UNIVERSITY OF CALIFORNIA, RIVERSIDE

Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

February 17, 2017

Brief History

In the winter of 2009, the School of Business Administration (SoBA) was established as a result of the formal request by the Executive Committee of the Anderson Graduate School of Management (AGSM) to the Academic Senate of the UC Riverside Division. Prior to the winter quarter of 2009, the Bachelor of Science Degree in Business Administration (BSAD) was offered through the auspices of the College of Humanities, Arts, and Social Sciences (CHASS). Even before 2009, the scheduling of courses for the third and fourth year was handled inside AGSM, and the application of the PRBS (PRBS) student after the first two years was internally processed within AGSM. The most significant change in 2009 was that the student’s diploma now reflected that the degree was conferred by SoBA (as opposed to CHASS).

The current proposal proposes to complete the process started in 2009 by bringing the entire BSAD major under SoBA’s wing.

Current Status

SoBA offers an upper-division major in Business Administration intended for students who seek a professional education in the functional fields of management. Students who enter UCR as freshmen and wish to major in business administration have to be admitted into the prebusiness (PRBS) program during their freshman and sophomore years and receive advising through CHASS. The PRBS curriculum includes the general University requirements, the college’s breadth requirements and the prerequisites for Business Administration major.

PRBS students must attend a Business Administration Workshop in order to submit the Business Administration Application the quarter in which the College breadth and lower division Business Administration prerequisites are being completed. Students must apply to the BSAD major by
the time 90 units are completed. In some cases, when students have met all other eligibility requirements, and the only exception is that they have more than 90 units they are admitted upon submission of a petition.

At CHASS, students with declared majors receive academic advising through their major department. Undeclared and PRBS students are advised through the Student Academic Affairs Office of CHASS. PRBS students advising is coordinated by a PRBS advisor who collaborates with the Undergraduate Business Programs Office in SoBA to ensure that there is a smooth transition of students from CHASS to SoBA.

To be admitted into the BSAD major, a minimum cumulative GPA of 2.7 is required with a minimum 2.5 GPA in the combined GPA of the General Business Prerequisites and lower division Business requirements. Transfer students, if admissible to UCR, have completed their general education requirements with an Intersegmental General Education Transfer Curriculum (IGETC), completed the lower division prerequisite courses (mandatory to complete calculus prior to transfer), and have a 3.0 transfer GPA, can be admitted into the BSAD major. Upon acceptance, students become BSAD majors and are then advised by SoBA. The B.S. degree in Business Administration (BSAD) is awarded by SoBA.

At the UC system, the B.S. degree in Business Administration is only offered at UC Riverside, UC Irvine (http://merage.uci.edu/Undergrad/Content/BA-in-Business-Administration-Admission/247), and UC Berkeley (http://www.haas.berkeley.edu/Undergrad/admissions.html).

Proposal

We propose to convert the BSAD major from a 2-year upper-division major to a 4-year major and allow applicants to UCR to apply directly to the BSAD major as freshmen. UCR students who wish to transfer to the BSAD major and transfer students (from outside UCR) will be handled in the same manner as they are currently.

Our objective is to preserve the current liberal studies-oriented business degree by maintaining the strong affiliation with CHASS. The first 2 years of the 4-year curriculum will include the general University requirements, the college’s breadth requirements and what is now defined as prerequisites for Business Administration major (BUS 010; BUS 020; ECON 002; ECON 003; CS 008; STAT 048; MATH 022 and ECON 102 or ECON 103).

Rationale

This proposal strengthens the BSAD major in several ways. It clarifies accountability and responsibility for program development and management in a single college, while maintaining the strong collaborative ties with CHASS and other colleges. It assures that stable permanent resources will be devoted to the program and increasing student interaction with experienced business faculty. It gives the students a clear home, which can enhance their identification with the program. It also fosters a sense of community from the very beginning, enhancing the overall learning experience.
“… a growing number of business schools have developed “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business college from the very first day they step on campus. The programs allow admissions officers at the schools to better market their business programs to prospective high school seniors, give parents reassurance that their child won’t get locked out of their major of choice and allow students to get early access to resources on campus usually reserved for upperclassmen.” (Why 'Assured Admit' Programs To B-School Have Growing Appeal - Poets & Quants for Undergrads. October 31, 2014: - See more at: http://poetsandquantsforundergrads.com/2014/10/31/why-assured-admit-programs-to-b-school-have-growing-appeal/

Program Reviews

A recent report by our accreditation agency (AACSB) recognized SoBA’s undergraduate program as “an untapped opportunity to build the School’s and University’s reputation” (Team Visit Report, AACSB Maintenance of Accreditation Review – 2/5/13). Further, in the 13/14 AY the UC Riverside Academic Senate conducted a review of the BSAD major. The senate relied on the advice of an External Review Panel (professors from Berkeley, University of Arizona and University of Oregon) that visited our school on April 10-11, 2014. The following is a quote from the external report: “Overall, we believe that UCR School of Business (SoBA) has many strengths that can be leveraged to make the undergraduate program even better. These include dedicated faculty and staff, highly motivated first generation students, and a location within a highly respected research university on a beautiful campus.”

Among the reviewers’ recommendations are the following:

Consider restructuring the admissions model. The overall model for admission to the business major was discussed frequently. The reviewers identified four options to consider:

1. **Maintain the status quo.**

2. **Take over advising of PRBS with the benefit of providing value added opportunities to students earlier.** Competitive business schools are encouraging their lower-division students to participate in shadow days, case competitions, internships, leadership programs, and other activities. As a result, a student will have received a lot of training and information by the summer after his or her sophomore year. Advising PRBS students helps the business school begin setting expectations earlier and provides more consistency for the students themselves.

3. **Directly admit freshmen into the business school.** Admission would be done based on specific criteria. This approach has the advantage of developing a stronger cohort and sense of program among the business students. In addition, the PRBS courses can be “right sized” for the cohort that is selected, instead of offering twice the number of seats knowing that there will be significant attrition. The approach would likely create greater identification with the school among business students and could result in stronger student
organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.

4. **Pursue a hybrid approach.** Under this approach you would allow your honors students or top students to be directly admitted to SoBA. These students could have a separate one-unit honors/leadership course. Or they could be in a uniquely named honors program (*i.e.*, SoBA Honors Fellows). Ideally these leaders and honors students would be the beacons for excellence and would lead your professional organizations, become preceptors, and assume other prominent positions.

We believe that maintaining the status quo is not desirable as explained by the previous points. We propose to implement option 3 above. We maintain that offering a 4-year BSAD Major would enhance the program quality and foster a greater sense of community. SoBA will be able to better **recruit, engage, mentor, provide leadership opportunities** for business major students, and **enhance the professional services** we can offer to students, employers, and alumni. This, in turn, would increase internal retention rate and on time graduation. Other Business School that made the same transition (*e.g.*, FisherDirect at Ohio State) report increase in internal retention rate by 10% in year 2 and by 19% in year 3 and an increase in the quality of their incoming business major class (from an average ACT of 27.7 in 2011 to 29 this fall).

We have also considered options 2 and 4 identified by the external reviewing team. However, the detailed rational below explain why we believe retaining the PRBS status (under SoBA advising) or adopting a hybrid approach would not be as desirable as option 3 above.

The following is a more detailed rational.

**Competition**

- A four-year program is the key to attracting students who currently attend many of the regional schools such as California State University, Chapman University, UCI, USC and Loyola Marymount University. A large majority of these students would be eligible for UCR, but because they are aware that their admission into the business major is not assured some of them choose other schools that guarantee admission.

In 2015/16, SoBA conducted a large-scale brand assessment project (managed by SimpsonScarborough and MindPower). Both qualitative (*e.g.*, focus groups) and quantitative data (online and phone surveys) were conducted. Among the groups that were surveyed were SoBA current BSAD majors, PRBS students, business students at competitive schools and students who were admitted to the **PRBS program but did not enroll and prospective high school students**. Overall, 163 prospective students and 136 current students were surveyed. Prospective students were asked (among other questions) why they would not consider UCR SoBA for their business major. The survey found that the top reason was that UCR is perceived as lower-tier UC School (47%). The **second reason was that students could not apply directly to the business major they are interested in (36%)**. These findings indicate that allowing direct admit to the BSAD major would encourage more high school students to apply to the BSAD major at UCR.
• SoBA’s BSAD major is currently (2016) ranked 80 by US News and World Report (http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/business-overall). 66 of the 79 schools that are ranked higher than we are offer a “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business major from the very first day they step on campus. Clearly, this is the norm in the business education field.

One may ask if the norm is necessarily better. We have no direct evidence to answer this question. However, the arguments we developed below list the advantages of the 4-year vs. the 2-year major. Further, all the cases we are familiar with are transition from 2-year to 4-year major and not the other way around, hence we conclude that no one else argued that 2-year is better than 4-year. Finally, the evidence provided by Ohio State (reported above) point out the improvement in internal retention rate and an increase in the quality of their incoming business major class as a results of transition to a 4-year major.

