December 17, 2019

To:  The Senate

From:  School of Business Executive Committee

Re:  School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major

Please find attached the revised BSAD 4-year Major proposal along with an Executive Summary containing the responses to concerns raised by Senate Committees. The attached revised proposal and Executive Summary were approved by the School of Business Executive Committee by a vote of 7 Yes, 0 No, 0 Abstain on December 16, 2019.
Executive Summary
School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major
December 13, 2019

The School of Business (Business) has proposed a four-year business major, which will allow students to apply for direct admission into the business major as freshmen. Business received feedback from the Committee on Academic Personnel (CAP), the Committee on Educational Policy (CEP), and an ad hoc committee appointed by the CHASS Executive Committee. We have addressed these committees’ concerns in the revised proposal and summarize the changes below, and organize our responses based on common and then specific concerns of the committees.

Common Concern 1: Both CAP and CEP expressed concerns about faculty and staff sufficiency.

As the curriculum and coursework for the first two-years of the proposed four-year major would remain the same, there would be no need for growth in faculty. However, we have been growing our faculty in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program. Additionally, our professional masters programs have been successful and more faculty are needed to support the growth and demand for these programs. Our faculty currently consists of 42 full-time faculty members (see page 14). With regard to the academic advising staff, we will aim to maintain National Academic Advising Association (NACADA) standards. As presented in our proposal, we will have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400 (see page 12).

Common Concern 2: Both CEP and the CHASS ad hoc committee were concerned about how the four-year major would impact other majors such as Economics and Administrative Studies and the general transition of students who may not be successful in the Business Administration major.

First, a smaller cohort would be initially admitted into the four-year business major to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major (see page 11). Direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program. Thus, as the most common alternative majors to business are economics and administrative studies, by admitting a smaller cohort of students in business, the economics department may see their numbers increase.

Second, the School of Business advising team is developing strategies to maintain graduation rates and increase retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs (see pages 4-6, 12-14, Appendix A).

Third, recognizing research finding that ease and quality of advising is key to student satisfaction with their undergraduate programs, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS (page 13; see also Appendix D). As the business major curriculum (including breadth courses) will not change, students will have the same alternative major options that currently exist for students who do not transition to the business major, with the most popular alternative majors being economics and administrative studies and media and cultural studies. Moreover, they will not have taken unusable credits, since many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS).
Specific Concern 1: CAP highlighted the complexity of the transition to the four-year business major and suggested reconsideration of the launch date.

The conversion of the BSAD major from a two- to four-year degree is a complicated undertaking and the School of Business has engaged in careful consideration of this change. The School of Business has also consulted with key stakeholders, ranging from external reviewers, peer and aspiring institutions, CHASS constituents, the Office of the Registrar, the Office of Admissions, Deans and to the Provost to ensure that each stakeholder’s needs are clearly addressed (see Appendix D). Through consultation with these stakeholders we have provided a more detailed implementation plan (see pages 11-15). Moreover, as the original desired implementation date has passed, we have proposed a new desired implementation date. The desired date for the implementation of the four-year BSAD major is the 2020/21 academic year. As such, the last cohort of PRBS would be admitted to CHASS in the 2019/20 academic year and this cohort will transition to the BSAD major based on the current policy and procedure (page 1).

Specific Concern 2: CEP expressed concerns over the four-year BSAD major curriculum and course offerings; specifically, CEP is concerned that the four-year major would not have any change in the first two years of course curriculum, may impact learning outcomes on diversity and globalization and that other business courses should be offered instead of continuing with a mostly CHASS curriculum.

CEP noted that we did not propose any curriculum changes to the first two years of the proposed four-year major. Indeed, the proposal intentionally maintains the same breadth requirements and foundational coursework. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields. In our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum (see Tables 3-4). Further, a majority of the top ten programs specifically noted the benefits of a liberal arts foundation to the business major (see page 7). By continuing the current breadth requirements, our students have and will continue to have a strong interdisciplinary background. For instance, other comparison schools do not require a full year of foreign language, which our students must complete. Having this background in our global marketplace may advantage our students over our competitors’ graduates.

CEP also voiced concern over how the four-year business major might impact the learning outcome of diversity and globalization. As noted above, the liberal arts foundational coursework would continue to expose students to issues related to diversity and globalization. One of the other ways in which students can meet this learning outcome is through internships as internships expose them to people and positions that vary in perspectives and experiences (see pages 6, 9-11). Through the four-year business major, students will be exposed to the importance of internships as soon as their freshman and sophomore years and will be encouraged to engage in undergraduate business programs that support their professional development. Additionally, a recent change in the undergraduate business program is that students are now being advised to complete their intended concentration course by the end of their sophomore year (i.e., termed floating core since the specific quarter in which they take this “floats” and the core is dependent on their intended concentration). For example, students who are interested in marketing should take the core marketing course by the end of their sophomore year. This change will allow them to have necessary foundational knowledge needed for internships earlier in their academic careers.

A second way in which students can meet this learning outcome is by studying abroad (see page 6). Currently, most students study abroad in their junior or beginning of their senior year. Although Business already has a high participation rate in study abroad, one obstacle to even higher numbers is that when students enter the major, they often find themselves in a rush to take the core concentration courses. Now that we are promoting completing one of these before the end of their sophomore year, they will have more flexibility in their schedule, which could better support study abroad. A four-year major can also help this objective by having long-term advisors who work with the students from day one. In this case, students interested in studying abroad can work with their advisors early on to plan for study abroad.
A third CEP concern with the curriculum is that perhaps business should offer more courses in the first two years rather than following CHASS. We appreciate this point and indeed it is one that our undergraduate program committee has considered. Again, in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. Additionally, with the change to a floating core, business majors will be taking more business courses earlier in their academic career.

**Specific Concern 3: The CHASS ad hoc committee was concerned about the professionalization of lower division courses and potential overlap of the Business Minor with other majors.**

Related to the issue of curriculum, the CHASS ad hoc committee expressed concern about potential professionalization of breadth requirements. We have now clarified in the proposal that we will continue to follow CHASS breadth requirements and have our students educated by our colleagues in CHASS, CNAS and BCOE in these important foundational courses; there will be no professionalization of breadth requirements. Again, we will maintain the current breadth requirements given that in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum (see Tables 3-4).

Lastly, CHASS expressed concern over the business minor. The business minor was revised in 2018 in response to department chairs across campus who requested that the School of Business create tracks or functional minors for their majors. This request was because their students found the general minor was difficult to achieve (given the high unit requirement) and less interesting because the students desired a business specialization to complement their majors. Thus, after our undergraduate program committee examined top tier business programs’ minors, we decreased the number of courses for the minor and offered functional minors that mirror the seven business concentrations in the BSAD major. Our minors should not compete with other majors since the departments requesting changes to the business minor have students with high-unit majors (e.g., biochemistry, physics) seeking minors to compliment their major. Indeed, the reduction in unit requirements has made the business minor more like a minor than a major, making it less likely to be perceived as a substitute for a related major.

**Specific Concern 4: The CHASS ad hoc committee was not convinced that a four-year major would best serve business students and that other options suggested by the external review committee should be considered, particularly Options 2 and 4.**

We now provide a thorough discussion of the external review committees’ options on pages 16-18. In brief:

Option 2 suggests that the current structure is maintained, while Business takes over the advising of students in the pre-business program that is housed in CHASS. We do not believe that this option is in the best interest of students because students are best served when advisors are all housed in the same college that owns and manages the program. More to the point, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day one, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. Further, recent research findings on undergraduate business education suggest that the ability to connect to the business school is an important factor governing freshmen students’ satisfaction with an undergraduate business major (see page 8). Additionally, the current structure of advising at UCR requires that advising be done by the college in which the major is housed. Even if this could be changed, it would give rise to issues in the personnel management process (e.g., reporting relationships).

Option 4 suggests pursuing a hybrid approach in which honor or top students would be directly admitted into a four-year business major, whereas other students will remain in the current structure (i.e., pre-business in
CHASS and applying to the business major by the end of the sophomore year). We are concerned that implementing this dual stream into the business major might promote a sense of elitism among students who were admitted for four years and a sense of inequality and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

Option 3 suggests converting the business major (currently an upper division two-year major) into a four-year major with direct admission, and was selected because it is in the best interest of all students who wish to major in business. A four-year major will improve the overall students’ experience in critical areas such as admission, advising, curriculum, and professional development. In particular, as we explain in the proposal, we maintain that offering a four-year business major would enhance the program quality, foster a greater sense of community, enable us to better recruit, engage, mentor, and provide leadership opportunities for business major students, and enhance the professional services we can offer to students, employers, and alumni. In support of this claim, recent research examining students’ perceptions of their business school program in relation to satisfaction with their program found that while both freshmen and seniors (the sample in this study) thought the ability to connect to the business school as a freshman was important, it was significantly more important to freshmen than seniors. Moreover, freshmen had a stronger desire to get involved with business school organizations and clubs more so than seniors (see page 8).

Beyond the theoretical arguments and research we provide, we also provide survey data showing that we can improve students’ understanding of the importance of internships (Figure 6). These changes, in turn, would increase the internal retention rate and on-time graduation. Also, the proposal is in line with the current industry norms in business education. Lastly, the proposal is supported by student survey data reflecting that 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

Summary

Since 2009, the School of Business has conferred the undergraduate degrees in business administration. This proposal aims to complete the process started in 2009 by bringing the entire BSAD major under the School of Business.

In converting the BSAD major to a four-year degree, in which students begin their college experience as School of Business students, we will improve the student experience in key areas including recruitment and admission, academic advising, studentship, and career preparation. In so doing, the program will be able to grow in number and in reputation.

The conversion of the BSAD major from a two- to four-year degree is a complicated undertaking and the School of Business has engaged in careful consideration of this change. The School of Business has also consulted with key stakeholders, ranging from external reviewers, peer and aspiring institutions, CHASS constituents, the Office of the Registrar, the Office of Admissions, Deans and to the Provost to ensure that each stakeholder’s needs are clearly addressed. We hope that the responses and revisions to the proposal clarify and address stakeholders’ concerns.
Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major

December 13, 2019

I. Introduction

This is a proposal to convert the Business Administration major (BSAD) from a two-year upper-division major to a four-year major by allowing applicants to UCR to apply directly to the BSAD major as freshmen. Specifically, the School of Business proposes to 1) gradually phase out the Pre-Business (PRBS) program, which is housed in the College of Humanities and Social Sciences (CHASS) and serves as the primary entry to the BSAD major, and 2) allow students to apply from high school and be directly admitted into the BSAD major as freshmen. UCR students who wish to transfer to the BSAD major from a different department and transfer students (from outside UCR) will be handled in the same manner as they are currently.

The desired date for the implementation of the four-year BSAD major is the 2020/21 academic year. As such, the last cohort of PRBS would be admitted to CHASS in the 2019/20 academic year and this cohort will transition to the BSAD major based on the current policy and procedure.

II. History

The undergraduate business program began in CHASS in the late 1980s, with upper division courses taught by faculty in the Anderson Graduate School of Management (AGSM). In Winter 2009, the School of Business was established as a result of the formal request by the Executive Committee of AGSM to the Academic Senate of the UC Riverside Division.

