is assessed in the lower-division BUS110: Business Law course as well as in MKT310: Marketing. Thus, we consider data from the initial two years of undergraduate education as “formative” assessments, while those from the last two years, and particularly the senior year, as summative. The CLA+ and the BAT are the Smith School's most summative assessment tools since they are given at the end of students' collegiate career. (A PDF of [Figure 4.4](#) is placed in the Evidence File).

MBA

As discussed above, MBA students are assessed at the beginning of their academic program, as well as at the end. Therefore, the capstone course assessment (Peregrine for MBA students) provides a summative assessment of learning outcomes, while all prior data serves as formative assessment information.

Criterion 4.2

The Smith School has generated reports from three successive sets of periodic assessment results.

B.S. in Business

Before the 2015-2016 academic year, the Smith School assessed a single program learning outcome each year for the previous three years. Beginning in the Spring of 2015, the Smith School also assessed all Business students in their capstone course using the CLA. Beginning in the 2018-2019 academic year, the Smith School will also include the discipline competency BAT assessment tool. Beginning in Fall 2018, the Smith School faculty converged on a common assessment tool, rubric, and incentive (i.e., fraction of a student's grade) for all internal assessment tools. The data presented as business graphs from each of these is included in the Evidence File as [Table 4.2](#).

As noted in our initial report, the Business “options” (12 units of discipline-specific elective coursework) did not have explicit program learning outcomes. As part of the Smith School Strategic Planning process, faculty are engaged in a broader discussion of whether or not to maintain the options, given their relative low enrollment and their utility vs. completing a minor in the discipline of interest.

The five Business “options” are:

- Marketing
- Finance
- Entrepreneurship
- Global Business
- Management

The Smith School Faculty have developed Learning Outcomes for three of the existing options and will finalize the learning options for the remaining two options this spring. The current PLOs are discussed in Criterion 4.1, along

with potentially suitable assessment tools. At the moment, The Smith School faculty are also discussing how best to assess these learning outcomes since the courses that make up the options are currently not sequenced. Since the options are content-focused groupings of courses, we also plan to examine the content specific competency performance for students pursuing an option as part of the BAT disciplinary competency exam starting in Spring 2019. (A PDF version of [Figure 4.1](#) is in the Evidence File).

MBA

Before the 2015-2016 academic year, the MBA assessed a single program learning outcome each term since 2011 and assessed all learning outcomes in the capstone, BUS570: Global Environment course. These data are also included in the Evidence File as [Table 4.2](#).

As noted in our initial self-study, the Smith School is in the process of modifying the entire assessment program for the MBA along the lines of the Business degree. The Smith School has made progress towards this goal through developing consistent assessment tools, rubrics, and incentives for the program, which will be implemented in Spring 2019. In addition, the Smith School will begin administering the Peregrine MBA during the next session of the MBA capstone class.

Business, B.S. and MBA

The aggregate of these assessments, as well as the qualitative observations on student strengths and weaknesses, and faculty's suggestions to improve performance are presented at an all-faculty meeting by the faculty assessment coordinator at the beginning of every semester. This presentation generally becomes a conversation on interventions that different faculty have tried to improve student performance on a particular learning outcome. (A copy of the most recent assessment slides is included in the Evidence File as Assessment - [Spring 2019](#)).

Criterion 4.3

The Business, B.S. is currently the only program for which the assessment plan yields data that can be compared across institutions through the CLA+ and, beginning in Spring 2019, the BAT. The Smith School compares our performance annually to the national average, as well as to studies that employ the CLA (e.g., Academically Adrift) to measure gains in critical thinking by college students. (A PDF of [Figure 4.5](#) is placed in the Evidence File).

Figure 4.5 Courses Mapped to Learning Outcomes

Comparative Information and Data	Targets/Performance Improvements	Results
National CLA data	Our goal is to have a larger percentage of students "proficient" or better on the CLA.	Eighty-five percent of students nationally graduate "proficient" or better. For the last four years, roughly 50% of our students have graduated "proficient" or better. Between cycles, faculty saw a small but statistically insignificant improvement in performance.