Recruiting

• A four-year program will enable SoBA to recruit high-end students from high schools and collaborate with the University Honors Program to recruit students who currently choose schools in the region since these other schools admit students directly to the business major. The 2014 graduation rate task force report recognized that many PRBS students are strongly committed to transfer to SoBA and for this reason better recruitment is likely to be a more effective tool than transition advising in promoting PRBS student success. https://chancellor.ucr.edu/docs/Graduation%20Rate%20Task%20Force%20Report%20January%202010%202014.pdf

We are aware of the fact that the information concerning PRBS in the 2014 graduation task force report was called into question by a Nov. 2015 Counter report from CHASS Student Academic Affairs. However, we cannot see how the counter report question the conclusion that better recruitment is likely to promote PRBS student success.

• Currently, we collaborate with central admissions on recruiting trips. While we connect immediately with transfer students because they start their business curriculum right away, freshmen are often confused since they do not get to see the person who recruited them from SoBA until two years later.

Community

• A 4-year major has the advantage of developing a stronger cohort and sense of community among the business students. The approach would likely create greater identification with the school among business students and could result in stronger student organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.
• Identification. It is easier to build a psychological identification with the Business School if students seem themselves as Business School majors over the whole four years. In a two-year business program, the experience is a mad dash, and students may be left with only a vague attachment to the Business School, as opposed to the larger university. Student clubs have a harder time organizing and building an experienced leadership team when every student is "a business major" for only a couple of years.

Preparation, Ownership and Logistics

• Delivering the full career benefits of a business degree program is more difficult over the course of 2 years. It takes time to sell the notion of building a vita, taking internships, developing interview skills, networking, and having a professional demeanor. Embracing students from the beginning of their college program offers more time to drive home these messages within an environment of peer support.

• A two-year major means that all business courses must fall on top of each other, and any hiccup along the way is likely to produce major delays. It is harder to build a system of prerequisites when, realistically, everything must happen at once. This is even more of a problem when you have a population of working students, who must make college fit in with these other obligations.

• Owning the student experience from the very beginning would make the Business School more proactive in addressing shortcomings in the early years of that experience, rather than thinking they are someone else's problem (CHASS).

Advising

• Students are often confused when they matriculate to UCR in the PRBS program because they are advised by CHASS student affairs office. While the advisors in CHASS are doing an excellent job and advise the students about the current sequence of course work that they are required to take in order to successfully transition to SoBA, there is a discontinuity in advising after the transition to the BSAD major. A 4-year major would allow students to interact with the same advisors and visit the same location for the duration of their study at UCR.

• Admitting students from the freshman year will enable SoBA’s advisors to build personal relationships with the students from the very beginning. Advisors can guide students very early on career potential and which concentrations would be the most suitable given individual student’s career goals.

Enriching Students’ Experiences

• In the context of a four-year program, the students would be encouraged to go on a study-abroad program early on. Within the current structure, students are focused on completing the PRBS requirements and once they get into SoBA they realize that they have no time to enrich their experiences by taking a semester/quarter abroad. In a four-year program, our advisors would advise students from the freshman year to find the best quarter for them to go overseas, which is usually during the first two years without having to stay longer to graduate.
• **Students** will have access to special opportunities that are currently available in the junior and senior years (e.g., internship opportunities, participation in case competitions, access to Dean’s Speaker Series, etc).

Internships do not necessarily take time away from campus. Typically, an internship during the term would consist of about 12-15 hours at the place of internship. This experience assists students in understanding their own interests, strengths and weakness and facilitate the selection of concentration (in year 3 and 4) that match their goals and abilities. For example, we found out that students who intern in a supply chain company are much more likely to select supply chain management as their concentration. Without the firsthand experience, most students are not naturally attracted to this area. Currently, internships in year 3 or 4 are often too late for the students to realize their interests in various areas of business. Providing the opportunities for internships in years 1 and 2 (contingent on solid academic standing) would allow students to experience various areas of business (i.e., accounting, finance, marketing, management, supply chain) and would make the decision on area of concentration more informed.

Employers increasingly want to see work experience when hiring new college graduates. A staggering 95 percent of employers said candidate experience is a factor in hiring decisions according to an annual survey of the National Association of Colleges and Employers (NACE). (http://www.naceweb.org/intern-co-op-survey/)

• While we are not proposing any changes to the curriculum (students will still be expected to take the first two years of courses offered mostly by CHASS and CNAS), the inclusion of these students in SoBA from the very beginning will enable us to focus on providing students with value added activities that would make them more competitive upon graduation.

*Opportunities designed to engage BSAD students that would be available to freshmen and sophomore*

- Annual Kick-Off and Year-End Recognition events
- Involvement in one of SoBA’s learning communities
- Mentor Engagement with the Alumni Mentor Program or the Working Professional MBA Mentee in the Peer Mentorship Program (w/ upper-division student)
- Involvement with ongoing SoBA initiatives and attendance at special SoBA events (e.g., Dean Speaker series, Economics Forecasting Conference, Professional workshops, Coffee Chat with employers, etc.)
- Access to the Executive Fellows Program
- Resume and mock interview workshops
- Job shadowing
- Voluntary and community service projects
- Leadership & Professional Development
- Career Management Professional Development Series
- Study Abroad/International Experience (SoBA Global Program)
• Internship Opportunity
• Research Opportunity
• Case Competition(s)
• Dine with the Dean
• Professional Development Milestones Program (to be fashion along the program at the Bourns College of Engineering)
• Encouraged participation and leadership in at least one of SoBA’s student organization:
  o Accounting Society, American Marketing Association, Alpha Kappa Psi, Beta Alpha Psi, Delta Sigma Pi, Entrepreneurial and Business Management Society, Future Business Leaders of America - Phi Beta Lambda, Global Brigades, Highlander Technology Business Association, Highlander Ventures Group, Latino Business Student Association, School of Business Administration Student Leadership Council (SoBA Student Leadership Council), Undergraduate Business Association, Women in Business at UC Riverside.

For the most part, many of these value-added activities will contribute to developing “soft skills” that are in much demand by employers but are hard to “teach” in regular academic courses.

Implementation

The goal is to convert the BSAD major to a 4-year by the 17/18 AY. The last cohort of PRBS has been admitted to CHASS in the 16/17 AY and will be transition to the BSAD major based on the current policy and procedure.

In recent years (2013-2015), the incoming PRBS cohort size range from 656 to 552. Based on the data from 2010-2013, about 45% of the PRBS cohort transition to BSAD by the winter of the third year. This number increase to about 50% if later transitions is counted. Those that transition from PRBS to BSAD in their third year remain on campus for the next year at a very high rate, and the vast majority (91%) graduate within four years.

About 26% of the PRBS cohort transition to the Humanities Undeclared (HSUN) (mainly because they do not meet the BSAD criteria) or transition directly to another major (these students tend to have higher GPAs).

About 29% of the PRBS cohort do not graduate from UCR. Of those, about 10% fail out and 10-15% transfer to other universities.

In addition to those that successfully transition from PRBS to the BSAD major, about 120 students per year transferred to the BSAD major from outside UCR (mainly community colleges) and another smaller group of students transfer to BSAD from other majors (or undeclared) at UCR. Therefore, the current size of the BSAD major (upper-division) is about 1,000 students.

Figure 1 presents the probability of transition from PRBS to BSAD by the winter of the third year as a function of the applicants’ AIS score and Figure 2 presents the distribution of AIS
Scores among students who made PRBS to BSAD transition by winter of third year (2010-2013 Cohorts).
Our goal is to admit applicants directly to the BSAD major such that the upper division size would increase moderately (by about 10%) compared to the current BSAD size. The increase in the upper division size will be accomplished by setting Minimum Progress Criteria for year 1 and 2 that would assist more students to complete the major preparation courses by the end of the second year.

The overall implications on the size of the major would be affected by the following factors (compared to the status quo):

- Given that students with low AIS scores would not be admitted to BSAD a higher percentage of the student in the BSAD major (compared to PRBS) would advance to the upper-division status within the major
- Quality at the major will be maintain by implementing Minimum progress criteria as described below
- The percentage of high achievers that currently transfer to other universities will be reduced because we will build personal relationships with these students, provide them with attractive leadership opportunities and instill sense of loyalty to the school
- We expect the same number of students to transfer to the BSAD major in the 3rd year from outside UCR and from other majors in UCR

Minimum progress criteria

Similar to other majors on campus, to maintain the quality of the major, we propose to implement a Minimum Progress Criteria that students in the BSAD major must meet within the indicated timeframe in order to remain eligible to continue in the major. Failure to do so may result in discontinuation from the major.

Business Administration Major

Minimum Progress Criteria

- Minimum AIS of 3700 (Tier 1: 4100; Tier 2: 3900; Waitlist Cut: 3700)

- Major preparation by the end of Year 1
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - ECON 2 (Prerequisite for ECON 103) or ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above

- Major Preparation by the end of Year 2
  - BUS 10
  - BUS 20
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - ECON 102 or ECON 103
○ STAT 48  
○ CS 8  
○ Major GPA of 2.5 or above  
○ Cumulative GPA of 2.7 or above

- **Third year**  
  ○ All breadth requirements complete, except ENGL 1C (will complete with BUS 100W) and foreign language (strongly recommend that this is completed or at least started by third year)  
  ○ BUS 21 (accounting concentrations only – fall term)

- **Fourth year**  
  ○ Students with senior standing (135 or more earned units) with an upper division GPA of 1.7 or lower, or -10 variance or higher, are subject to discontinuation from the major or dismissal from the university/SoBA.