Although the BSAD major was conferred by CHASS prior to 2009, the scheduling of courses for third- and fourth-year students was handled by AGSM, and the application of the pre-business students (PRBS) to the BSAD major was internally processed within AGSM. The most significant change in 2009 was that the students’ diploma reflected that the degree was conferred by the School of Business (as opposed to CHASS).

Since 2009, the School of Business has conferred degrees in business administration with concentrations in seven functional fields: accounting, business analytics, finance, management, marketing, operations, and information systems. The BSAD major at UCR has grown to become
the largest undergraduate business program in the UC System with approximately 1400 BSAD majors as of Fall 2019. Only two other UCs have undergraduate business programs: UC Irvine\(^1\) and UC Berkeley.\(^2\)

This proposal aims to complete the process started in 2009 by bringing the entire BSAD major under the School of Business, allowing the program to grow in number and in reputation.

### III. Current Administration of the BSAD major

Students who enter UCR as freshmen and wish to major in business administration are currently admitted into the pre-business program during their freshman and sophomore years and receive advising through CHASS. As of Fall 2019, there are currently 1000 PRBS students. The PRBS curriculum includes the general University requirements, the college's breadth requirements and the pre-requisites for the BSAD major.

As of Winter 2019, pre-requisites for business core courses were modified in order to allow students to take upper division core courses in business earlier in their academic career (e.g., sophomore year), whereas previously BSAD students were unable to take courses in their core and concentration courses until later in their academic career (e.g., junior and senior years). This delay in taking core courses negatively affected not only students' depth of knowledge in their concentration as core courses need to be taken before elective courses, but also their ability to obtain internships. Thus, this change to the pre-requisites to core business courses was made, and PRBS students are now encouraged to enroll in the BSAD “floating core” earlier in their academic careers. The phrase floating core refers to the fact that students can take the core class related to their area of concentration in whichever course is most appropriate for them (it floats, depending on the interest and schedule of the student). With the introduction of the floating core, students can change the order of their business classes so that they first take classes in the area of business that they are most likely to pursue and delay courses in the other areas of business. For example, a student intending to concentrate in marketing would ideally take the introduction to marketing course as their first core business class.

PRBS students apply to the BSAD major during the quarter in which the college breadth and lower division BSAD prerequisites are being completed. Students may apply to the BSAD major once they have completed at least 75, but not more than 100 units. In some cases, when students have met all other eligibility requirements, and the only exception is that they have more than 100 units they are admitted upon submission of a petition.

There are two routes by which students are admitted into the BSAD major. One is for current UCR students to be admitted into the BSAD major, and the other is to transfer into the major from outside the university (e.g., from a community college). For current UCR students to be admitted, they must have a minimum cumulative GPA of 2.7 with at least a 2.5 GPA in their General Business Prerequisites and lower division Business requirements. For students wishing to transfer into UCR as a BSAD major, the admission requirements include: completion of their

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\(^2\) [http://www.haas.berkeley.edu/Undergrad/admissions.html](http://www.haas.berkeley.edu/Undergrad/admissions.html)
general education requirements with an Intersegmental General Education Transfer Curriculum (IGETC), completion of the lower division prerequisite courses (mandatory to complete calculus prior to transfer), and at least a 2.7 GPA in their community college courses.

Regardless of the route of admission into BSAD (either internally from UCR or externally as a transfer student), upon acceptance as a BSAD major, students are then advised by the School of Business academic advisors. Before acceptance into the program, PRBS students are advised alongside undeclared students through the Student Academic Affairs Office of CHASS. PRBS students’ advising is coordinated by a PRBS advisor who collaborates with the Undergraduate Business Program Office in the School of Business to ensure that there is a smooth transition of students from CHASS to the School of Business. In contrast, other students in CHASS receive academic advising through their major department as soon as they begin their studies at UCR.

IV. Benefits of the Proposal

The main benefit of converting the BSAD major from a two-year upper-division major to a four-year major is to allow applicants to UCR to apply directly to the BSAD major and join the program as freshmen. Doing so offers advantages in recruitment and admission, advising, post-graduation employment, and the overall student experience. We detail these benefits below.

Recruitment and Admission. First, with regard to recruitment and admission, high school students interested in business want to be directly admitted into the BSAD program or receive some strong assurances that they will be in the BSAD program two years after they apply to UCR (i.e., assured admit).

Other business schools around the country recognize this preference and are moving to a four-year program to help the recruitment process:

“... 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)

Nationally, the four-year major structure is more common than a two-year upper division program. It is also more common among UCR peers and aspirant schools. According to the 2020 U.S. News and World Report ranking of undergraduate business programs, the School of Business’s program is ranked #90. Seventy-three of the 89 undergraduate business programs ranked above UCR were four-year “direct admit” programs in which students immediately join the business school, or “assured admit” programs that guarantee that students will have a space in the business major from the very first day they step on campus (Table 1). Twenty-one other undergraduate business programs were tied with UCR for the #90 ranking, and all but one of these programs were four-year business programs.

3 http://poetsandquantsforundergrads.com/2014/10/31/why-assured-admit-programs-to-b-school-have-growing-appeal/
The four-year major is more common in the Southern California market as well. An examination of Southern California schools in 2018 (Table 2) revealed that primary competitors to our BSAD program are all direct admit, four-year programs. Aspirant schools that have traditionally had two-year programs are making similar transitions to a four-year major. Specifically, of the UC and Cal State system schools (Table 2) 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. One exception is UC Berkeley, which offers direct admission into two specialty four-year programs and a standard two-year program for continuing UC Berkeley students. In sum, direct-admit programs are the norm among not only similar quality business schools throughout the U.S., but also most local UC and Cal State campuses. A four-year degree program will make UCR more attractive to students who are currently considering attending other local UC and Cal State programs.

Evidence that a four-year program helps attract applicants is available from Ohio State, which recently made the transition to a four-year program. Ohio State has reported an increase in the quality of their incoming business major class with ACT scores rising from 27.7 in 2011 to 29 in 2017 as a result of the change. Ohio State also experienced an improvement in their internal retention rate by 10% in year 2 and 19% in year 3, as a result of attracting better high school students who are more successful in handling college material.

Additionally, recruitment of freshmen directly by the School of Business will strengthen the connection between Business and our potential students when visit their high schools. Specifically, freshmen are often confused and unhappy that we collaborate with central admissions on recruiting trips to high school but then they are not directly connected to the School of Business until two years later. This disconnect does not occur with transfer students who are advised by School of Business advisors and start their business curriculum right away.

Two surveys support our conclusion that a four-year program will help during the admission process. The surveys were completed in 2015/16 and included a qualitative survey (i.e., focus groups) and a quantitative study (i.e., phone and online questionnaires). The surveys showed that an important reason for declining a UCR offer of admission is BSAD’s two-year structure. The analysis involved current BSAD majors, PRBS students, business students at competitor schools, students who were admitted to the PRBS program but did not enroll, and prospective high school students. Of the 163 prospective students who were surveyed, the main reason they gave for not attending UCR as a BSAD major was the perception that UCR is a lower-tier UC School (47%). The second most commonly given reason (26%) was that students could not apply directly to the business major.

In sum, joining a department at the start will attract more high-quality students, which, in turn, will positively influence perceptions of the quality of the BSAD major and UCR.

**Academic Advising.** PRBS students are often confused when they matriculate to UCR because they are advised by CHASS academic advisors, rather than academic advisors who work in the School of Business. Although the advisors in CHASS provide information about the sequence of courses that students are required to take in order to gain admittance to the School of Business,
they do not provide information about the courses that are most appropriate for the specific careers that the students wish to pursue. Given that UCR has a large fraction of students who are the first in their families to attend college, the average business student is uninformed about the various careers that one might pursue with a business degree, let alone the careers that relate to the seven concentrations in the BSAD program. The business concentrations differ greatly in the type of skills required to succeed, with finance and operations courses requiring far more math than management and marketing classes, for example. Now that students are encouraged to take the floating core before their junior year, students are best served by advisors who can inform students on these career and upper division course sequencing issues.

Furthermore, there is currently a discontinuity in advising after the transition to the BSAD major. A four-year major would allow students to interact with the same advisors and visit the same location for the duration of their study at UCR. In so doing, students will have the same advisors from the start of their college experience which allows the School of Business 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. Thus, a four-year major will ease and smooth the advising process, which research has found to be key to student satisfaction with the major.  

Students’ understanding of the relationship between courses and careers has a significant impact on student retention. Students who have taken the appropriate courses for their personal goals are more likely to continue with their plan of study and graduate on time. Our analysis suggests that transition to a four-year major would result in significant improvement in the internal retention rate (i.e., between years two and three). Combined with better advising and improved admissions, as well as revisions to the GPA for continuation in the major (see Appendix A, but see also Appendix B), we estimate a retention rate from 50% to 75% under the new program structure. In part, this will occur though longer-term academic advising, in which students will work with their advisors over a period of four years. The School of Business advising team is also developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs. Ultimately, by streamlining processes and engaging in more proactive and holistic advising, we will be able to achieve higher retention rates than what might be expected under other structures.

Although the School of Business will not implement any curriculum changes to the BSAD major, the move to a four-year major will make it easier to advise students on the order in which they take the required classes. Moreover, if the BSAD major were a four-year program, School of Business advisors could give this advice to the students as early as their freshman year, rather

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5 A complete curriculum discussion can be found in the “Studentship” section (pages 6-7).
than risk providing the information after the students are admitted to the BSAD major and are already past their sophomore year.

**Studentship: Enriching the student experience in the Undergraduate Business Program.**

Studentship refers to “activities that ‘transform’ the student both intellectually and personally, and to engage ‘citizen scholars,’” and thus is comprised of three elements including academic programming, student life, and civic engagement. We discuss the benefits of the four-year major within these three elements below.

Beyond technical coursework, employers seek permanent employees who have soft skills, work experience and diversity of perspectives, both of which can be acquired through internship experience as well as studying abroad. Through the four-year business major, students will be exposed to the importance of internships as soon as their freshman and sophomore years and will be encouraged to engage in undergraduate business programs that support their professional development. Moreover, this focus on internships at earlier stages in their academic and professional careers is supported by the floating core. By taking their floating core by the end of the sophomore year, students are able to gain the necessary foundational knowledge needed for internships earlier in their academic careers.

A second way in which students can meet this learning outcome is by studying abroad. Currently, most students study abroad in their junior year or beginning of their senior year. Although business students’ participation rate in study abroad programs is already above that of UCR students in other majors, a chief obstacle to participation is the difficulty of completing required cores in the major while studying abroad in the junior year. If the BSAD major were a four-year program, academic advisors could advise students who plan to study abroad to complete the floating core before the end of their sophomore year, so that they have more flexibility in their schedule. A four-year major can also help this objective by having long-term advisors who work with the students from day one. In this case, students interested in studying abroad can work with their advisors early on to plan for study abroad.