Business Assessment Test (BAT)	Our goal is to have our students score significantly better than the average score on the BAT across sections.	<p>Average BAT performance by discipline is as follows:</p> <p>ACCT = 61.05%</p> <p>ECON = 50.11%</p> <p>FIN = 61.39%</p> <p>MGT = 55.16%</p> <p>MIS = 43.80%</p> <p>MKT = 62.06%</p> <p>STAT = 47.95%</p> <p>INTL = 66.68%</p> <p>ETHICS = 82.62%</p> <p>SCM = 57.33%</p>
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The following institutions have utilized the BAT:

- CSU, Long Beach
- CSU, Fullerton
- Walsh University
- CSU, Northridge
- CSU, Bakersfield
- SUNY Oswego
- CSU, Sonoma
- CSU, Stanislaus
- Cal Poly Pomona
- CSU, San Marcos
- CSU, San Bernardino
- CSU, Dominguez
- CSU, Humboldt
- CSU, East Bay
- CSU, Chico

- San Francisco State
- San Jose State
- California Maritime
- Hong Kong Baptist University

As discussed in Section 4.2, as part of evaluating the Smith School's relative performance on the CLA+, the faculty have developed an "in-house" business communication course designed to improve students' critical thinking, oral communication, and written communication skills. The course was approved by the University's Curriculum Committee in AY 2018-2019, and the course will be offered for the first time during 2019-2020 academic year.

In addition, based upon the past four years CLA+ data, as well as performance in individual classes, the Smith School faculty have also modified our curriculum to move the statistics course to a lower-division course requirement for additional upper-division courses. Through this modification, students will have additional opportunities to gain practice with this skill set in various applied settings (e.g., Management, Marketing, Management Information Systems, Business Operations).

Criterion 4.4

The Smith School faculty makes use of the learning outcomes assessment results analyzed in Criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The Smith School has made specific improvements to both courses and the overall program based on information obtained from its learning outcomes assessment results. As a result of feedback from the ACBSP team's suggestions, the Smith School now records detailed notes on discussion related to assessment and subsequent modifications to the curriculum/individual courses/assessment processed. As noted in our additional self-study, improvements to our assessment methods have increased faculty's engagement with "closing-the-loop" and further assessment of students' progress. It is too early to determine if these modifications have had an impact, but we look forward to examining the impact on assessment outcomes moving forward.

Business, B.S.

At the undergraduate level, the faculty have engaged in the following activities:

- Development of the BUS310: Business Discourse for the 21st Century Professional that will focus on enhancing students' communication skills in the context of the contemporary business.
- Alignment of course syllabi across instructors and sessions to ensure similar content, skills, and applications are covered in each section.
- Replacing our MATH329: Applied Statistics course to MATH201: Elementary Statistics, which is now a requirement for several upper-division business courses; providing students with additional exposure and practice with applied statistics.
- As discussed in our initial self-study report, having observed a gap between students' grades in courses and CLA performance, the faculty have taken a two-pronged approach to address the issue. First, the Smith School has raised the bar for what constitutes an acceptable grade for each course in the Business core for a "C-." Second, per written communication from the Chair of Business, the Smith School has reached out to all faculty to increase both reading and graded written assignments in business courses.

MBA

At the graduate level, the faculty have engaged in the following activities:

- The MBA curriculum has been modified in the following ways:
 - The course content and learning outcomes for the following MBA core courses were modified and updated: BUS506: Principles of Management and Marketing, BUS540: Accounting for Managerial Decision-Making, and BUS560: The Entrepreneurial Manager.

- Two classes MBA core classes were added to the curriculum: BUS555: Financial Principles and Financial Strategies and BUS545: Strategic Marketing Management.
 - The titles of the following courses were changed to make them more content appropriate: BUS510: Managerial and Organizational Behavior and BUS550: The Contemporary Firm in the Digital Age.
 - The unit requirements were modified for the following courses: BUS504: Introduction to Accounting and Finance and BUS570: Competing in a Global Environment.
- Discussion and development of PLOs that best align with the goals of the MBA program.
 - Discussion and development of consistent, internal assessment tools to gauge students' performance in these key areas.
 - The use of consistent assessment tools, rubrics, and incentives began in the of Fall 2018.
 - Implementation of an external, summative and comparative assessment tool to assess students' performance in discipline-specific content areas.
 - Beginning implementation in Spring 2019.