Justifications and consequences of the above minimum progress requirements are presented in Appendix 1.

We plan on an entry class of about 600. We estimate that about 55% of the cohort will continue to the 3rd year, a rate that is higher than the current conversion rate to the BSAD major (about 50%).

**Advising**

We will maintain the close ties between CHASS and SoBA advising teams. In particular, the CHASS/SoBA Academic Advisors' Council will continue to function and strengthen. In this Council, advisors in both colleges come together to share their experiences, help students' development in both colleges and develop professionally as advisors and professionals. This spirit of cooperation has always existed between the advising staff of both colleges and will continue to remain strong in the years to come.

Our current Office of Undergraduate Business Programs is composed of:

- Assistant Dean, Undergraduate Business Programs  
- Assistant Director, Professional Academic Advisor  
- Professional Academic Advisor (X3)  
- Undergraduate Programs Assistant

To accommodate the need to serve and advise more students (mainly in years 1 and 2), SoBA’s Undergraduate Business Programs Office will be expanded to include three more staff members at the Professional Academic Advisor II level to bring the total number of advisors to 7 from the current 4. These advisors will all be cross-trained to include major advising which will begin from the first year. We are suggesting a satisfactory academic progress schedule (see above). All
students will be required to submit a course plan that will be approved by the advisors to ensure that students are on track. Those students that display an interest in a major outside of SoBA will be “transitioned” to an advisor in the appropriate college. The SoBA team intends to work very closely with CHASS advisors on ensuring that no student falls through the cracks.

Advisors will be assigned and trained to handling the following tasks:

- Admission/Recruitment
- Learning Communities
- Enrollment Management
- Internship/Careers
- International Programs
- Signature Programs
- Transition

Part of the advising effort will also focus on working with students to ensure that they have information about internships. Currently, our Undergraduate Office maintains a database of companies—in both the private and public sectors—that have provided internships to our students. One of the advisors that we will hire will be designated as the “Internship Coordinator.”

Finally, one of the new advisors will have a primary role of “Transition Advisor” much like one that exists, in BCoE, CNAS and CHASS.

The new organizational chart of the Office of Undergraduate Business Programs is presented in Appendix 2.

**Learning Community and CHFY.** Since the expertise lies with CHASS, we will work closely with CHASS to transfer this expertise to our faculty and staff. We will establish BUFY (BUSINESS F1rst Year) and will work with housing to create a Business learning community that not only learns together but also lives on the “business theme floor.” The learning community will facilitate the co-curricular activities such as speakers from the business community and hosting accounting firms that have always expressed an interest in getting to the students from their freshman year.

The primary area of collaboration with CHASS advisors will focus on transitioning students to CHASS (both those who want to select a major in CHASS of their own accord, and those that fail to meet the satisfactory academic progress guideline for SoBA).

**Faculty**

SoBA is in the midst of significant expansion in terms of faculty. Currently we have 32 full time faculty. We are in the process of hiring 8 more faculty (mainly through the cluster hiring initiative) and 6 more L(P)SOEs. The goal is to reach a faculty size of about 50 full-time faculty that would allow us to reduce the reliance on lecturers and reduce class size. Faculty expansion would provide sufficient capacity to accommodate the anticipated increase in the number of BSAD major.
Investment

The document above describe the additional significant investment SoBA will make in faculty and staff. In terms of activities, SoBA will invest in recruiting undergraduate students, initiate extra curriculum activities targeted to years 1 and 2.

The long-term goal (5-7 years) is to build a new building that will house the Business School including both undergraduate and graduate programs and expand the capacity of our Career Development Center to include serving the undergraduate population.
The following criteria for the four-year BSAD major are suggested by SoBA:

- **Minimum AIS of 3700**
- **Major preparation by the end of Year 1:**
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - BUS 10
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above
- **Major Preparation by the end of Year 2:**
  - BUS 20
  - ECON 102 or ECON 103
  - STAT 48
  - CS 8
  - Complete college breadth and foreign language requirements
    - English 001C to be satisfied with BUS 100W once transitioned to BSAD
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above

The analyses below show the cohort-level trends for each of the milestones above, with the exception of breadth and foreign language requirements. Due to the variety of coursework that can satisfy breadth requirements, we have elected to focus on the key courses required for the major.

Table 1 shows student progress metrics for students starting PRBS with an AIS of 3700 or above.
Table 1. First-Time Full-Time PRBS Freshmen with AIS of 3700+ Who Met Alternative Admissions and Progress Criteria

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>360</td>
<td>426</td>
<td>469</td>
<td>610</td>
<td>646</td>
<td>537</td>
</tr>
<tr>
<td>Alternative Year 1 Progress Metrics</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Major Prep Complete</td>
<td>56.4%</td>
<td>59.4%</td>
<td>61.2%</td>
<td>61.6%</td>
<td>61.5%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Met Maj. Prep GPA (2.5+)</td>
<td>70.8%</td>
<td>63.8%</td>
<td>66.7%</td>
<td>69.8%</td>
<td>73.8%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Met Yr. 1 Crs. and Maj. Prep GPA Req.</td>
<td>46.9%</td>
<td>47.4%</td>
<td>47.5%</td>
<td>52.0%</td>
<td>54.5%</td>
<td>62.2%</td>
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<tr>
<td>1st Year Retention (PRBS or BSAD)</td>
<td>61.7%</td>
<td>77.5%</td>
<td>68.4%</td>
<td>68.5%</td>
<td>71.7%</td>
<td>78.8%</td>
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<tr>
<td>Year 2 Progress Metrics</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Major Prep Complete</td>
<td>44.2%</td>
<td>46.7%</td>
<td>42.4%</td>
<td>37.7%</td>
<td>43.8%</td>
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<tr>
<td>Met Maj. Prep GPA (2.5+)</td>
<td>68.3%</td>
<td>67.1%</td>
<td>72.7%</td>
<td>72.8%</td>
<td>75.9%</td>
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<td>Met Cum GPA (2.7+)</td>
<td>67.8%</td>
<td>63.8%</td>
<td>68.4%</td>
<td>69.7%</td>
<td>74.5%</td>
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<tr>
<td>Met Crs. and GPA Req. before Yr. 3</td>
<td>35.8%</td>
<td>38.0%</td>
<td>37.5%</td>
<td>35.4%</td>
<td>39.2%</td>
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<tr>
<td>2nd Year Retention (PRBS or BSAD)</td>
<td>53.9%</td>
<td>51.4%</td>
<td>53.1%</td>
<td>59.0%</td>
<td>61.5%</td>
<td></td>
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<tr>
<td>BSAD Major before Year 3</td>
<td>43.6%</td>
<td>38.3%</td>
<td>38.0%</td>
<td>43.0%</td>
<td>41.0%</td>
<td></td>
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<tr>
<td>Met AIS, Crs., and Maj. Prep GPA before Year 4</td>
<td>41.7%</td>
<td>45.1%</td>
<td>43.5%</td>
<td>41.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSAD Major or Grad before Year 4</td>
<td>50.8%</td>
<td>51.6%</td>
<td>49.3%</td>
<td>53.9%</td>
<td></td>
<td></td>
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<tr>
<td>4-Year Graduation</td>
<td>43.3%</td>
<td>47.4%</td>
<td>45.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Year 1 Major Prep Complete includes only courses required by the end of year one (ARC 35, MATH 4, MATH 22, and ECON 2 or 3).
2. Year 2 Major Prep Complete includes all major prep course requirements (ARC 35, MATH 4, MATH 22, BUS10, ECON 2, ECON 3, BUS20, ECON 102 or 103, Stat 48, and CS 8).
3. Year 1 and Year 2 Major Prep GPA calculations are based on any major prep courses taken prior to the fall terms of the 2nd and 3rd years respectively. For repeated courses, only the latest grade counts toward the GPA.
4. Year 2 Cum GPA value is based on the most recent cumulative GPA earned prior to the fall term of the 3rd year.
5. Met AIS, Crs., and Maj. Prep GPA before Year 4 examines whether a student fulfilled the course requirements for the BSAD major regardless of timing and earned a major GPA of 2.5

In 2015, 62.2% of first year PRBS would have met the new first year Progress Criteria, and 39.2% of the 2014 cohort would have met the Year 2 Progress Metrics criteria. Still, we believe that these percentages will increase significantly after we will take over the advising of years 1 and 2 in the 4-year major. This statement is based on the following analysis.