We note that while the current strategy in the School of Business is to advise students to focus on their concentration courses earlier in their careers, the proposal does not involve any changes to the required courses in the major. In Fall 2018, the School of Business Undergraduate Program Committee conducted a curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields. Table 3 provides information regarding breadth requirements at the U.S. News and World Report top ten ranked undergraduate business programs. Given the commonality of top business programs in requiring arts and humanities, science (i.e., life science, physical science and natural science), social and behavioral science, writing, quantitative reasoning and cultural studies breadth, our committee learned that one of

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our program strengths is the interdisciplinary nature of our curriculum. Beyond the examination of specific breadth requirements, a majority of the top ten programs specifically noted the benefits of a liberal arts foundation to the business major. UC Berkeley notes, “At UC Berkeley, students obtain a liberal arts education. To that end, our 7-course breadth requirement specifies that students take courses in several different departments or fields.” Similarly, University of Virginia writes, “A liberal arts education is critical to students’ success at McIntire and in their long-term professional development. The School strongly desires that students complete a minimum of two academic years before enrollment, spending this time combining liberal arts and business prerequisite courses.” Lastly, New York University’s Stern School of Business recognizes that “[t]he Liberal Arts Core, the cornerstone of the NYU Stern curriculum, is a solid grounding in the liberal arts and sciences. For students in the Business program, the Liberal Arts Core includes five courses designed to hone critical quantitative skills, promote creative and logical thinking, and build reading and writing skills.”

In sum, through the business undergraduate program committee’s 2018 breadth and core benchmarking (see also Table 4), we believe that by continuing the current breadth requirements, our students have and will continue to have a strong interdisciplinary background. For instance, we are the only program in our benchmark review to require a full year of foreign language study, which we believe will make our students more competitive in the increasingly global marketplace.

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. 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 a School of Business event and only 43% of students had participated in a 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 1 and 2, respectively). Importantly, surveyed students indicated feeling only moderately connected to, and supported by, the School (Figure 3). Although students, on the whole, are proud to be business administration majors, they often do not join business student organizations that would help them to build their social and professional networks. One reason why is that they are unaware of the clubs and their purpose, which reflects the fact that they do not take classes early enough to understand which concentrations match up with the various clubs. Furthermore, they have little sense of community related to their concentrations because

7 https://haas.berkeley.edu/undergrad/academics/courses/breadth-courses/ 
8 https://www.commerce.virginia.edu/undergrad/prerequisites 
9 https://www.stern.nyu.edu/programs-admissions/undergraduate/academics/bs-degree-business/curriculum-overview 
they do not take classes with other students who have the same interest until they are juniors. 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 when students are freshmen.

In support of this claim, recent research examining students’ perceptions of their business school program in relation to satisfaction with their program found that while both freshmen and seniors (the sample in this study) thought the ability to connect to the business school as a freshman was important, it was significantly more important to freshmen than seniors. Moreover, freshmen had a stronger desire to get involved with business school organizations and clubs more so than seniors. Lastly, freshmen placed higher importance than seniors in working with faculty on research and consulting, which the researchers concluded “that freshmen anticipate future opportunities to go beyond classroom work with faculty.”

Thus, from our own survey of undergraduate business students as well as literature on business school program satisfaction, it is clear that 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.

Thus, 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). In short, another important advantage of converting to a four-year major is to foster a stronger sense of community among business students.

Below is a sampling of opportunities designed to engage BSAD students that would be available to students starting from their freshmen year. 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.

- Annual Kick-Off and Year-End Recognition events
- Involvement in one of the School of Business learning communities
- Mentor Engagement with the Alumni Mentor Program or the Working Professional MBA Mentee in the Peer Mentorship Program (w/ upper-division student)

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• Involvement with ongoing the School of Business initiatives and attendance at special the School of Business 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 (the School of Business Global Program)
• Internship Opportunity
• Research Opportunity
• Case Competition(s)
• Dine with the Dean
• Professional Development Milestones Program (to be fashioned along the lines of the program at the Bourns College of Engineering)
• Encouraged participation and leadership in at least one of the School of Business’s student organizations:

Career Preparation. Although career preparation is considered one of the last stages in the student lifecycle, career development must be interwoven with studentship. In the School of Business, we have a 95% graduation rate once students enter the major. However, we must seriously consider other markers of success, such as job placement after graduation. 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 fully employed while 32% are still seeking employment (Figure 4). This reflects the fact that only 36% of current business students report participate in an internship before graduation (Fall 2017 School of Business Survey of students in core courses, n = 956). A growing body of research indicates that beyond coursework, college reputation and GPA, the most important factors influencing hiring decisions involve the application of course concepts through work experience (Figure 5).^{12} Put otherwise,

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Internship experience is a key predictor of expected employment and employment success\(^{13}\) and thus, internships are central to likelihood of holding a permanent position at graduation and in turn, student degree satisfaction.\(^{14}\) Thus, a four-year major would benefit our students in the following ways:

First, employers want to directly recruit from the School of Business. A four-year program provides employers more direct access to students as early as their freshman and sophomore years. As such, a four-year major may help to attract a larger pool of employers, who are interested in established partnerships with our School and the UCR Career Center.

Second, a four-year major would allow earlier communication with students about the importance of taking part in an internship. In a Winter 2019 survey of over 800 current business majors, they note that although they have received adequate guidance on pre-business coursework from their pre-business academic advisors, they are not learning about the importance of internships from their pre-business academic advisors (Figure 6). This is a source of concern given that students should take part in internships during the summer of their sophomore and junior year and again between their junior and senior year. As internships are frequently identified and arranged during fall of the sophomore year while students are still in the PRBS program, the PRBS student may fail to learn the importance of internships early on, leaving them at a disadvantage later on as BSAD majors when they seek permanent positions. A majority of companies use their internship pools to identify potential permanent employees. In the same survey, current business majors also recognize that with a four-year major they would be exposed earlier on to internships, establish vital connections with industry professionals, and receive improved advising that comes with getting to know one’s students (Figure 7). Unfortunately, many of these current majors learned the importance of internships too late to seek them out before joining BSAD. 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.

Third, a four-year program would allow the School of Business to offer long-term career programming. In particular, a four-year program would allow the School of Business to provide greater depth of student experience and would systematically focus each year on enhanced employability via 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.

Although we are not proposing any changes to the curriculum, the inclusion of these students in the School of Business from the very beginning will enable us to focus on providing students with value-added activities and programs that will make them more competitive upon graduation. Students agree with our perspective, as 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

V. Implementation

In the sections that follow, we discuss how the four-year major would be implemented and impact admissions, curriculum and course scheduling, advising, faculty, and the overall School’s investment in the Undergraduate Business Program. To ensure a smooth transition, the School of Business will work with CHASS, Office of Admissions, and Institutional Research.

Admission. Admission will be determined, as with other UCR programs, based on Academic Index Scores (AIS). Initially, the AIS would be set at 4100 for the first tier, 3900 for the second tier and 3700 as the waitlist cutoff. These cutoffs are consistent with current PRBS AIS scores, which are chosen to ensure a high probability of transition from PRBS to BSAD by the winter of the third year (Figure 8). Although the scores can vary each year, initially they will be set to admit a cohort of 460 students, which is slightly smaller than the 2019 cohort. Currently, AIS scores are set by CHASS, given that PRBS is a CHASS program, but if admission decisions were for a four-year BSAD program, the standards would be more restrictive in order to ensure the successful progress in the BSAD major. In particular, to be successful in business, students need to have strong quantitative training. Thus, we have met with admissions to discuss the possibility of reviewing Math SAT or AP scores as an admission requirement. Such requirements are used in CNAS and BCOE, where student success depends critically on the ability to understand complex quantitative concepts. By being more holistic in the admission process, as well as attracting students who have a clearer sense of their academic goals, we are more likely to attract higher quality students and retain a higher percentage of students.

Curriculum. Our objective is to preserve the current liberal studies-oriented business degree by maintaining the strong affiliation with CHASS. The first two years of the four-year curriculum will include the general University requirements, the college’s breadth requirements and what are 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). In other
words, we will continue to follow CHASS breadth requirements and have our students educated by our colleagues in CHASS, CNAS and BCOE in these important foundational courses.\textsuperscript{15}

At the upper division level, because there is no change to the curriculum, the implementation of course offerings will not differ much from its current slate. In 2018-2019 the School of Business adjusted the pre-requisites on the floating core, which allowed freshmen and sophomores to take these courses too, whereas previously “junior standing” was a pre-requisite of the courses. Thus, students are already taking core business courses before being admitted to the BSAD major, which means there is no transition year in which both sophomores and juniors are clamoring to get into the same classes.

\textit{Advising.} Key to students’ academic success in college is proactive advising. With the arrival of a new director last year, the undergraduate business program office has already increased advising contact, better tracked student advising needs, and developed a number of workshops in response to these needs. The data in Figure 9 show the significant increase in number of students advised, which reflects the office’s ability to manage an increased advising load. The School of Business will hire additional advisors once the four-year program is approved so that advisors are ready to take on freshmen as soon as they arrive on campus and in order to maintain National Academic Advising Association (NACADA) standards. As presented in the organizational chart (Appendix F), we will have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400.

Beyond these carefully crafted workshops, the School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones (e.g., minimum progress criteria) that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies. This will also allow a course enrollment coordinator to easily communicate with other colleges about enrollment needs. We detail these initial policies below:

1. Milestones and benchmarks: As shown in Appendix A, the four-year business major would include specific milestones and benchmarks for years 1 and 2 to ensure that pre-requisite courses for the major are completed on time.
2. Proactive advising: With the power of technological advances that allow us to better study and understand student persistence, academic advising has shifted to more proactive rather than reactive advising. This involves training advisors on how to approach students’ goals holistically. When working with our students it is important to not only focus on building a schedule of courses here at UCR, but also to understand the students’ academic goals and responsibilities beyond the classroom that can affect their academic success, such as extra-curricular activities, familial responsibilities, and work responsibilities. Beyond this more holistic advising, we will also engage in proactive student monitoring and support through various workshops. We provide detailed plans for School of Business workshops in Appendix C. These plans emphasize the first two years as this is the set of students who would be new to advising from the School of Business.

\textsuperscript{15} A complete curriculum discussion can be found in the “Studentship” section, pages 6-7 as well as Tables 3 and 4.
Through proactive and holistic advising, as well as changes to the admission procedures, Business expects to have a higher retention of freshman students to their third year. Specifically, retention is expected to increase to 75% from its current level of 50%.

Third, the School of Business will maintain the close ties between CHASS and School of Business advising teams. In particular, the CHASS/School of Business 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. For example, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business, or who simply decide to change majors (see Appendix D). Research has found that across large institutions nationwide, nearly 50% of recent graduates have changed their major at least one time. Currently, most PRBS who do not make it into the major transition to CHASS majors, with the majority going to economics, media and cultural studies, and political science. Under the four-year structure, the opportunities for major change remain the same, given students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Moreover, they will not have taken unusable credits, because many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS; see Appendix E). As such, students who are in good academic standing (GPA above 2.0) will continue to have the same ability to transfer into alternative majors. Thus, our advisors would be trained to know possible alternative options, and begin discussion on alternative majors and plans. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS.