Place a Note on Criterion 6.3.6.

“ This criterion requires documentation of measures/indications that reflect effectiveness in areas such as student retention, graduation rates, and enrollment in the business program, not just from the entire University.”

At the beginning of the 2018-2019 academic year, CSU Channel Islands reported a headcount of 7,095 students, which translates to 6,272 FTE (Full Time Equivalent students), a 1.5% increase in growth. Of those FTEs, the Smith School received 427 FTE. At the time of our initial self-study, the Smith School did not have access to program level retention and graduation rates. However, as part of the CSU's Graduation Initiative 2025 (GI 2025) to increase graduation rates, the Smith School now has access to retention and graduation rates for students enrolled in business. The Provost's Office provided graduation rate targets for the Smith School to reach by 2025. The Smith School has met our GI 2025 goal for the first-year six-year graduation target, as well as our transfer student four-year graduation target. At this time, we are approaching our transfer student two-year graduation target, but fall below our target for first-year student four-year graduation rate (A PDF of [Figure 6.1](#) is placed in the Evidence File).

Figure 6.1

CSU Graduation Initiative 2025 – Graduation Rates for Business Students

	Goal	Business Students	Cohort Year
First Year – 6 Year	67%	69.8%	Fall 2011
First Year – 4 Year	40%	26.6%	Fall 2013
Transfer – 2 Year	54%	51.4%	Fall 2015
Transfer – 4 Year	78%	82.1%	Fall 2013

The graduation rates for full-time, first-time first-year students studying business has decreased over time, while the six-year graduation rate has increased over time. (A PDF of [Figure 6.2](#) is placed in the Evidence File).

Figure 6.2

Graduation Rates for Full-Time, First-Time Freshmen Studying Business

Cohort	Enrollment	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
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2013	88	26.1%	--	--
2012	67	28.4%	46.3%	--
2011	62	40.3%	69.4%	71.0%
2010	58	20.7%	56.9%	56.9%
2009	55	30.9%	54.5%	63.6%
2008	84	31.0%	54.8%	61.9%

The two-year graduation rates for new transfer students studying business has steadily increased over time. (A PDF of [Figure 6.3](#) is placed in the Evidence File).

Figure 6.3

Graduation Rates for Business Transfer Students

Cohort	Enrollment	2 Year Grad Rate	3 Year Grad Rate	4 Year Grad Rate
2015	136	51.5%	--	--
2014	156	45.5%	64.7%	--
2013	143	47.6%	78.3%	81.1%
2012	136	29.4%	73.5%	81.6%
2011	90	40.0%	65.6%	73.3%
2010	118	40.7%	72.0%	77.1%

The retention rates for both first-year students and transfer students have stayed relatively consistent over time. (A PDF of [Figure 6.4](#) is placed in the Evidence File).

Figure 6.4

First Year to Second Year Retention Rates for Business First-Year and Transfer Students

Student Type	Cohort	Enrollment	Retention to Year 2
First Year Students	2016	103	85.4%
	2015	110	81.1%
	2014	107	77.6%
	2013	88	69.3%
	2012	67	74.6%
	2011	62	87.1%
Transfer Students	2016	168	82.1%
	2015	136	81.6%
	2014	156	80.8%

	2013	143	86.7%
	2012	136	87.5%
	2011	90	82.2%

Sources

- 2016 BAT
- Assessing MVS Undergraduates' Progress in the Five Cs 2019 Spring
- Figure 4.1
- Figure 4.2
- Figure 4.3
- Figure 4.4
- Figure 4.5
- Figure 6.1
- Figure 6.2
- Figure 6.3
- Figure 6.4
- Table3.1
- Table4.2_Spring2019