Tables 2 and 3 show the reasons students did not meet the year 1 and year 2 course requirements, respectively.
### Table 2. Reasons Why First-Time Full-Time PRBS Freshmen Did Not Meet Proposed Year 1 Course Requirement

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>459</td>
<td>498</td>
<td>543</td>
<td>645</td>
<td>656</td>
<td>552</td>
</tr>
<tr>
<td>Year 1 Major Prep Not Compete (%)</td>
<td>49.2%</td>
<td>43.4%</td>
<td>41.6%</td>
<td>40.3%</td>
<td>39.3%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Year 1 Major Prep Not Compete (N)</td>
<td>226</td>
<td>216</td>
<td>226</td>
<td>260</td>
<td>258</td>
<td>192</td>
</tr>
<tr>
<td>Failed Major Prep, Attempted all Courses</td>
<td>1.3%</td>
<td>1.9%</td>
<td>1.3%</td>
<td>1.5%</td>
<td>5.4%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Major Prep Not Taken</td>
<td>84.1%</td>
<td>85.2%</td>
<td>87.2%</td>
<td>87.3%</td>
<td>84.9%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Failed Major Prep, Major Prep Not Taken</td>
<td>14.6%</td>
<td>13.0%</td>
<td>11.5%</td>
<td>11.2%</td>
<td>9.7%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Notes:
1. Percentages refer to the share of students who did not complete Year 1 Major Prep Courses and categories are mutually exclusive.
2. A major prep course is counted as failed if the student attempted but never passed the course before year 2. A failed course completed after repeated attempt is counted as completed.
3. Courses resulting in a grade of I, W, S/NC are counted as not attempted.
4. Year 1 Major Prep Not Complete captures students that have not completed at least one of the following major prep course requirements (ARC 35, MATH 4, MATH 22, and ECON 2 or 3).

### Table 3. Reasons Why First-Time Full-Time PRBS Freshmen Did Not Meet Proposed Year 2 Course Requirement

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>459</td>
<td>498</td>
<td>543</td>
<td>645</td>
<td>656</td>
</tr>
<tr>
<td>Year 2 Major Prep Not Compete (%)</td>
<td>59.7%</td>
<td>56.0%</td>
<td>58.9%</td>
<td>63.6%</td>
<td>56.7%</td>
</tr>
<tr>
<td>Year 2 Major Prep Not Compete (N)</td>
<td>274</td>
<td>279</td>
<td>320</td>
<td>410</td>
<td>372</td>
</tr>
<tr>
<td>Failed Major Prep, Attempted all Courses</td>
<td>0.4%</td>
<td>2.5%</td>
<td>0.9%</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Major Prep Not Taken</td>
<td>85.4%</td>
<td>83.5%</td>
<td>87.5%</td>
<td>88.5%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Failed Major Prep, Major Prep Not Taken</td>
<td>14.2%</td>
<td>14.0%</td>
<td>11.6%</td>
<td>11.2%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Notes: see Table 2

Tables 2 and 3 show that missing course requirements in years 1 and 2 was mostly due to not attempting some of the coursework rather than failing the coursework. Very few students are not fulfilling the coursework requirements due to failing any of these courses. We expect that with the close monitoring and advising of students and the requirement to submit a course plan that will be approved by the advisors will ensure that students are on track.
Appendix 2
Organization Chart of the Proposed New Undergraduate Business Programs Office
November 29, 2017

To: Dylan Rodriguez, Chair
   Riverside Division

From: Subir Ghosh, Chair
       Special Review Committee on BSAD Major Proposal

RE: Requesting Additional Information

The Special Review Committee on Bachelor of Science Degree in Business Administration (BSAD) Major Proposal met on November 28, 2017. The committee is requesting some additional information to determine the viability of the proposal in terms of justification, fitness, and budgetary implications.

The committee would like to meet with the Associate Deans from SoBA and CHASS to clarify the budget implication issues. Our primary goal is to figure out the budgetary gain and loss for both colleges and how the UCR administration could intervene in case there are needs to help them within the budgetary system.

As the proposal is currently written, we are unable to assess completely the justification and fitness in terms of the bigger vision of SoBA. The committee would like to see a 5-year vision plan to be added to the proposal to demonstrate how the 4-year BSAD proposal would bring in additional features that are unavailable in the existing (2-year CHASS + 2-year) BSAD program by providing a benchmark comparison with the local competitors in the UC and Cal State systems.
ADDENDUM TO
Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

UNIVERSITY OF CALIFORNIA, RIVERSIDE
May 8, 2018
The School of Business has been working towards a four-year business major over the last several years. A formal proposal was submitted to the Academic Senate on February 17, 2017. We propose to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major. Specifically, it is proposed that Pre-Business, which is currently a 2-year program in CHASS that serves as the primary entry to the Business Administration major be eliminated and students be able to apply and be directly admitted into the Business Administration major as freshmen. In May 2017, the Provost and EVC sent the Chair of the UCR Academic Senate a request for the Senate to establish a Special Review Committee charged to evaluate the proposal.

The main impetus for the proposal is to enhance students’ educational experiences. The original proposal outlined the benefits of the 4-year major in terms of enriching students’ experiences; recruiting directly and attracting good students, providing effective continuous advising, increasing student interaction with experienced business faculty, offering a clear home and enhancing students’ sense of community. Further, the proposal emphasized that housing the 4-year major at the School of Business clarifies accountability and responsibility for program development and management and assures that stable permanent resources are devoted to the program.

In this addendum to the February 2017 document, we address the concerns raised by members of the Special Review Committee (SRC) in a memo dated November 29, 2017. In particular, the SRC asked us to elaborate on the justification for the proposal, the fitness of the proposal with the School’s strategic plan (5-year vision) and budgetary implications. Regarding the budgetary implications, the committee sought to better understand the budgetary gain and loss for both colleges and how the UCR administration would intervene if need be. Additionally, the committee requested a benchmark comparison with the local competition in the UC and Cal State systems.

In the following sections, we elaborate on the issues raised by members of the SRC.

I. Justification and fitness with the School of Business strategic plan (5-year vision)

Our proposal for a four-year major fits well with our strategic plan (2017-2022; see Appendix). The main theme throughout our strategic plan is that we strive “to be an internationally recognized leader in business education and research.” Although we are satisfied with the curriculum offered to our students (from both CHASS and BUSINESS), surveys of undergraduate business students indicate that a lack of engagement with, and connection to, the School detracts from their experience as business administration majors. It also hinders our efforts to demonstrate our strengths to both the professional and academic communities. We expand upon these survey results below.

Work and internship experience. In the School of Business, we have a 95% graduation rate once students enter the major. However, beyond graduation rates, an important metric of success for a professional school is placement rates. The 2017 First Destination Survey measurement of graduation status indicates that at six months post-graduation, only 48% of UCR business student graduates are in full-time employment and 32% are still seeking employment (Figure 1). We
surveyed undergraduate students enrolled in the upper division core business courses (n= 955) on their work experiences to understand the nature of this low employment rate. We found that 66% of students are currently employed (or were employed in the past six months), and 92% of those employed were in paid positions. However, students expressed the opinion that the work in which they were employed primarily helped to fund their living expenses and tuition, and only moderately helped them develop experience in their desired career path (Figure 2).

Given that financial considerations frequently limit our students’ ability to selectively choose work that aligns with their career goals, it is imperative that UCR work with our students to find internships that will give them the experience needed to find full-time work after graduation. Unfortunately, only 36% of students in our survey completed one or more internships during their time at UCR. Most commonly, business students reported identifying the internship opportunity on their own, but explicitly stated a desire for assistance in securing internships both on- and off-campus. They also believe that the internship should become a requirement so that students will be better prepared for the job market.

One difficulty facing students in obtaining internships is that they aren’t always aware of their specific interests and strengths within the various areas of business. Until they have spent some time taking upper-division business courses they may not know if they prefer marketing to operations or accounting. Thus, it is difficult to identify congruent internship opportunities before the end of the third year, at the earliest, and it may take even longer. This leaves little time for students to participate in an internship that aligns with their interests and goals. Providing the opportunities for internships in years 1 and 2 (contingent on solid academic standing) would allow students to gain practical experience early on in the program. This will help to provide context for their coursework and will increase the utility of internships later in the program.

Further, professors are in a better position to recommend students for internships when they are very familiar with their strengths but the current two-year major limits the ability of the faculty to connect with business students early on.

**Student engagement.** College cultivates individuals who can communicate effectively, are globally aware, know how to use data to solve problems, and can manage change and behave ethically—skills which are all developed through student involvement (Webber et al., 2013). In order to gauge our success along this dimension, in Winter 2018, undergraduate business students enrolled in the upper-division core business classes were surveyed on their student engagement. The results from 911 respondents indicated that only 54% of students had participated in at least one School of Business event and only 42% of students had participated in at least one School of Business business student organization event within the past year. Students who did participate in these activities did so to increase their professional and educational development, to meet others in their major, and to obtain extra credit (see Figures 3 and 4, respectively). Importantly, surveyed students indicated feeling only moderately connected to and supported by the School (Figure 5, Question 1). Although students, on the whole, are proud to be business administration majors, the typical course schedule at UCR often prevents them from engaging as much as they would like. For example, by the time that they are officially in the major, they do not have time to join important business student organizations that would
help them to build their social and professional networks. These data suggest much room for improvement, and one important step toward improving the student experience will be to make contact with business majors right from the start. If we engage students earlier, they will be able to identify earlier on with the school, take part in school events, and reach a new level of excellence that aligns with our vision.