Advising will undergo some structural changes and growth, once the four-year BSAD major is approved. The current Office of Undergraduate Business Programs is composed of:

- Associate Dean, Undergraduate Business Programs
- Director, 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), the School of Business 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

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advisors to six from the current four. This increase in number of advisors reflects our aim to maintain National Academic Advising Association (NACADA) standards. Six academic advisors would support the approximate 2400 student major at a ratio of 1:400. 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 the School of Business will be “transitioned” to an advisor in the appropriate college. The School of Business team intends to work very closely with CHASS advisors to ensure that no student falls through the cracks.

In the above discussion we have focused on the role of advisors in guiding student success, but academic advisors handle a range of tasks including:

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

These tasks will evolve under a four-year major. For example, 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. Under the four-year major, 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 F.

Additionally, like CHASS, Business will offer students a Business First Year experience. Because 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 know the students from their freshman year.

**Faculty.** The School of Business currently has 42 full-time faculty, with more than sufficient continuing lecturers, LPSOE, and research faculty to offer the current undergraduate business curriculum. As the curriculum and coursework for the first two-years of the proposed four-year major would remain the same (i.e., same lower division requirements), there are no concerns over faculty sufficiency for the four-year major. That said, the faculty continues to grow in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program as well as due to the success of our full-time, professional and variety of one-
year Master’s Programs. By bringing in more faculty, undergraduate students will have increased opportunities to connect and develop their networks.

**Investment.** This proposal has described the additional significant investment the School of Business has made and will continue to make in faculty and staff. In terms of activities, the School of Business 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 School of Business including both undergraduate and graduate programs and expand the capacity of our Career Development Center to include serving the undergraduate population.

**Summary of Implementation.** Ultimately, our goal is to admit applicants directly to the BSAD major such that the upper division size would increase in proportion to the that of UCR. Specifically, the University is expected to see increasing numbers of student enrollment (e.g., enrollment growth may yield a student enrollment of approximately 35,000 by 2035\(^{17}\)); we expect the School of Business to grow in relation to the student growth at the University level. Following current policy, student enrollment targets will be closely discussed amongst the leadership teams and the admissions office. For the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students (approximately 20% smaller cohort size than current PRBS admissions) to ensure the successful transition of these students. We estimate that about 75% 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%). Thus, 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 a 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

\(^{17}\) UCR Long Range Planning Meetings, Spring 2019
VI. External Reviews of the BSAD

The BSAD program was recently reviewed by two external groups: (1) the school’s accreditation agency (AACSB) and (2) professors from UC Berkeley, Arizona and Oregon, who visited the School of Business as part of the UCR Senate review of the program in 2013/14. The AACSB panel recognized the School of Business’s undergraduate program as “an untapped opportunity to build the School’s and University’s reputation.”\(^{18}\) The Senate report included the opinion of the external panel members that: “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\(^{19}\):

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.

\(^{18}\) Team Visit Report, AACSB Maintenance of Accreditation Review – 2/5/13

\(^{19}\) Italics added to illustrate that these are the suggestions of the review team.
We carefully considered all options before submitting our initial four-year major proposal and concluded that the external review committee’s recommendation that we directly admit freshmen into the School of Business would provide the best learning environment for our students. Here, we briefly summarize our logic for why we did not consider Options 1, 2 and 4 to be sufficient, and then discuss how Option 3 will enhance students’ educational welfare.

Regarding Option 1, we believe that maintaining the status quo is not desirable as explained by the review committee’s previous points. Option 2 was to maintain the current structure of the program, but for the School of Business to take over advising of students in the pre-business program that is housed in CHASS. Although this option could indeed improve some student outcomes, particularly in terms of helping students to navigate their degree from the outset, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day one, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. Further, recent research findings on undergraduate business education suggest that the ability to connect to the business school is an important factor governing freshmen students’ satisfaction with an undergraduate business major (see p. 8). These fundamental issues are in addition to logistical concerns, such as whether and how it would be possible for advisors from one college to advise students housed in a different college, because current UCR policy is that advising must be done by the college in which the major is housed. Even if this policy could be changed, personnel management would be complex; for instance, to whom would these advisors report and how would their evaluations be conducted? In short, tailoring advising for our students is a necessary, but not sufficient, step in improving student outcomes, and thus Option 2 falls short in achieving the goals of the current undergraduate business program.

The external review committee also offered a hybrid approach, in which honor or top students would be admitted directly into a four-year honors business major, whereas other students will remain in the current structure (i.e., pre-business in CHASS and applying to the business major by their junior year, Option 4). We considered this possibility to be an inferior option for both philosophical and practical reasons. Philosophically, we are concerned that adopting such a structure would run counter to our values of inclusivity and community. Creating one group of students who are connected with the school since matriculation and a second group that joins them midway through the program is antithetical to our mission and could foster the unintended consequence of elitism among students who were admitted for four years and a sense of inequality and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

In contrast to the options discussed above, converting the business major (currently an upper division 2-year major) into a 4-year major with direct admission comprehensively addresses the issues created by the current program structure, and is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development. We have discussed these points when detailing the benefits of the program, but briefly reiterate them below.
Option 3 suggests converting the business major (currently an upper division two-year major) into a four-year major with direct admission, and was selected because it is in the best interest of all students who wish to major in business. A four-year major will improve the overall students’ experience in critical areas such as admission, advising, curriculum, and professional development. In particular, as we explained in the proposal, we maintain that offering a four-year business major would enhance the program quality, foster a greater sense of community, enable us to better recruit, engage, mentor, and provide leadership opportunities for business major students, and enhance the professional services we can offer to students, employers, and alumni.

As discussed earlier in this proposal, in support of this claim, research by Marks and colleagues (2016) examined students’ perceptions of their business school program in relation to satisfaction with their program found that while both freshmen and seniors (the sample in this study) thought the ability to connect to the business school as a freshman was important, it was significantly more important to freshmen than seniors. Moreover, freshmen had a stronger desire to get involved with business school organizations and clubs more so than seniors.

Beyond the theoretical arguments and research we provide, we also provide survey data showing that we can improve students’ understanding of the importance of internships (Figure 6). These changes, in turn, would increase the internal retention rate and on-time graduation. Also, the proposal is in line with the current industry norms in business education. Lastly, the proposal is supported by student survey data reflecting that 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

VII. Closing

Since 2009, the School of Business has conferred the undergraduate degrees in business administration. This proposal aims to complete the process started in 2009 by bringing the entire BSAD major under the School of Business.

In converting the BSAD major to a four-year degree, in which students begin their college experience as School of Business students, we will improve the student experience in key areas including recruitment and admission, academic advising, studentship, and career preparation. In so doing, the program will be able to grow in number and in reputation.

The conversion of the BSAD major from a two- to four-year degree is a complicated undertaking and the School of Business has engaged in careful consideration of this change. The School of Business has also consulted with key stakeholders, ranging from external reviewers, peer and aspiring institutions, CHASS constituents, the Office of the Registrar, the Office of Admissions, Deans and to the Provost to ensure that each stakeholder’s needs are clearly addressed. Thus, the School of Business is confident that it can bring about a smooth transition and implementation of the four-year BSAD degree and that new synergies with these stakeholders can be achieved.
Table 1: Four-Year Programs in Above- and Similarly-Ranked Undergraduate Business Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>University (Undergraduate Business Program)</th>
<th>Two or Four Year Program</th>
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<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania</td>
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<td>2</td>
<td>Massachusetts Institute of Technology</td>
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<td>3</td>
<td>University of California–Berkeley</td>
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<td>3</td>
<td>University of Michigan–Ann Arbor</td>
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<td>5</td>
<td>Carnegie Mellon University</td>
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<td>New York University</td>
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<td>University of Texas–Austin</td>
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<td>University of Virginia</td>
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<td>Georgia Institute of Technology</td>
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Rankings from 2020 U.S. News and World Report of Undergraduate Business Programs. Data from 2020 were used because these were the rankings available at the time of the proposal revision.
Table 2: Benchmark comparison to UCs and local Cal States

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Rankings from 2018 U.S. News and World Report of Undergraduate Business Programs. Data from 2018 were used because these were the rankings available at the time of the Special Review Committee request.
Table 3: Breadth Requirements at 2019 Top Ten and UC Undergraduate Business Programs

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<th>Rank</th>
<th>School</th>
<th>Arts and Humanities</th>
<th>Sciences (life sciences, physical sciences, natural sciences)</th>
<th>Social and Behavioral Science</th>
<th>Writing</th>
<th>Quantitative reasoning</th>
<th>Cultural Studies</th>
<th>History</th>
<th>International Studies</th>
<th>Philosophy</th>
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*public institution

**breadth categories listed for only requirements that occur at more than one school

Rankings from the 2019 U.S. News and World Report of Undergraduate Business Rankings, which was released in Fall 2018. Data from 2018 were the most recent information available to the School of Business Undergraduate Program Committee when they conducted their benchmark review in Fall 2018.
### Table 4: Business Major Requirements at 2019 Top Ten and UC Undergraduate Business Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Business Computing/Information Technology</th>
<th>Business &amp; Society, Ethics</th>
<th>Introduction to Business</th>
<th>Calculus</th>
<th>Introduction to Economics (Micro and/or Macro)</th>
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*public institution

** has a flexible curriculum consisting of 20 business courses

Rankings from the 2019 U.S. News and World Report of Undergraduate Business Rankings, which was released in Fall 2018. Data from 2018 were the most recent information available to the School of Business Undergraduate Program Committee when they conducted their benchmark review in Fall 2018.
### Table 4 Continued: Business Major Requirements at 2019 Top Ten and UC Undergraduate Business Programs

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</tr>
<tr>
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<td></td>
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<td>8</td>
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<td>X</td>
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<td>8</td>
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<td>X</td>
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<td>10</td>
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<td>10</td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>10</td>
<td>University of Southern California</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>35</td>
<td>University of California--Irvine (Merage)*</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>87</td>
<td>University of California--Riverside*</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*public institution
** has a flexible curriculum consisting of 20 business courses

Rankings from the 2019 U.S. News and World Report of Undergraduate Business Rankings, which was released in Fall 2018. Data from 2018 were the most recent information available to the School of Business Undergraduate Program Committee when they conducted their benchmark review in Fall 2018.
Figure 1: Winter 2018 Student Engagement Survey, Reasons for Attending School of Business Events

*Students were allowed to check as many options as they desired.*
Figure 2: Winter 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 3: Winter 2018 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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/pre-business major.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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>
Figure 4: 2017 First Destination Survey of Post-Graduate Status

*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 5. Employer Perceptions of Key Attributes for Hiring College Graduates

Figure 6. Winter 2019 Survey of Students on Pre-Business Advising

Students in the business core courses were asked to rate the extent to which they agreed with the statement regarding pre-business advising:

- Preparation for the BSAD major: “My pre-business advisor provided correct guidance on coursework needed to prepare me for the business administration major.”
- Discussion on the importance of internships: “My pre-business advisor conveyed the importance of an internship for the business administration major,” using the options stated below.

