



CALIFORNIA STATE UNIVERSITY, LONG BEACH
VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

This MOU has been read and approved by:

Department Chair/Program Director: _____ Date: _____

Dean, College of Business : Michael Solt Date: 6/18/2021
Michael Solt

Vice Provost Academic Programs: Jody Cormack Date: 6/18/2021
Jody Cormack



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College of Business
June 2021

This Memorandum of Understanding outlines the consensus reached by the College Business and the Division of Academic Affairs, based on the recently conducted program review (Self-study in December 2018, accreditation site visit in February 2019, and UPRC report in March 2020). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

This review focuses on programs accredited by Association to Advance Collegiate Schools of Business AACSB:

1. BS in Business Administration (with 8 options - Accountancy, Finance, Management Information Systems, Human Resources Management, International Business, Management, Marketing, and Operations & Supply Chain Management)
2. MBA Degrees (Evening MBA, Saturday MBA, Accelerated MBA)
3. MS in Accountancy
4. MS Supply Chain Management

In their last Accreditation visit in 2014 and MOU in 2017 the Department was asked to: 1) Develop and implement a comprehensive assessment plan with alignment to GE Learning Outcomes and PLOs, with faculty engaged in the assessment process; 2) Align PLOs with the College mission statement and publish on website; 3) develop and implement a plan to reward faculty for publishing peer-reviewed research as required by accreditation standards; 4) Explore funding through donors and engage more consistently with alumni. The College was commended by reviewers for their progress in these areas since the last review.

A number of strengths were identified in the reports.

- COB strategic planning maintained effective strategic management and mission-driven decision-making leading to four main goals and sixteen objectives that have been developed.
- COB engaged with stakeholders and various communities to execute plans and actions to maintain a standard of excellence.
- Consistent positive growth and graduation rates for its BS options.
- Faculty participation rate in the Assurance of Learning (AOL) process has increased. The systematic documentation of the COB assessment process improved significantly; more effective assessment instruments were developed and the COB began to close the loop in several areas for assessment based curricular revision.

- Student success metrics, expanding student success services (specifically the COB Center for Student Success), hiring additional advisors, and instituting new university processes to track students.
- Engagement with the business community is very strong, and an area of distinction for the COB.
- The College maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

Areas of Concern and Opportunities for Development were noted in the reports.

- As noted by the external reviewers, the mission and vision, as currently stated, is relatively generic, and does not capture the distinctive features of the COB (e.g., diverse student and faculty population, the deep ties to business community and alumni, the student-centric approach to higher-education, the premier location), and the specific role that research and engagement assume in advancing the mission and vision.
- Despite its recent success with faculty hiring and improving faculty qualifications, the College has experienced some issues with 'faculty sufficiency' in regard to instances of noncompliance with the 40 percent and 90 percent qualified faculty thresholds: Scholarly Academic Qualified ratio / College Overall ratio. The school must reduce the variability in meeting faculty qualification minimums and build a cushion to buffer against future budget vagaries. The COB has put processes into place to better track SA faculty and in addition, ensure that non-tenure track faculty are qualified as Instructional Practitioners, Scholarly Practitioners, and Practicing Academics (IP, SP, PA). However, these processes need to be implemented and assessed for success.
- While the strategic plan contains clear goals, the should COB include specific metrics (e.g., first-year to sophomore retention rates; career management metrics, percentage of students receiving an internship, placement rate at graduation, placement rate 90 days from graduation, and average starting salary) that are measurable and include a time frame to completion.
- The COB has done well in generating streams of income and resources to support faculty and students, however the COB could continue to build a stronger and more sustainable resource base.
- While the time to graduation and number of units earned have decreased for the undergraduate programs in general, time to graduation could be further reduced to reach the 4-year mark, and the number of units is still a bit high (156.6) for Accountancy.
- Despite the improvements in College assessment practices, the PRT noted that over the course of the next maintenance cycle, the College must ensure all AOL assessment processes translate assessment results into curriculum revisions that improve educational outcomes for both undergraduate and graduate students. Additionally, the PRT suggested the COB create a stronger 'system for assurance learning' by requiring the Assurance of Learning Team to meet on a monthly basis.

It is therefore agreed that the Department will:

1. provide an annual assessment report (due June 1) including progress made towards the

actions agreed to in this MOU to the COB dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. The College has a 5-year accreditation cycle, therefore the review cycle will be from 2019-2024. A comprehensive self-study will be due December 2023 for 2023-2024 Academic Year accreditation and program review process. The new programs of Online MBA, MS Information Systems, MS Finance, and MS Marketing Analytics will be included in this self-study, in addition to previously accredited programs. In addition to normal PLO assessment, it is suggested that the College specifically assess graduation rates and units earned at graduation to bring into alignment with University goals.

2. Update and post on the COB website the COB mission, to capture distinctive features of the COB and include explicit reference to teaching-research.
3. Continue to formalize and implement plans to document annually the proactive management of faculty qualifications, including vita and publications record, faculty qualification (FQ) plan survey, and annual faculty qualifications plan to ensure that the College continues to move forward in maintaining the 'faculty sufficiency' in regard to the 40 percent and 90 percent qualified faculty thresholds required by the accrediting agency. Additionally, it is recommended the College to consider practices related to re-assigned time and reducing teaching loads to ensure faculty can achieve the more stringent Scholarly Academic (faculty qualification) criteria.
4. Re-evaluate the suspended admissions for the MS Supply Chain Management for reinstatement or discontinuation by June 2024.
5. Continue to build a strong and sustainable resource base via new development strategies such as: Generating discretionary funds by requiring a financial commitment from advisory board members; Formalizing project-centered courses that will institute a fee program in exchange for student-led consulting projects for the business community; Creating college-level board to cultivate alumni and business community members with significant capacity.
6. Continue to refine the goals of the strategic plan by including specific metrics that are measurable, as well as a time frame for completion.
7. As resources permit, address general fund allocations and other funding concerns as related to graduate programs.