Beyond the survey data, we wanted to learn about how students think we can improve their employability and engagement with the School. Thus, we tasked students in the BUS 107: Introduction to Organizational Behavior (enrollment = 264 students) and BUS 109: Competitive and Strategic Analysis (enrollment = 96 students) courses with a case study in which we provided the above data from the work experience survey and asked them to design a program that would enhance student employability and engagement through research, internships, study abroad and experiential learning. Without any prompting on our end, 25% of the student groups proposed programs that spanned four-years, indicating student belief that a four-year major would enhance their experience as business administration majors. The UG Committee is already in discussion about how to implement such a program in a more condensed format for the two-year major. One key additional feature that a four-year program would allow the School of Business to initiate for depth of student experience and enhanced employability would be a systematic focus each year on the following themes and activities:

- **Year 1:** Building interest in research, internships, study abroad and experiential learning through mandatory orientations, business student organization fairs, and holding workshops on resumes, internships, and exposure to the business concentrations.
- **Year 2:** Discovering mentors by connecting students with alumni, offering shadow days, peer-to-peer mentoring, and having students take part in a business symposium in which they demonstrate the ability to apply course concepts to business cases. Mentors will help students identify interests in studying abroad, internships, and research.
- **Year 3:** Participating in internships by aiding students through the recruitment season, having more students take part in the existing internship course (BUS 198i) or encouraging studying abroad.
- **Year 4:** Planning for one’s own as well as other students’ future by engaging in coaching workshops, networking events, and becoming a mentor to more junior business administration cohorts.

An important advantage of converting to a four-year major is to foster a stronger sense of community among business students. From an individual-level perspective, becoming a “business school student” immediately upon arriving to campus will lead to greater psychological identification with the school and major. As decades of psychological research has shown, strong identification leads to a sense of pride, engagement with the group, and a desire to work to make the group stronger. We expect that this individual-level factor will translate into significant benefits for the community of the School as a whole. For example, it will promote stronger student organizations, create more leadership opportunities for students (which will help career outcomes at graduation), and lead to better alumni support after
graduation. Earlier exposure (such as having a mandatory freshman orientation) will improve student engagement and will allow for better student organization participation (e.g., speakers prefer to speak to larger groups of students) and student leader succession (e.g., many student organizations become defunct when students are only a business major for a couple of years and there is inadequate time to build the leadership pipeline).

**Summary.** In this addendum we have expanded upon the justifications for converting the BSAD major to a four-year program through the focus on the impact such a move would have on student work experiences and internships and student engagement. Directly admitting students into the School of Business will allow us to forge immediate ties with our students and enhance our business school environment. Greater engagement of students, faculty and the business community and a clearer sense of the nature of the degree will raise its value and the reputation of UCR. When students become more involved in the School, they build their network, and develop their business acumen which, in turn, helps direct their internship searches, and ultimately their employability. When student employment rates increase, more students will be attracted to our program, more business members will want to partner with us and our rankings will rise. This, in turn, will help draw top researchers to our School. In short, converting the major will be key to successful performance on key indicators of our vision (Strategic Plan, 2017-2022, p. 9), including the rankings of our undergraduate program, employment outcomes for our students, school size and diversity, industry partnerships and student involvement in co-curricular and professional development activities.

To be clear, shifting to a 4-year major does not reflect an intention to change the pedagogical characteristics of the program; the curriculum will remain interdisciplinary with a strong focus on liberal arts and students will continue to enroll in many lower- and upper-division classes offered by CHASS. Overall, the goal is to enhance students’ educational experience as business administration students by taking full ownership of the program.

**II. Benchmark comparison with local competition in the UC and Cal State Systems**

The second item in the SRC letter is a request to benchmark the business major against other state-run business schools in Southern California. Given that most UC schools do not offer a business major, we examined the programs of state schools outside of California as well. Our analysis reveals that the structure of the current UCR undergraduate business program differs from those of most of our local and national peers. The undergraduate business program is currently ranked #78 in the U.S. News and World Report survey while in February 2017 (at the time of the proposal submission), our program was ranked #80. Of the 79 schools ranked higher than UCR in the survey, 66 offered “direct admit” or “assured admit” programs that guarantee students space in the business major from the beginning of their college career. Of the UC and Cal State system schools (Table 1) that offer a business degree, the vast majority, including UC Irvine and Cal State LA, Cal State Fullerton, Cal State Long Beach, Cal State San Bernardino, and San Diego State, are direct-admit programs. The primary exception is UC Berkeley, which also offers a two-year upper division major. In short, direct-admit programs are not only the norm among similar quality business schools throughout the U.S., but also among most local UC and Cal State campuses.
III. Budgetary Implications

The Deans of the School of Business and CHASS have been working with campus leadership to ensure a financial arrangement that is amenable to affected parties and we are confident that CHASS will not suffer financially from the transfer of the program. Although we are sensitive to financial concerns, we wish to be explicit that our motivation to convert the Business Administration major from a 2-year upper-division major to a 4-year major is solely focused on improving the student experience and the stature of UCR as a whole. To highlight the commitment of the university to student education, campus leadership has emphasized that, in any transfer of an undergraduate major, “Such a decision should be driven by firm academic principles that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications” (Document 1).
*numbers indicate percentages; category of other includes: preparing for graduate school, not seeking employment or continuing education at the time, and participating in a volunteer or service program.
Figure 2: Fall 2017 Work Experience Survey, Employment Reasons

*Students were allowed to check as many options as they desired.
Figure 3: Fall 2018 Student Engagement Survey, Reasons for Attending School of Business Events

*Students were allowed to check as many options as they desired.*
Figure 4: Fall 2018 Student Engagement Survey, Reasons for Attending School of Business Student Organization Planned Events

*Students were allowed to check as many options as they desired.
## Figure 5: Undergraduate Business Student Identification

<table>
<thead>
<tr>
<th>Statement</th>
<th>1= strongly disagree</th>
<th>2= disagree</th>
<th>3= neutral</th>
<th>4=agree</th>
<th>5=strongly agree</th>
<th>Total</th>
<th>Weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel connected to the School of Business.</td>
<td>46</td>
<td>137</td>
<td>392</td>
<td>249</td>
<td>49</td>
<td>873</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>5.04%</td>
<td>15.01%</td>
<td>42.94%</td>
<td>27.27%</td>
<td>5.37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel proud to tell others that I am a business administration major/pre-business major.</td>
<td>20</td>
<td>17</td>
<td>237</td>
<td>360</td>
<td>241</td>
<td>875</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td>2.19%</td>
<td>1.86%</td>
<td>25.96%</td>
<td>39.43%</td>
<td>26.40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel supported by my peers in the business administration/pre-business major.</td>
<td>21</td>
<td>41</td>
<td>269</td>
<td>385</td>
<td>159</td>
<td>875</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>2.30%</td>
<td>4.49%</td>
<td>29.46%</td>
<td>42.17%</td>
<td>17.42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel supported by the School of Business in the business administration/pre-business major.</td>
<td>35</td>
<td>71</td>
<td>288</td>
<td>362</td>
<td>114</td>
<td>870</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>3.83%</td>
<td>7.78%</td>
<td>31.54%</td>
<td>39.65%</td>
<td>12.49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My School of Business staff and professors take an interest in me.</td>
<td>37</td>
<td>90</td>
<td>352</td>
<td>300</td>
<td>94</td>
<td>873</td>
<td>3.37</td>
</tr>
<tr>
<td></td>
<td>4.05%</td>
<td>9.86%</td>
<td>38.55%</td>
<td>32.86%</td>
<td>10.30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1: Benchmark comparison to UCs and local Cal States

<table>
<thead>
<tr>
<th></th>
<th>2-year</th>
<th>4-year</th>
<th>2018 ranking</th>
<th>Program Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>X</td>
<td></td>
<td>78</td>
<td>1027</td>
</tr>
<tr>
<td>UC Irvine</td>
<td></td>
<td>X</td>
<td>31</td>
<td>2975</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td></td>
<td>X</td>
<td>3</td>
<td>700</td>
</tr>
<tr>
<td>San Diego State University</td>
<td></td>
<td>X</td>
<td>107</td>
<td>5055</td>
</tr>
<tr>
<td>Cal State San Bernardino</td>
<td></td>
<td>X</td>
<td>297</td>
<td>3971</td>
</tr>
<tr>
<td>Cal State Long Beach</td>
<td></td>
<td>X</td>
<td>222</td>
<td>4756</td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td></td>
<td>X</td>
<td>158</td>
<td>8422</td>
</tr>
<tr>
<td>Cal State Los Angeles</td>
<td></td>
<td>X</td>
<td>137</td>
<td>4636</td>
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<tr>
<td>Cal State Northridge</td>
<td></td>
<td>X</td>
<td>223</td>
<td>7078</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td></td>
<td>X</td>
<td>157</td>
<td>4888</td>
</tr>
<tr>
<td>Cal State San Marcos</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2432</td>
</tr>
<tr>
<td>Cal State Dominguez Hills</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2165</td>
</tr>
</tbody>
</table>
March 3, 2017

Dean Anil Deodhakar
School of Public Policy

Dean Milagros Peña
College of Humanities, arts, and Social Sciences

Dear Anil and Milly,

I am writing to formally communicate the fiscal impact of moving an existing major between schools and colleges in the new incentive based budget model. While this is germane to the current discussions underway surrounding the move of the undergraduate major in public policy from the College of Humanities, Arts, and Social Sciences to the School of Public Policy, the mechanisms set-forth in this letter are applicable to any shift in undergraduate major.