*numbers indicate percentages; n=822
Students in the business core courses were asked to rate the extent to which they agreed with the statement pertaining to the benefit of the four-year major to the following areas:

- **Networking:** “A four-year BSAD major would allow me to develop stronger networks through earlier exposure to my peers and industry professionals.”
- **Internships:** “A four-year BSAD major would allow me to take part in internships earlier in my academic career.”
- **Academic Advising:** “A four-year BSAD major would allow for better undergraduate advising.”

*numbers indicate percentages; n=825*
*Through subsequent discussions with Institutional Research and the Office of Admissions, Business is likely to use not only AIS scores, but also scores from quantitative courses (e.g., Math SAT or AP scores) to assess admission, just as other colleges at UCR have incorporated them into their admissions procedures. Using this more holistic process will allow us to admit students who are more likely to be successful in the major and will increase the retention rate above that of 50% that is currently reflected with AIS current targets.
Figure 9: Number of Students Advised Comparison between 2018-2019 (under revised advising procedures)
Appendix A
Milestones and benchmarks (revised and submitted as an addendum)

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
November 13, 2018

In the Proposal to Convert the Business Administration Major (BSAD) from a 2-year Upper-division Major to a 4-year Major (2/17/17), it was proposed that as part of the minimum progress criteria in year 1 and year 2 that students maintain a 2.5 GPA in the major preparation courses. Although this is in line with current Business Administration Major admissions requirements of a 2.5 Major GPA, this proposed minimum progress criteria is not in line with UCR policy, which states that students need to maintain a 2.0 in their major to graduate (Course Catalog 2018, page 59).

In this addendum to the 2/17/17 document, we revise the minimum progress criteria in year 1 and year 2. In revising these criteria, we consulted with the Associate Deans and Directors of Advising from each of UCR’s Schools and Colleges. We also heavily relied on templates set forth by psychology, because, similar to the current business administration major, it is not only one of the largest majors on campus, but also a selecting major. We have included relevant templates for continuation requirements in the Appendix of this document, with highlighted portions illustrating the areas that influenced our revised minimum progress criteria.

**Revised Minimum Progress Criteria for Years 1 and 2**

We have added the following paragraph to precede the list of major preparation for business, and we have removed the Major GPA and Cumulative GPA criteria as indicated by the strike outs below.

The major preparation requirements listed below must be completed by the end of the sophomore year, with an average grade of “C” or better, with no grade below “C-.” In addition, a student who receives a grade of “D+” or lower in any of the major preparation requirements will have the opportunity to repeat up to two of the courses, and must earn a grade no lower than a C- on the second attempt. If a student’s second attempt grade is a D+ or lower in the repeated course, they will be discontinued. All courses must be taken for a letter grade. Students entering from other majors must complete the major preparation requirements by 90 units. Transfer students entering the major must complete all outstanding major preparation courses within two quarters of their admit term (example: fall admits must complete all course(s) by the end of winter quarter). **Students who do not complete the major preparation requirements in this timely fashion and with the minimum grade average of “C” (2.0) or better will not be permitted to continue in the Business Administration major.** Students may be discontinued earlier from the
major if they consistently fall below the minimum grade average of “C.” Students must check course descriptions for prerequisite requirements.

- **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
Appendix B

Student Success Analysis for the Undergraduate Business Administration Major

Analysis performed by
Allison M. Cantwell, Assistant Vice Chancellor
Sarah Yoshikawa, Institutional Research Analyst

Institutional Research
University of California, Riverside
February 2017

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:
  o ARC 35 (Only required if tested into less than Math 4)
  o MATH 4 (Prerequisite for MATH 22)
  o MATH 22 (Prerequisite for ECON 103)
  o BUS 10
  o ECON 2 (Prerequisite for ECON 103)
  o ECON 3 (Prerequisite for ECON 102)
  o Major GPA of 2.5 or above
  o Cumulative GPA of 2.7 or above
• Major Preparation by the end of Year 2:
  o BUS 20
  o ECON 102 or ECON 103
  o STAT 48
  o CS 8
  o Complete college breadth and foreign language requirements
    ▪ English 001C to be satisfied with BUS 100W once transitioned to BSAD
  o Major GPA of 2.5 or above
  o 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>
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<tr>
<td>Alternative Year 1 Progress Metrics</td>
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<td></td>
<td></td>
<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>
</tr>
<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>
</tr>
<tr>
<td>Year 2 Progress Metrics</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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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</tr>
<tr>
<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>
<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>
<td></td>
</tr>
<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>
</tr>
<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>
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<tr>
<td>Met AIS, Crs., and Maj. Prep GPA before Year 4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BSAD Major or Grad 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>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 C

Current Advising Workshops

Business Major or Minor Interest Workshop (Part I). This was created to support all undergraduates who are considering and exploring the School Business as a major or minor. The workshop is not intended for Pre-business or BSPR, who receive direct advisement by CHASS or Business. This workshop helps students understand the admission requirements for majors/minors within Business. It also reviews the process to declare and other university policies that must be considered when declaring a new major or additional degree objectives.

School of Business Application Workshop (Part II). This was created to support all undergraduates who have met the major/minor requirements and are ready to declare. The workshop is not intended for Pre-business or BSPR, who receive direct advisement by CHASS or Business. This workshop steps them through the application process, while working with advisors to verify all admission requirements are satisfied. Students also review the BSAD major/Minor requirements and review Degree Works. This is the first orientation to the major/minor for students.

Graduation Check Workshop. This workshop is intended for all BSAD majors nearing graduation, 2-3 quarters away from graduation. This workshop will review all BSAD requirements needed for graduation, how to apply for graduation, and hopefully help students identify prior to filing for graduation if there are any unresolved issues within their student account (Degree Works). In addition, our goal is to have student create and prepare for their last few quarters with a solid academic plan.

Probation Workshops. Currently we are piloting two sessions this fall. The goal is to require all students who are identified on academic probation in subsequent quarters to attend this workshop first, prior to meeting with an advisor. This workshop will focus on understanding university policies such as: academic probation, dismissal, withdraw, repeat, grade variance, etc. The workshop will also discuss common pitfalls leading to academic probation and resources that can assist. The second goal of the workshops is to cover common information, so that when student meet with their advisors, the session can focus on holistic advising to support the success of the student and not just on informing them of academic policy.

Sampling of School of Business Advising Workshops in a Four-Year Program

Freshman Mandatory Workshops: required attendance during the fall and winter quarters.

- **Fall:** The Fall workshops will focus on teaching students how to understand degree requirements and advising resources: Degree works, breadth requirements, prerequisites for admission to major, begin understanding of the BSAD degree including introduction to concentrations. The goal of the workshops will for students to have a solid understanding of the BSAD degree requirements and create an academic plan for the upcoming winter and spring quarters.
- **Winter or spring** (still working out which quarters will be mandatory): The Winter workshops will begin with a re-cap of the BSAD degree requirements (breadth and major...
pre-requisites, and floating core). Identifying progress/struggles from the fall quarter. Identify remaining breadth and pre-requisite admission requirements for the upcoming semester. The workshop will identify campus learning resources including faculty and reminders about campus policies (withdrawal, probation, etc). This workshop will also introduce them to balancing their academic schedules with campus involvement, family responsibilities, and work responsibilities. The final goal will be to help students to determine a yearlong academic plan for admission to the major.

Sophomore Mandatory Workshops (required attendance once within their sophomore year): This would be a marvelous joint advising session with the CHASS transition advisor. As our student progress with their degrees, the sophomore slump, is an area that advisors must focus on to support retention with the School of Business and the University as a whole. The goal of this workshop is to help our students to identify their current progress toward their intended degree and re-align to other majors, if not on track with BSAD. If they will be continuing to pursue the BSAD degree, what are the remaining admission requirements, beginning to identify their intended concentrations and identifying the important floating core. Ultimately, helping them understand how to create an academic plan for the remaining 3 years. The conclusion of the workshops will be a discussion on the importance of internships and involvement.

Probation and Subject to Disqualification Workshops (held every quarter): These will be held for students who have been identified on academic probation or subject to disqualification. The goal will be to explain the university policies, identify grades needed to bring GPA’s up. Identify the “why” students often struggle academically, and the support that is available to assist when facing academic struggles.

Transfer Mandatory Workshops

- Fall and Winter (offered each quarter in which we except transfers): Transfer Mandatory Workshops will focus on helping our transfers have a smooth transition from their previous institution. The workshops will focus on establishing their 2 year plan for the Business Administration Degree and advising resources. In addition, it will cover key policies such as withdrawal, repetition of courses and academic probation, while these policies exist at other institutions the implementation can be different. The last component of the workshops will focus on how to develop the professional aspect of their resumes from internships, to professional development opportunities, and involvement with Business Organization.
Appendix D

Transition Work Group Report

UNIVERSITY OF CALIFORNIA, RIVERSIDE
February 8, 2019

Transition Work Group Members:

Jose Beruvides, Director of Academic Advising, CHASS
Allison Cantwell, Associate Vice Chancellor of Institutional Research
Nelly Cruz, Assistant Director of CHASS F1rst.
Bracken Dailey, Registrar
Emily Engelschall, Director of Undergraduate Admissions
Kathrine Fruge, Financial and Administrative Manager, School of Business
Brianne Gomez, Professional Academic Advisor, School of Business
Leonardo Gonzalez, Director of Human Resources, School of Business
Jean Helwege, Professor of Finance, School of Business
Wendy Hernandez, Academic Advisor, CHASS
Jennifer Osborne, Director of the Undergraduate Business Program
Lata Patel, Assistant Director of the Undergraduate Business Program and Professional Academic Advisor
Elizabeth Tisdale, Professional Academic Advisor, School of Business
Yunzeng Wang, Dean, School of Business
Elaine Wong, Work Group Chair, Associate Dean of the Undergraduate Business Program
Rami Zwick, Professor of Marketing, School of Business
Executive Summary

The School of Business is pursuing converting the current 2-year Business Administration major (BSAD) into a 4-year Business Administration major. This report considers the impact of this conversion on policies and procedures for the Undergraduate Business Program Office, Office of Admissions, and Office of the Registrar with particular attention to key issues and suggested recommendations.

Key issues:

- Undergraduate Program Office
  - Admission criteria for several student populations needs to be carefully considered and written policy created.
    - Initial transition: admission criteria for the last pre-business cohort into the BSAD major needs to be determined so that it aligns with admission policy for freshman and transfer admits.
    - Admission for freshmen: students struggle with the quantitative nature of the BSAD major. Thus, coursework that will best predict their success (e.g., Math SAT scores) and more workshops to support their success should be considered.
    - Admission for transfers: the Business Preparation (BSPR) major needs to be re-evaluated as students are more likely to be successful when enter with pre-requisites already completed.
  - Graduation and retention rates: Establishing milestones (benchmarks) will be needed to provide guidance for both students and advisors.
  - Advising: Due to the increase in student population, the UG Business Program Office will need to rethink advising strategies to be more proactive than reactive.
  - Course enrollment: A course enrollment coordinator will be needed to track and communicate BSAD needs with other colleges offering pre-requisite courses for the major.
  - Student engagement and professional development: students will need dedicated career advisors to meet their internship and job search needs.