Such a decision should be driven by firm academic principles that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget, the transfer of the major will be revenue neutral. Technically, the unit losing majors would have its tuition allocation reduced by the number of majors moved and its subvention funding permanently increased by a corresponding amount, thus making it revenue neutral on an on-going basis. Similarly, the unit gaining majors would have its tuition allocation increased and its subvention decreased permanently by a similar amount (please see attached illustrative sample). After this budget adjustment, any incremental changes in the number of majors in either CHASS or SPP would be subject to the allocation mechanism in the new incentive based budget model.

Please contact Vice Chancellor Anguiano should you have any additional questions on how this transfer would be implemented from a budgetary perspective.

Sincerely,

Cynthia K. Larive
Interim Provost and Executive Vice Chancellor

Attachment

cc: Chancellor Wilcox
Chair Rodriguez
Vice Chancellor Anguiano
Associate Vice Chancellor Hull
Assistant Dean and CFAQO Williams
Assistant Dean and CFAQO Ruiz
Appendix- Strategic Plan
THE PURSUIT OF EXCELLENCE

The School of Business at the University of California Riverside, home of the A. Gary Anderson Graduate School of Management (AGSM) is situated in an international hub of commerce and trade, and one of the world’s fastest changing regions. Inland Southern California (SoCal) is also rich with cultural diversity, making Inland SoCal the ideal location for a next generation business school. As UCR and the region continue on this change and growth trajectory, the UCR School of Business articulates the vision, mission, values, and goals of our school. This 2017-2022 Strategic Plan documents to our various stakeholders and communities we serve, our commitment to our vision, mission, and strategy to pursue excellence in all we do.

The University of California Riverside is a leader among public institutions in diversity and accessibility and the School of Business reflects that mission in the makeup of our student body. We embrace our differences, as we understand we learn best from them. — Yunzeng Wang, Dean

Our undergraduate and graduate educational programs develop leaders, entrepreneurs and scholars who are as diverse as the challenges they face, the workforces they lead, and the enterprises they grow. Every business school aspires to produce future leaders but few can boast of educating a student body that is diverse in every sense. 55% of the University’s undergraduate students are the first in their family to attend college, making the UCR School of Business a vehicle for upward mobility. 80% of the students in the undergraduate business program are ethnic minorities, reflecting the changing workforce and consumer base. 58% of the MBA students are from foreign countries, connecting us directly with the world economy. And with over 70% of its alumni staying in Southern California upon graduation, UCR School of Business is developing the human capital that drives the region’s economic growth and vitality.

Our basic and applied research explores and informs the creation, development, and management of growth around the world. As part of the University of California, we harness the powerful resources of a leading research institution to study and develop information, business practices and innovations that are felt worldwide. Because UCR’s multidisciplinary campus is located at the nexus of global markets and international enterprise, even our local engagement is interconnected with the global economy. Nearly half of America’s imported goods come through Southern California, and at the center of that intricate web are many distribution centers located in Inland SoCal. Furthermore, California retains an entrepreneurial culture, with a reputation for innovation in business, leadership in economic growth, and an independent spirit.

UCR School of Business is an entity that is growing and in so doing, positioned to reach new levels of excellence. We create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment. We are committed to increasing our ability to extend the excellence of our academic programs and research, to deepen the engagement that fuels our achievement and connects us with our stakeholders, and strengthening our environment, allowing our students, faculty and staff to thrive.

UCR School of Business is poised to become the next great UC business school. UCR School of Business is the flagship business school of Inland Southern California and we are building upon that reputation to become an internationally recognized center of business education and research.

This plan is not the end but the beginning of a journey we will make together.

STRATEGIC PLAN 2017 - 2022
OUR VISION

We pursue excellence in all that we do, as our vision is...

To be an internationally recognized leader in business education and research.

OUR MISSION

We create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment.

OUR STRATEGY

We pursue excellence in all we do by cultivating our environment, engaging our community, and empowering our stakeholders. Our drive for excellence is bolstered by these pillars of Environment, Engagement and Empowerment. Our ongoing focus on scholarship in discovery, practice, and integration drives us to reach for the highest levels.

We pursue Excellence by building our Environment, maximizing Engagement, and motivating Empowerment in all we do.

ENVIRONMENT

Each day we work together to create an inviting, respectful, and inspiring environment empowered by the relationships we form.

ENGAGEMENT

Increased engagement brings greater opportunities for all stakeholders, and in the process, improves our environment.

EMPOWERMENT

We are committed to a culture that empowers our students, faculty, staff, and alumni to achieve excellence and better engagement.
CORE VALUES

We accomplish our mission by adhering to our School’s core values.

Inclusion: We celebrate the diversity of our institution and the Inland Southern California region, and embrace our differences as a source of strength and wisdom.

Integrity: We adhere to strong ethical and moral standards, as they are consistent with the values that are core to our identity.

Innovation: We empower our stakeholders to imagine, develop, and implement new ideas and solutions that address challenges facing individuals and businesses in the global economy.

Collaboration: We are committed to a working environment based on respect, trust, and mutual support, and we use our knowledge and abilities to contribute to humanity.

KEY PERFORMANCE INDICATORS

This strategic plan details the means by which we will accomplish our goals and, in doing so, would ensure fulfillment of our mission. The following overall measures will serve as the principal gauges of our success:

- Rankings of our graduate and undergraduate academic programs
- Ranking of our academic research and impact
- Employment outcomes for our students after graduation and salary levels
- Average number of years to graduation (BSAD major)
- Philanthropy, particularly in alumni donations and endowment growth
- School size in terms of students’ enrollment, faculty size, and programs offered
- Tangible progress toward building new School of Business facilities
- Industry partnerships and collaboration that leverage our School’s strengths
- Student engagement in co-curricular and professional development activities
STRATEGIC GOALS

Through daily cultivation of an inspirational working environment, we enhance engagement and empower our stakeholders. It is a mutually beneficial relationship. Our research and teaching activities contribute knowledge and key insights to our stakeholders and society, and in return, our stakeholders enrich our experiences and relevancy and contribute to the financial stability of the School.

ENVIRONMENT

Even as we embark on the construction of a new multi-million dollar state-of-the-art LEED Platinum School of Business building complex, we understand that a world-class environment permeates far beyond the walls of a physical structure. Each day we work together to create an inviting, respectful, and inspiring environment empowered by the relationships we form.

STRATEGIC GOALS - ENVIRONMENT:

> Design, fund, and build a signature space for UCR School of Business to live and thrive that represents UCR and the community on the international stage, impact the students’ experiences, and inspire all current and future stakeholders
  - Designing a business school building that fosters organic interaction (e.g. central food and drink venue, break out rooms), training and development — a space where everyone is invited to join in a professional dialogue;

> Nurture a productive environment by:
  - Providing adequate levels of support staff to increase faculty productivity;
  - Providing funding for distinguished visiting speakers and for hosting conferences and brown bag seminars; and by
  - Facilitating the exchange of research ideas across campus by cross-listing seminars, making courtesy joint appointments wherever possible, and coordinating interdisciplinary funding proposals.

> Encourage and embrace open dialogue and debate through formal and informal channels by:
  - Promoting ongoing and transparent communication with stakeholders;
  - Encouraging and promoting involvement in student and professional organizations both internal and external to the school.

> Foster a work environment of shared governance, responsibility, communication, and empowerment

> Foster continuous improvement in policies and procedures

> Provide excellent customer service in the most effective and efficient manner

> Develop an open, collegial culture that fosters and nurtures students, faculty and staff to take risks, seek challenges and empower others by:
  - Holding supportive workshops (e.g., grant writing and publication, professional development);
• Offering small grants to support teaching, research, and professional needs; and by
• Actively engaging the school community (e.g., mentoring networks among faculty, staff and
  students, student organizations, faculty and staff associations).

> Increase focus on diversity in recruiting students, staff and faculty
• Increase domestic student enrollment in graduate programs
• Increase out-of-state and international enrollment in undergraduate programs
• Seek to diversify the faculty profile

ENGAGEMENT

Through daily cultivation of an inspirational working environment, we facilitate greater engagement with each other, our stakeholders, and the world around us. Increased engagement brings greater opportunities for students, faculty, alumni, and new levels of excellence.