- Office of Admissions
  - Recruitment: Target audiences will change, as the School of Business will partner with the Admissions Office on their recruitment visits to not only community colleges, but also high schools.
  - Admission: Given the quantitative nature of the BSAD major, it was suggested that beyond AIS scores, Business could consider requesting scores on statistics, economics, and SAT Math scores for freshmen.

- Office of the Registrar
  - Course Scheduling: A key aspect of lower division course scheduling is the learning communities. Communication about the course enrollment for designated learning community courses is needed. Additionally, the structure of the learning community workshops may be reconsidered to best support student needs.
  - Records: BSAD will need to update to its college code due to the name change of the School. PRBS will be phased out, so no action is needed. However, nothing has been done to determine the fate of BSPR (which currently sits in CHASS).
  - Regulations: Although the School of Business follows the CHASS student regulations, no regulations are listed on the Senate page, thus it may appear to some that we do not even have an undergraduate degree
  - Course catalog and marketing: Once the major is approved the content on pp. 87-88 should be updated. This material includes references to pre-business being in CHASS and freshman and sophomore advising.
Four-Year Business Major Conversion Impact Report

The School of Business is pursuing converting the current 2-year Business Administration major (BSAD) into a 4-year Business Administration major. This report considers the impact of this conversion on policies and procedures for the Undergraduate Business Program Office, Office of Admissions, and Office of the Registrar with particular attention to key issues and suggested recommendations.

Undergraduate Business Program Office

Current Policies/Procedures

Admission into the BSAD major. Students who enter UCR as freshmen with an intent to declare a major in Business Administration are accepted into the pre-business program (PRBS) or Undeclared for their freshman and sophomore years and are housed in the College of Humanities, Arts and Social Sciences. During this time, the PRBS and Undeclared students receive advising and support through CHASS while they complete the general University requirements, the School’s breadth requirements and the pre-requisites for the Business Administration (BSAD) major.

The PRBS students must officially apply to the BSAD major. This process requires attendance at a Pre-Business Major Change Workshop and submission of the Business Administration Application the quarter in which the School breadth and Business Administration pre-requisites are being completed. Students must apply and declare the BSAD major by the time 90-110 units are completed, exceptions can be made for students to be admitted after 120 units through a petition process (acceptance is not guaranteed).

Course Plans. All students in PRBS receive advising and develop their program plan with CHASS college advisors. The program plan includes completing courses, when possible, in a sequence such as BUS 10, ECON 2, and a Math course (based on placement), and a breadth course in the first quarter. PRBS students are enrolled in a learning community in their first year. In their second year, advisors in CHASS continue to support the students with advising, and the students are focused on registering for the remaining breadth and major pre-requisites needed for admission. CHASS currently has a GPA benchmark of 2.5 in the first year for continuation within PRBS and a 2.7 GPA in the second year to apply to the business administration major.

Issues for Consideration

- Admission into the Major
  - Initial transition
    - Last cohort admitted into CHASS PRBS. What will the criteria, in particular, that of GPA, be for these students? Should these students strategically stay undeclared so that financial agreements between the Deans can be maintained, or should some other arrangement be made? The committee acknowledged that this group of students would be small, but some committee members noted that this gives rise to the larger question of major change criteria for the
future. This decision regarding the last cohort admitted into PRBS not only impacts enrollment, but also the currently agreed upon financial agreement between the Deans of Business and CHASS.

- Major change criteria for students from CHASS. If the GPA for continuation in the BSAD major drops to a 2.0 for future students, how do we handle the population of current students who are in CHASS PRBS and are required to maintain a 2.7 GPA in required coursework? Do we adjust requirements for current CHASS PRBS students so they maintain a minimum of a 2.0 in their overall and major GPA into the major, as long as all business major pre-requisite courses are completed? This would mean that BSAD would see a larger spike in enrollment. (Per CHASS, fall 2016 cohort had 94 students below the 2.7, but above the 2.0. The fall 2017 cohort had 87 students below the 2.7, but above 2.0).
  - Business Preparation Major (BSPR). This major is housed in CHASS and needs to be re-evaluated for transfer decisions. Specifically, the concept of admitting transfers who are missing pre-requisite courses for the Business Major should be reviewed, and discontinued. Transfers are much more likely to be successful in the major, if they come with all pre-requisites completed. These students start their time at UCR already playing catch up by needing to complete business major pre-requisites. Further, many are adjusting to the quarter system. This transfer shock often affects GPA, and if BSPR students’ GPAs drop below GPA requirements for the major change into Business, they will need to find a new major. This affects their time to degree.
  - Freshman admits are admitted on the basis of AIS scores, which can be set by the Business leadership team each year. However, since many students struggle with the quantitative nature of the BSAD curriculum, the committee suggested consideration of 1) additional programming developed to support students depending on their math placement scores and/or 2) admitting students who meet certain math placement/math SAT scores. This latter suggestion would require Senate approval.

- Graduation and retention rates
  - Accepting freshman directly into the major and lowering GPA requirements for transfers will create a larger population of students potentially on academic probation or at-risk of not continuing with the degree. While the admission process identifies these students as strong due to their high AIS score, they have not completed the lower level business curriculum. Many students struggle with the quantitative nature of the BSAD curriculum. The current BSAD admission process, as a selecting major, requires all students to complete the lower division courses prior to admission into BSAD, thus the students have proven academic success and are likely to be retained. The UG Business Program Office will need to monitor and track the degree progress and establish milestones (benchmarks) for students to remain with the BSAD major. This will require more proactive advising and increase the number of student contacts for the UG Business Program Advisors. The goal will be to retain and provide support for all students, especially those not meeting the milestones (benchmarks) and redirect students to other majors early in their academic careers to ensure retention within UCR. Additionally, the UG Business Program Office will need to offer more student support programming. This too will require more staff support.
• Establishing milestones (benchmarks) will be needed to provide guidance for both students and advisors, and ultimately a written policy for students to ensure clear understanding of expected benchmarks will need to be prepared. This will help students understand their progression through the major as well as aid advisors in decision making. Students who are not meeting expected benchmarks will need to be transitioned out of the major. Early discussions have been made between CHASS advising and Business advising as to how advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the UG Business Program Office and the transition advisor in CHASS.

• Impact of student headcount on advising
  o Advising opportunities for the students in the BSAD major will need to increase dramatically. Individual appointments, drop-ins, and mandatory advising (individual/workshops) will need to take place to provide guidance and ensure academic success. Due to the increase in population, the UG Business Program Office will need to rethink advising strategies to be more proactive than reactive. There will be a need to increase student contacts with advisors, thus leading to a need for level II advisors whose primary responsibility will be advising the freshman and sophomore BSAD students.

• Impact of student headcount on course enrollment
  o The UG Business Program Office will need to communicate with CNAS and CHASS counterparts regarding course enrollment needs for BSAD pre-requisite courses taught through other colleges. It is suggested to have a dedicated enrollment management team to stay on track with enrollment (Team suggestion: Associate Dean, Director UG Programs, and Assistant Director UG Programs, possibly someone from the Budget/financial side). [NOTE: CHASS, CNAS, and BCOE have dedicated Enrollment Management positions- and/or Centers devoted 100% of the time to Enrollment management].
  o Orientation events will need to be developed or adjusted to accommodate both freshman and transfers, with a larger number of attendees.

• Impact student headcount on student engagement
  o Engagement with the students through advising, events, programs, and student organizations will need to increase to accommodate a larger student population. Current engagement opportunities need to be re-evaluated to determine how the UG Business Program can connect with a larger portion of the BSAD population.
  o Internships and Professional Development opportunities can begin earlier with the freshmen and sophomores. However, it will be important to develop relationships with industry and the Career Development Center to ensure students have access to internships and opportunities. This effort will need to remain an aspect of the UG Programs office, teaching students how to begin the process of searching for an internship or referring them to the Career Development Center. The most impactful change would be to have an Undergraduate Career Advisor representing the Undergraduate Business population within the AGSM Career Development Center, or the UCR Career Development Center, or the creation of a Professional Development
office to support our undergraduate’s professional development and internships needed as we are a professional school.

- The use of the Dean’s Advisory council could help us leverage local industries to support engagement. In addition, increased involvement with Advisory Boards and local industry support would distinguish the School of Business, as a top program for recruitment.

**Office of Admissions**

**Current Policies and Procedures**

- **Recruitment.** The focus of recruitment for the School of Business by the University is currently on transfer students. We host special receptions to welcome admitted transfer students.

  - **Issues for consideration:** The focus of recruitment for the School of Business by the University will change both in terms of messaging and target audiences. With regard to messaging, the Admissions Office will share that students can apply to the School of Business directly from high school. This is perceived by the Office to be a selling point and is expected to increase the number of students into the major. Additionally, viewbooks and college tear sheets will be updated by mid-June in preparation for fall recruitment. Target audiences will also change, as the School of Business will partner with the Admissions Office on their recruitment visits to not only community colleges, but also high schools. For example, Business will provide Admissions with talking points that highlight each concentration, and School of Business can also participate in counselor conferences attended by high school counselors.

- **Admissions.** Enrollment targets are discussed amongst the Associate Deans and the Admissions office. With the help of Institutional Research, the AIS scores are determined. Presently, the Associate Dean of CHASS determines the AIS cutoffs for pre-business.

  - **Issues for consideration:** Enrollment targets will continue to be discussed amongst the Associate Deans and the Admissions office. The committee discussed concerns about the use of only AIS score for admissions given that some students struggle with the quantitative nature of our major. Admissions shared that BCOE and CNAS received Senate approval to examine not only AIS, but also statistics, economics, and SAT Math scores for freshmen. School of Business could consider requesting this as well. Any request to add this to admissions reviews would require Senate approval. Admissions also noted that by 2021 more holistic reviews of students will be conducted on students who are borderline for admission. Additionally, School of Business could help high schoolers better prepare for entrance into the major by having a module on the School website that targets high school students on how to get into the business major (e.g., list classes to take).
Office of the Registrar

Current Policies and Procedures

- **Course Scheduling.** Currently course scheduling for the BSAD courses is handled through the UG Business Program Office; however, the Office does not schedule the non-business learning community courses, such as ECON 2 and ECON 3. The UG Business Program works with CHASS to reserve seats in BUS 10 for the PRBS Learning Community students in the fall quarter. CHASS works with other colleges to reserve seats for students in the learning community such as Math. Each supplemental quarter, course plans are created; however the UG Business Program Office does not reserve any other seats in the lower level business courses. The Learning Community is currently only for PRBS students’ first year.

  - **Issues for Consideration:** The learning community will move to business. We are currently unaware of evaluations on the effectiveness of the learning communities. The structure of the learning communities may be reconsidered—should this program be more than one year? How will the cohorts be constructed?
  - **Recommendation:** A student survey to assess perceived effectiveness should be conducted to examine current learning community. The Director of the UG Program and Associate Dean should meet with Learning Community directors to learn of different learning community structures. The committee identified that all the colleges have a dedicated staff member (advisor) for the coordination and facilitation of the Learning Community, this should be considered for the School of Business.