The School of Business provides a collaborative learning environment for students and faculty to engage in forward-thinking professional education, leading to applied skills and lifelong learning. To expand this learning and our impact we excite worldwide stakeholders through meaningful engagement with our fresh and growing business school. To deepen further engagement with our near and far stakeholders, we will:

STRATEGIC GOALS - ENGAGEMENT:

> Enhance and sustain engagement between employers, alumni, donors and the school by:
  • Improving website content, news & social media to engage alumni, employers and donors;
  • Offering professional and personal support to national and international alumni;
  • Expanding community outreach and grassroots work including projects & initiatives the school can
do with the local community, including small businesses.

> Establish a strong alumni culture of lifelong connectedness and giving back by:
  • Facilitating alumni networking and engagement;
  • Including influential alumni on key advisory boards;
  • Creating an Alumni Magazine with stories of alumni achievements, donors, and corporate
    partnerships; and by
  • Creating a new staff position to focus on cultivating alumni engagement and annual giving.

> Build a distinctive brand identity by:
  • Rebranding “SoBA” to the “UCR School of Business”
  • Raising the level of prestige and quality of key school events from event management
    through cross-platform marketing;
  • Building a new UCR School of Business website that is responsive and engaging;
  • Creating a highly competitive cross-channel marketing collateral inventory base;
  • Improving our social media presence (e.g., Twitter, Facebook, LinkedIn, Instagram); and by
  • Creating a custom contact database solution for alumni, students, prospective students,
    employers, faculty, staff, key stakeholders, key influencers, etc., and by
  • Celebrating School accomplishments (e.g., school-wide events).
Increased engagement brings greater opportunities for all stakeholders, and in the process, improves our environment.
EMPOWERMENT
We are committed to a culture that empowers our students, faculty, staff, and alumni to achieve excellence and better engagement.
 Reinforce a supportive community, one that helps members deepen professional investigation and achievement, by:

• Recruiting and retaining distinguished individuals (e.g., differing in cultural, scholastic, and professional backgrounds);
• Increasing the inclusivity of search committees to broadly represent the School culture; and by
• Actively reaching out to new school community members to ensure they seamlessly integrate into our community.

STUDENTS:

> Undergraduate Programs:
  • Convert the current upper-division Business Administration major to a 4-year major with direct admit
  • Explore new program opportunities (i.e. business analytics and entrepreneurship) and combine Programs (CP) for Bachelor/Master degrees (i.e. 4+1 and 4+2)
  • Reduce class sizes in key courses where needed

> Graduate Programs:
  • Explore new potential one-year master programs to increase competitiveness in the market (i.e. Master of Business Analytics, Master of Management, Post-Masters MBA, MD/MBA, etc.)
  • Revise programs:
    Dual MPAc tracks (with and without accounting prerequisites)
    Offer evening/weekends classes, and technology-enhanced courses for improved teaching and learning
    Establish Master of Business Preparation Program (MBPP) with other countries in addition to China (e.g., India)
    Offer PhD degree in all the School’s academic areas
    Attract high quality students through competitive financial aid

> Research/Teaching

> Make breakthrough research and resources accessible by:
  • Creating and expanding Centers of Excellence to include the Center for Economic Forecasting and Development and the Center for Supply Chain and Logistics;
  • Creating an Entrepreneurship Incubator (in collaboration with the UCR’s Entrepreneurial Center) for students and faculty to collaborate with other departments, schools, the community and businesses; and by
  • Exchanging knowledge and building thought leadership by hosting and participating in conferences and forums with other universities and institutions in areas aligned with our expertise.

> Offer incentives that promote high quality research and teaching excellence in hiring, merit, retention and promotion by:
  • Providing teaching reduction, as appropriate, to research active faculty;
  • Rewarding productive involvement with doctoral student research, master’s and
undergraduate student research; and by
• Conducting periodic external reviews of scholarship by faculty in peer and aspirational schools.

FACULTY:
> Increase the number of ladder-rank and full time non-ladder-rank (L(P)SOE) faculty to around 50 to maintain the AACSB benchmarks for faculty sufficiency and reducing class sizes
> Fill the unoccupied chair positions
> Promote faculty engagement in the daily life of the School by adhering to current policies on presence on campus

CENTERS:
> Create an Integrated Career Center to serve both undergraduate and graduate students
> Achieve solvency with the Center for Economic Forecasting and Development
> Leverage our Inland SoCal location at the nexus of commerce to establish a Center for Supply Chain & Logistics

EMPOWERMENT

We are an engaged community of courageous and ethical leaders committed to a culture that advances thoughtful dialogue, leading-edge scholarship, innovation, and application of business knowledge, and empowers our students and staff to achieve excellence in all they do.

To support this community, we deliver the highest level of service through collegial, transparent, and efficient internal operations that support the School mission in the context of shared governance. To empower our community and deliver the highest levels of service we will:

> Empower, recognize and promote individuals who distinguish themselves through their leading-edge scholarship, teaching and service by:
  • Providing clear communication for promotion that is consistent with the School’s mission;
  • Acknowledging and rewarding innovative research, teaching and service;
  • Acknowledging and rewarding professionalism, customer service and improved efficiency;
  • Identifying and rewarding fruitful collaborations.

> Foster a work environment that empowers individuals to excel and advance by
  • Providing professional development opportunities to encourage innovation, collaboration, and teamwork;
  • Maintaining transparent, candid, and inclusive communications;
  • Establishing effective feedback mechanisms in addition to annual performance evaluations;
  • Enabling employees to manage their responsibilities and to maximize their skills and abilities to provide excellent customer service.

> Empower continuous improvement in policies and procedures by:
  • Continuously examining the organizational structure for obstacles to efficient internal operations
• Maintaining, and when needed, establishing policies and procedures that are publically available to empower anyone in the organization to propose improvements; and by
• Ensuring compliance with laws, regulations and university governance.

> Provide excellent customer service in the most effective and efficient manner to empower anyone in and out of the organization to carry out their task in the most efficient way by:
• Obtaining and maximizing technology when necessary to increase efficiency;
• Creating and/or updating job descriptions that allow flexibility, cross-training and defined back-up responsibilities;
• Leveraging campus resources; and by
• Ensuring understanding of internal operations by providing faculty and staff training.

IMPLEMENTATION

This strategic plan commits the School of Business at the University of California Riverside to multiple goals that are designed to achieve excellence in all we do. Our excellence is based on an environmental foundation that fosters engagement and empowerment. The implementation of the plan will rely on our existing governance structure and policies and in collaboration with the University administration. In addition, we will form a strategic planning committee that will be tasked with reviewing and refining the Strategic Plan on an annual basis.

A school-wide yearly retreat will take place where the Strategic Planning Committee will report to the community on progress and hinders to the execution of the plan, and suggest modification if needed.

The immediate need is clear, as we will focus on implementing several important priorities within the first few years of the plan:

• Continue to expand and strengthen our tenure track faculty
• Continue to expand and strengthen our support staff and facilities
• Work to progress the design, funding, and construction of a new School of Business building complex
• Evaluate and revise our graduate programs
• Pursue a direct course to establish a 4-year undergraduate business program
• Dramatically increase our current level of philanthropic activity for the building fund, annual giving, and achieve $15M for the Living The Promise campaign by 2020
• Strengthen and achieve solvency with our new Center of Economic Forecasting and Development
• Rebrand the UCR School of Business with the aim of increasing awareness, perception, and recruitment
STRATEGIC PLANNING PROCESS

This document is the result of work from many individuals over the course of more than a year. In early 2016, UCR School of Business selected Academic Leadership Associates (www.academicla.net) to facilitate the development of the School’s strategic plan. A Strategic Planning Committee was established consisting of administrators, faculty, students, staff and external stakeholders.

Areas of focus in this planning effort included:

• Analysis of the environment and marketplace served
• Review of stakeholder needs and competitor initiatives
• Analysis of current strengths and vulnerabilities
• Articulation of key elements of the mission: purposes, values and measures, and
• Identification of potential new fields of focus and evaluation of the foci that may no longer be relevant in today’s marketplace.

This process followed by the identification of distinctive capabilities and measures of success. For this step and the remainder of the planning process, the committee was subdivided into smaller task forces to work on the following aspects of the plan:

• External Relations
• Internal Operations
• People
• Scholarship
• Educational Programs

Following the assessment of the School’s distinctive competencies, the committee developed key strategic directions.

The committee as a whole met on four occasions in 2016 (April 28-29, May 20, June 6 and October 14), concluding on a fifth session on March 10, 2017 where the final draft plan was approved by the committee.