- **Records.** There are three major codes associated with Business: BSAD (already in the School of Business), PRBS (currently in CHASS), and BSPR (currently in CHASS).

  - **Issues for consideration:** There are three major codes associated with Business: BSAD (already in the School of Business), PRBS (currently in CHASS), and BSPR (currently in CHASS). BSAD will need to have an update to its college code due to the name change of the School. PRBS will be phased out, so no action is needed. However, nothing has been done to determine the fate of BSPR. If we intend to bring those students over to the School of Business, which would make the most sense, then a proposal must be submitted to Senate so that this major code can also be moved over to the School of Business, or removed (phased out).

- **Student regulations.** The School of Business follows the CHASS student regulations. These regulations are regularly used by the Office of the Registrar.

  - **Issues for consideration:** The School of Business follows the CHASS student regulations. These regulations are regularly used by the Office of the Registrar. Although the School of Business follows the CHASS student regulations, no regulations are listed on the Senate page, thus it may appear to some that we do not even have an undergraduate degree. Under the previous Associate Dean for Programs, it was suggested that we move to have our own student regulations, but the executive committee did not support this recommendation. Last year, the faculty chair for the Business School also brought up this issue, but no movement was made.
• **Student Affairs Marketing and Communication**
  o **Course Catalog.** Related to the point on student regulations, the course catalog is key to students’ guidelines for the major progress. The timeline for updating the course catalog is such that the Senate must approve most of the course catalog changes; by early spring, these changes are moving into review mode; the catalog is published in the fall of the academic year.
  
  § **Issues for consideration:** Although there are many items that the Senate must approve, some of the most relevant aspects of the business major course catalog description currently listed on pp. 87-88 (2018-2019 course catalog) can be done without their approval. Once the major is approved the content on pp. 87-88 should be updated. This material includes references to pre-business being in CHASS and freshman and sophomore advising.
Appendix E

Breadth Requirements for the Business Major*

*Breadth requirements will stay the same under the proposed four-year business major

**BREADTH REQUIREMENTS FOR THE BUSINESS MAJOR**

Requires 180-quarter units minimum to graduate. No more than 6 units of PE activity work for unit requirement. A course is defined to be a block of instruction, which carries 4 or more quarter units of credit (3 semester units X 1.5 = 4.5 quarter units). Breadth may be satisfied for transfer students with IGETC certification from a California Community College.

**English Composition:**
(To be completed with no grade lower than ‘C’)

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>Engl 1A</td>
<td>Engl 1B</td>
</tr>
</tbody>
</table>

**Foreign Language:** Level 3 or 12 quarter units (Minimum grade of ‘C’)

<table>
<thead>
<tr>
<th>Language to be used</th>
<th>Placement Exam</th>
<th>H.S. Language/Yrs</th>
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**Ethnic:** (May also be used to satisfy a course requirement in the Humanities or Social Sciences; *Humanities=ETST 1/3/4/5/7/8/12/14/61)

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<th>Courses</th>
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**Humanities:**
5 courses (20 units)

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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>World History</td>
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<tr>
<td>Fine Arts/Lit/Phil/Rlst</td>
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<tr>
<td>Three additional courses from areas listed above or History, HASS Interdisciplinary, Ethnic Studies, Foreign Languages (above level 3), Latin American Studies, Linguistics, Women's Studies (not WS 1).</td>
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**Social Sciences:**
4 courses (16 units)

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<thead>
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<tbody>
<tr>
<td>Econ/Posc</td>
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<tr>
<td>Anth/Psyc/Soc</td>
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<tr>
<td>Two additional courses from areas listed above or Human Development, Cultural Geography, Ethnic Studies, Environmental Sciences, HASS Interdisciplinary, Women’s Studies (not WS 10).</td>
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</tbody>
</table>

**Natural Sciences and Mathematics:**
5 courses (20 units)

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<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Math/Stat/Computer Science</td>
<td></td>
</tr>
</tbody>
</table>
One course from: Biological Science
(Biology, Biochem, Entomology, Plant Sciences)

One course from: Physical Science
(Chemistry, Geoscience/Astronomy/Oceanography-not GEO 6 , Physics)

Two additional courses from areas listed above or in physical and/or biological science courses offered in the Department of Soil and Environmental Sciences

*Please refer to back of page to verify which business prerequisite can be used towards breadth.
Which business pre-reqs can be used towards breadth?

- The following economics courses can be used towards the Social Sciences breadth section (except Anthropology/Psychology/Sociology categories):
  
  Econ 2  
  Econ 3  
  Econ 102  
  Econ 103  

- The following courses can be used towards the Natural Sciences and Math breadth section (except Biological Sciences and Physical Science categories):
  
  CS8  
  Math 22  
  Stats 48  

- The following Ethnic Studies classes will also double count as a humanities breadth:
  
  ETST 1  
  ETST 3  
  ETST 4  
  ETST 5  
  ETST 7  
  ETST 8  
  ETST 12  
  ETST 14  
  ETST 61
**SUGGESTED COURSE SELECTION**

**2nd Round Review Documents**

### Spring 2019 List of CHASS Breadth Course Offerings for Pre-Business Students

This list is available at: www.chassstudentaffairs.ucr.edu under Pre-Business.

#### Natural Science/Math Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CS 1</td>
<td>INTRODUCTION TO COMPUTER SCIENCE</td>
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<tr>
<td>MATH 4*</td>
<td>INTRO COLLEGE MATH FOR BUS &amp; SOC</td>
</tr>
<tr>
<td>MATH 5</td>
<td>PRECALCULUS</td>
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<td>MATH 10</td>
<td>INTRO COLLEGE MATH FOR SCIENCE</td>
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<tr>
<td>MATH 9A/B/9C*</td>
<td>FIRST YEAR CALCULUS</td>
</tr>
<tr>
<td>STAT 10</td>
<td>CALCULUS FOR BUSINESS</td>
</tr>
<tr>
<td>STAT 48*</td>
<td>STATISTICS FOR BUSINESS</td>
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#### Biological Science

<table>
<thead>
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<th>Description</th>
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<tbody>
<tr>
<td>ICS 10</td>
<td>INTRO TO NUTRITION</td>
</tr>
<tr>
<td>BIO 2</td>
<td>CELLULAR BASIS OF LIFE</td>
</tr>
<tr>
<td>BIO 10 (GE03)</td>
<td>HABITS IN THE HIST OF LIFE (Satisfies Only One Breadth)</td>
</tr>
<tr>
<td>BIO 30</td>
<td>HUMAN REPRO &amp; SEXUAL BEHAV</td>
</tr>
<tr>
<td>BPSC 21</td>
<td>CALIFORNIA'S CONVOCITY</td>
</tr>
<tr>
<td>BPSC 31</td>
<td>SPRING WILDFLOWERS</td>
</tr>
<tr>
<td>ENMT 10</td>
<td>NATURAL HISTORY OF INSECTS</td>
</tr>
<tr>
<td>ENMT 20</td>
<td>BEES AND BEEKEEPING</td>
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#### Physical Science

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<th>Description</th>
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<tr>
<td>GEO/BIOL 10</td>
<td>HABITS IN THE HIST OF LIFE (Satisfies Only One Breadth)</td>
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<tr>
<td>GEO 3</td>
<td>NATURAL HAZARDS AND DISASTERS (online course)</td>
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<tr>
<td>GEO 7</td>
<td>MINERALS AND HUMAN HEALTH</td>
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<tr>
<td>GEO 9</td>
<td>OCEANOGRAPHY</td>
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<tr>
<td>GEO 11</td>
<td>GLOBAL CLIMATE CHANGE</td>
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<td>PHYS 5</td>
<td>HISTORY OF THE UNIVERSE</td>
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<tr>
<td>PHYS 6</td>
<td>THE VIOLENT UNIVERSE</td>
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#### Social Sciences

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ECON 2</td>
<td>INTRO TO MACROECONOMICS</td>
</tr>
<tr>
<td>ECON 3</td>
<td>INTRO TO MICROECONOMICS</td>
</tr>
<tr>
<td>ECON 103</td>
<td>INTERMEDIATE MACROECONOMICS</td>
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#### Anthropology or Psychology or Sociology

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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>ANT 1</td>
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<td>ANT 2</td>
<td>BIOLOGICAL ANTHROPOLOGY</td>
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<td>ANTH 5</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
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<td>PSYC 1</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
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<td>INTRO TO PSYCHOLOGY</td>
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<td>SOC 1</td>
<td>INTRO TO SOCIOLGY</td>
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<tr>
<td>SOC 2M*</td>
<td>INTRO TO CRIMINOLOGY</td>
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<tr>
<td>SOC 3*</td>
<td>SOCIOLOGICAL PERSPECTIVES IN SOC</td>
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<td>SOC 4*</td>
<td>METHODS OF SOCIOLOGICAL INQUIRY</td>
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<tr>
<td>SOC 5*</td>
<td>STATISTICAL ANALYSIS</td>
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<td>SOC 30</td>
<td>IDENTITY AND SOCIETY</td>
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#### Writing Across the Curriculum Course

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS 100W</td>
<td>The only substitution for ENGL 1C for Pre-Business students</td>
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#### Ethnic Studies

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</tr>
<tr>
<td>ETS 2</td>
<td>INTRO TO AFRICAN AMER STUDIES COMP PERSPECTIVE</td>
</tr>
<tr>
<td>ETS 5/8</td>
<td>ASIAN AMER STUDIES INTRO</td>
</tr>
<tr>
<td>ETS/8LST 12 (UE8)</td>
<td>RELIGIOUS MYTHS &amp; RITUALS</td>
</tr>
<tr>
<td>ETS/8LST</td>
<td>POPULAR MUSICS OF THE WORLD</td>
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**NOTE:**

Lower division Business prerequisites are also used to complete the Social Science and the Natural Science/Math areas.

*Prerequisite required

---

**Humanities 20 Units (5 Courses)**

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<td>HIST 15</td>
<td>WORLD HISTORY: 1500 TO 1900</td>
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<tr>
<td>HIST 20</td>
<td>WORLD HISTORY: TWENTIETH CENTURY</td>
</tr>
<tr>
<td>ENGL 27</td>
<td>INTRO TO WRITING</td>
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<tr>
<td>ENGL 70</td>
<td>INTRO TO CREATIVE WRITING</td>
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**Film Studies**

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<td>MUS 30</td>
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<td>MUS 30 SEC 3</td>
<td>JIM CROW AMERICA</td>
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<td>MUS 75</td>
<td>HIST 75 (online)</td>
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<td>LING 20</td>
<td>LANGUAGE AND LINGUISTICS</td>
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Appendix F
Organization Chart of the Proposed New Undergraduate Business Programs Office
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).