We would like to thank the members of the Strategic Planning Committee (listed below) and the guidance of Michael Diamond and Mark Power Robison from the Academic Leadership Associates.
## COMMITTEE MEMBERSHIP

<table>
<thead>
<tr>
<th>Task Force</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission and Vision</strong></td>
<td>Yunzeng Wang, Dan Chatham</td>
<td>Tim Gubler, Elodie Goodman, Turner Stanton, Raj Singh, Frank Escobedo, Ashish Sood</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>Elaine Wong, Leo Gonzalez</td>
<td>Barry Mishra, Paul Beehler, Shayne Bradshaw-Foster, Ruiqing He</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Subramanian Balachander, Mohsen El Hafsi</td>
<td>Kevin Li, Boris Maciejovsky, Sherryl Berg-Ridenour, Amanda Ishak, Ken Baerenklau, Mike Pazzani</td>
</tr>
<tr>
<td><strong>Education Program</strong></td>
<td>John Halebian, Kazi Mamun, Arkadiusz Mironko</td>
<td>Dick Savich, Lata Patel, Nadeesha Hapuarachchi, Raghav Tamhankar, Joseph Childers, James Sandoval</td>
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<tr>
<td><strong>External Relationship</strong></td>
<td>Keiko McNally, Sean Jasso</td>
<td>Sheriff Hana, Asish Satpathy, LaRae Lundgren, Mark Estrada, Steve Chen, Jeff Kaatz, Brian Hawley, Tim DeBolt</td>
</tr>
<tr>
<td><strong>Internal Operation</strong></td>
<td>Thomas Kramer, Laurie Gustafson</td>
<td>Peter Chung, Rami Zwick, John Mattson, Maria Anguiano</td>
</tr>
</tbody>
</table>
June 7, 2018

To: Dylan Rodriguez, Chair
   Riverside Division

From: Chinya Ravishankar
       Gloria Gonzalez-Rivera
       Gregory J. Palardy
       Long Gao
       Subir Ghosh, Chair

RE: Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

The committee met first on November 28, 2017 and requested additional information on November 29, 2017. An addendum to the original proposal dated May 8, 2018 was received. The committee met on June 1, 2018 for a presentation of Elaine Wong, Associate Dean for the Undergraduate Program, SB. The presentation and discussions were valuable. A correction to addendum to the original proposal was received on June 6, 2018 correcting a few pertinent numbers in Table 1. Below find the committee’s report.

1. Evaluation on the rational and justification for the proposed changes

1. The impetus for building a strong program.


The UCR SoBA rank changed from 80 in 2016 to 78 in 2018 (Addendum: p. 12). Two UC campuses: Berkeley and Riverside, in the benchmark comparison to UC and local Cal State campuses, Table 1 (Addendum: p. 12), share the system of a 2-year upper-division BSAD major. The other regional campuses maintain a 4-year BSAD major. The proposed change of the current 2-year upper division BSAD to a 4-year major has a competitive advantage to improve the ranking of the program.

   (b). “A four-year program is the key to attracting students who currently attend many of the regional schools....” (p.4).

The proposal provided convincing arguments in favor of the strong preference of high school applicants for a four-year program opening the possibility of redirecting the
prospective applicants to UCR. The chance of getting the higher quality applicants will thereby increase.

(c). “A four year program will enable SoBA to recruit higher-end students from high schools and collaborate with the University Honors program to recruit students who currently choose schools in the region since these other schools admit students directly to the business major.” (p.5).

The proposed 4-year BSAD major will definitely enhance prestige for the UCR SoBA.

(d). “A 4-year major has the advantage of developing a stronger cohort and sense of community among the business students. The approach would likely create greater identification with the school among business students and could result in stronger student organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.” (p.5).

The argument of “a stronger cohort and sense of community among business students” is a valid point in favor of the proposed 4-year BSAD major.

(e). “At the UC system, the B.S. degree in Business Administrations is only offered at UC Riverside, UC Irvine, and UC Berkeley.” (p.2).

Only UC Irvine out of three UC campuses has a 4-year BSAD program having the 2018 ranking 31 and the program size 1,059. The ranking of UC Riverside is 78 having the program size 1027. UC Berkeley has the ranking 3 and the program size 700 (Table 1, p.12: Addendum: Corrected on June 6, 2018). UC Irvine turns out to be a local role model for UC Riverside by preserving its own identity, strength, and uniqueness.

II. The plan for building a strong student engagement.

Yearly themes and activities listed in the proposed 4-year BSAD major (p.4: Addendum) are outstanding ideas to build a solid student preparedness program for the real world by focusing on student work experiences and internships and student engagement.

III. Efficient advising.

The proposed advising plan (p.6) includes:

(a). Students meeting the same advisor at the same location,
(b). Building personal relationship, advising career potential, guiding them to choose the right concentration.
IV. Better learning environment.

The better environment is proposed to be achieved by creating freshman Business learning community for working and living together on the “business theme floor” (p. 6).

V. SoBA Honors Fellows.

The proposed “SoBA Honors Fellows” program is an outstanding idea to go for excellence and train the future leaders.

VI. Teaching the pertinent topics early on.

Students will get the opportunity to learn early on a new computer program or to use a new software that will make them better prepared for learning and performing more effectively.

2. Adequacy of SoBA’s infrastructure to accommodate the proposal changes

The proposed changes will bring in new challenges to SoBA.

   (a) Faculty size.

To meet the challenges, the goal of SoBA is to increase the current size of 32 full time faculty to a perceived size of 50 full time faculty.

   (b) Increase in class sizes.

To reduce the class sizes, more sections could be created by increasing the faculty size.

   (c) Advising.

To deal with the increase load of advising students, more trained advisors have to be recruited. Although the initial support could be obtained from CHASS advisors, SoBA will have to be self-sufficient to run a 4-year BSAD program.

   (d) Transition Preparedness.

The transition preparedness will require the additional staff members. The space issue will also come up.
(e) Attrition Rate and Graduation Time.

Special planning is needed to keep the attrition rate in the proposed 4-year BSAD program low and targeting the 4-year graduation rate high.

3. Effect of the proposal (if approved) on other units.

The proposal will have possible effects on CHASS, CNAS and BCOE. Some departments in these colleges will realize more effects than the others. The Deans of these colleges should work together to identify them in advance regarding their preparedness for a smooth transition.

4. Budgetary Implications

This complicated issue has been discussed on p6: Addendum. The recent changes in the campus budget planning may take care of the most of the challenges if not all. The College Deans should work together with the Campus Administration to resolve any anticipated challenges in advance for their preparedness for this new proposed program.
June 22, 2018

Dean Milagros Peña  
College of Humanities, Arts, and Social Sciences  

Dean Yonzeng Wang  
School of Business  

Dear Milly and Yonzeng,  

I am writing to formally communicate the fiscal impact of moving an existing major between schools and colleges in our campus incentive based budget model. While this is germane to the current discussions underway surrounding the move of the undergraduate pre-business major in from the College of Humanities, Arts, and Social Sciences (CHASS) to the School of Business (SoBA), the mechanisms set-forth in this letter are applicable to any shift in undergraduate major.  

Such a decision should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget the transfer of the major will be revenue neutral (hold harmless). Technically, the unit losing majors would have its tuition allocation reduced by the number of majors moved and its subvention funding permanently increased by a corresponding amount thus making it revenue neutral on an on-going basis. Similarly, the unit gaining majors would have its tuition allocation increased and its subvention decreased permanently by an equal amount.  

The current plan, pending Academic Senate approval, is to begin admitting freshmen into the undergraduate business major beginning Fall of 2019 with a target enrollment of 460 majors per year, based on the current Pre-Business admits number and the assumption of a 75% retention rate to the 3rd year. The plan also includes phasing-out the Pre-Business Major in CHASS at the conclusion of the academic year 19-20. Students currently in Pre-Business would be able to continue in that major and transition to Business Administration as normal. No students would be able to change majors into Pre-Business beginning Fall of 2019. These admission changes will require permanent hold-harmless adjustments in subvention and tuition funding between CHASS and SoBA over at least a two-year period (FY 19-20 and FY 20-21), and if there are material changes in the retention rate, we may need to make additional permanent adjustments in FY 21-22 and FY 22-23. My office and the Planning and Budget team will work with both of you over this period to ensure we are all in agreement with respect to the final number of majors that are moved.  

To help SoBA provide appropriate levels of academic advising and other support services, I am approving the following allocations and transfers:
1) FY 19-20 – New Permanent Funding
   The allocation of campus student success funding in the amount of $90,000 ($58,000 salary, benefits @46.5%, and non-salary support of $5,000) to support the hire of a 1.00 FTE Academic Advisor III effective July 1, 2019.

2) FY 20-21 – One-time Funding
   The allocation of campus student success funding in the amount of $90,000 to support the hire of an additional 1.00 FTE Academic Advisor III effective July 1, 2020. The need to renew this allocation for FY 21-22 will be evaluated during Winter quarter of 2021.

3) FY 20-21 – Permanent Transfer from CHASS
   The transfer of $90,000 from CHASS to support the hire of another permanent 1.00 FTE Academic Advisor III effective July 1, 2020.

These amounts will be cost adjusted annually to reflect changes in salary and benefits costs.

After this initial budget adjustment period, any incremental changes in the number of majors in either CHASS or SoBA would be subject to the allocation mechanism in the incentive based budget model.

Please contact Vice Chancellor Bomotti should you have any additional questions on how this transfer would be implemented from a budgetary perspective.

Sincerely,

[Signature]

Cynthia K. Larive
Provost and Executive Vice Chancellor

Cc: Chancellor Wilcox
Chair Rodriguez
Vice Chancellor Bomotti
Associate Vice Chancellor Hull
Assistant Dean and CFAO Williams