Proposition

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 that 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](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 weaknesses 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 fashioned along the program at the Bourns College of Engineering)
Encouraged participation and leadership in at least one of SoBA’s student organization:
  - 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 increases to about 50% if later transitions are 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).
Figure 1

PRBS to BSAD Transitions By Winter of Third Year
PRBS Entering Freshmen (Fall 2010 - Fall 2013 Cohorts)

Figure 2

Predicted Probability of PRBS to BSAD Transition
By Winter of Third Year

Note: Among all PRBS entering freshmen, not just those who were still enrolled by winter of third year
Institutional Research 8 FEB 2016
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
• **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.
APPENDIX 1

Student Success Analysis for the Undergraduate Business Administration Major

Analysis performed by
Allison M. Cantwell, Assistant Vice Chancellor
Sarah Yoshikawa, Institutional Research Analyst

Institutional Research
University of California, Riverside
February 2017

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

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<tr>
<td>Cohort Size</td>
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<td>426</td>
<td>469</td>
<td>610</td>
<td>646</td>
<td>537</td>
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<tr>
<td><strong>Alternative Year 1 Progress Metrics</strong></td>
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<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>
</tr>
<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>
</tr>
<tr>
<td><strong>Year 2 Progress Metrics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Met AIS, Crs., and Maj. Prep GPA before Year 4</td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<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

School of Business Administration

Dean/Associate Dean

Assistant Dean

Assistant Director

Admin (4)

Advisor Admissions/Recruitment

Advisor Learning Community

Advisor Enrollment Management

Advisor Internships/Career

Advisor International Programs

Advisor Signature Programs

Student Workers

1st Round Review Documents
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 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).
Figure 1: 2017 First Destination Survey Graduation Status

*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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>for social responsibility</td>
<td>40</td>
</tr>
<tr>
<td>for educational development</td>
<td>206</td>
</tr>
<tr>
<td>for professional development</td>
<td>242</td>
</tr>
<tr>
<td>for extra credit in my classes</td>
<td>225</td>
</tr>
<tr>
<td>to meet and network with faculty in major</td>
<td>115</td>
</tr>
<tr>
<td>to meet and network with students in major</td>
<td>159</td>
</tr>
</tbody>
</table>

*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

Reasons for attending School of Business student organization events

- for social responsibility: 64
- for educational development: 193
- for professional development: 221
- for extra credit in my classes: 88
- to meet and network with faculty in major: 107
- to meet and network with students in major: 246

*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>
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<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>X</td>
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March 3, 2017

Dean Anil Deodhar
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

xc: Chancellor Wilcox
Chair Rodriguez
Vice Chancellor Anguiano
Associate Vice Chancellor Hull
Assistant Dean and CFAO Williams
Assistant Dean and CFAO 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.
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.*
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).
Each day we work to create an inviting, respectful, and inspiring environment empowered by the relationships we form.

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

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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

I. 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 Yunzeng Wang
School of Business

Dear Milly and Yunzeng,

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 many need to make additional permanent adjustments in FY 21-22 and FY 22-23. My office and the Planning and Budget team with 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
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
November 13, 2018
In the Proposal to Convert the Business Administration Major (BSAD) from a 2-year Upper-division Major to a 4-year Major (2/17/17), it was proposed that as part of the minimum progress criteria in year 1 and year 2 that students maintain a 2.5 GPA in the major preparation courses. While this is in line with current Business Administration Major admissions requirements of a 2.5 Major GPA, this proposed minimum progress criteria is not in line with UCR policy, which states that students need to maintain a 2.0 in their major to graduate (Course Catalog 2018, page 59).

In this addendum to the 2/17/17 document, we revise the minimum progress criteria in year 1 and year 2. In revising these criteria, we consulted with the Associate Deans and Directors of Advising from each of UCR’s Schools and Colleges. We also heavily relied on templates set forth by psychology, since, similar to the current business administration major, it is not only one of the largest majors on campus, but also a selecting major. We have included relevant templates for continuation requirements in the Appendix of this document, with highlighted portions illustrating the areas that influenced our revised minimum progress criteria.

Revised Minimum Progress Criteria for Years 1 and 2

We have added the following paragraph to precede the list of major preparation for business, and we have removed the Major GPA and Cumulative GPA criteria as indicated by the strike outs below.

The major preparation requirements listed below must be completed by the end of the sophomore year, with an average grade of “C” or better, with no grade below “C-.” In addition, a student who receives a grade of “D+” or lower in any of the major preparation requirements will have the opportunity to repeat up to two of the courses, and must earn a grade no lower than a C- on the second attempt. If a student’s second attempt grade is a D+ or lower in the repeated course, they will be discontinued. All courses must be taken for a letter grade. Students entering from other majors must complete the major preparation requirements by 90 units. Transfer students entering the major must complete all outstanding major preparation courses within two quarters of their admit term (example: fall admits must complete all course(s) by the end of winter quarter). Students who do not complete the major preparation requirements in this timely fashion and with the minimum grade average of “C” (2.0) or better will not be permitted to continue in the Business Administration major. Students may be discontinued earlier from the major if they consistently fall below the minimum grade average of “C.” Students must check course descriptions for prerequisite requirements.

- 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
Appendix
REQUIREMENTS FOR THE B.A. DEGREE IN PSYCHOLOGY  
(effective Fall 2013)

Please refer to the UCR General Catalog for a complete explanation of the following requirements, including course prerequisites and descriptions. Each course chosen must be worth 4 or more units. For further explanation, please contact the Office of Undergraduate Advising for the Department of Psychology.

COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES BREADTH

| English Composition (one year with grade of C or better in each course) |
| ENGL 1A (or AP 3-5) | ENGL 1B (or AP 4-5) | ENGL 1C |
| Foreign Language (4th qtr proficiency) |
| Ethnicity (4th qtr proficiency) (check catalog - then also use as Humanities or Social Science course) |

| Humanities (5 courses) |
| World History (HIST 10, 15, or 20) |
| Fine Arts (one course) | One Humanities Elective |
| LIT, PHIL, or RLST (two) |

| Social Sciences (4 courses) |
| ECON or POSC (one course) | ANTH or SOC (one course) |
| Social Science Electives (two) |

(Courses from Psychology may NOT be used for Social Science breadth.)

LOWER DIVISION REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

The lower division requirements listed below must be completed by the end of the sophomore year, with an average grade of "C" or better, with no grade below "C-", and before upper division Psychology courses are taken. All courses must be taken for a letter grade. Transfer students and others entering the major after achieving sophomore standing must complete the requirements within one year by enrolling in applicable courses every quarter until the requirements are met. Students who do not complete the lower division requirements in this timely fashion and with the minimum grade average will not be permitted to continue in the Psychology major. Students must check course descriptions for prerequisite requirements.

A. One course selected from MATH 4, MATH 5, or MATH 6A or MATH 9A
B. Biological Science: One course from any BCH, BIOL, BPSC, ENTM, NEM, OR PLPA
C. Physical Science: One course from any CHEM, PHYS, EARTH SCIENCE with the exception of cultural geography.
D. Two additional courses selected from the CHASS Natural Science and Mathematics breadth requirements

(Note: please check the catalog for duplications of credit)

E. Psychology lower division
   PSYC 1
   PSYC 2
   PSYC 11
   PSYC 12

UPPER DIVISION REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

| Required Courses: |
| Four 4-unit upper division PSYC electives: |
| 1. PSYC 110 or CBNS 106 |
| 2. PSYC 132 or 134 |
| 3. PSYC 140 |
| 4. PSYC 150 |
| 5. PSYC 160 or 161 |

(one 4-unit block of PSYC 198G or PSYC 198I can be used; NO other 190 series courses can be used.)

NOTE: You must have a 2.0 major GPA as well as a 2.0 cumulative GPA and a minimum of 180 completed units to graduate.

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Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses.

**Adequate progress in the major is defined as**

(A) earning no grade lower than a "C-" in any required lower division mathematics or science course, as well as STAT 100A, CHEM 8A & 8LA, CHEM 8B & 8LB, CHEM 8C & 8LC, or any upper division BCH course,

**AND**

(B) completing MATH 7B, CHEM 1A, and 1LA by the end of the Fall Quarter of the second year of residence, and BCH 110A and BCH 110B, by the end of the third year of residence.

- Freshmen must also complete BCH 95* or equivalent with a letter grade of “S” during their first year of residence.
- Freshmen in the Medical Science Emphasis must also complete BCH 96* with a letter grade of “S” during their first year of residence.
- A student who does not meet these adequate progress standards will be discontinued from the major.
- In addition, a student who receives a grade of "D+" or lower in any two of the courses in (A) above on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major.

**Note:** Students who receive a grade lower than "B-" in BIOL 5A & 5LA or CHEM 8A & 8LA are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A, BCH 110B, and BCH 110C.

* BCH 95 only offered Fall Quarter
** BCH 96 only offered Spring Quarter
# Biology Change of Major Criteria

**Student must be in good academic standing (major, quarter, and cumulative GPAs)**

- Grades in all attempted Life Sciences Core courses must be C– or higher
- AP and IB units are excluded in the determination of the appropriate cumulative units range
- Change of major petitions are reviewed during weeks 2, 3, 4, and 10 of the quarter via appointment or workshop

## 2nd and 3rd Quarter Freshman

Completion of any 2 courses from the following with no grade lower than a C- and a 2.0 or higher GPA in core courses. AP credit is not acceptable.

- BIOL 5A and 5LA
- CHEM 1A and 1LA, CHEM 1B and 1LB
- MATH 9A/7A, MATH 9B/7B

## 4th Quarter Freshman and Sophomore (up to 89.9 cumulative units)

Completion of the following courses with no grade lower than a C- and a 2.0 or higher GPA in core courses after repeats:

- BIOL 5A and 5LA, BIOL 5B, BIOL 5C
- CHEM 1A and 1LA, CHEM 1B and 1LB, CHEM 1C and 1LC
- MATH 9A/7A, MATH 9B/7B

## Junior (90 - 134.9 cumulative units)

1. Completion of the following courses with no grade lower than a C-

   - BIOL 5A and 5LA, BIOL 5B, BIOL 5C
   - CHEM 1A and 1LA, CHEM 1B and 1LB, CHEM 1C and 1LC
   - MATH 9A/7A, MATH 9B/7B

2. Completion of at least one of the following sequences with no grade lower than a C–: **Note:** Organic Chemistry is the preferred sequence.

   - CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC
   - PHYS 2A and 2LA, PHYS 2B and 2LB, PHYS 2C and 2LC

3. A 2.0 or higher GPA in all core courses after repeats.

4. A 2.0 or higher GPA in all attempted upper division courses applicable to the major.

## Senior (135+ cumulative units)

1. Completion of the following courses with no grade lower than a C- and a 2.0 or higher GPA in core courses after repeats:

   - BIOL 5A and 5LA, BIOL 5B, BIOL 5C
   - CHEM 1A and 1LA, CHEM 1B and 1LB, CHEM 1C and 1LC
   - CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC
   - MATH 9A/7A, MATH 9B/7B
   - PHYS 2A and 2LA, PHYS 2B and 2LB, PHYS 2C and 2LC
   - BCH 100 or BCH 110A
   - STAT 100A/100B*

2. Completion of at least one upper division course applicable to the major, excluding BCH 100 and BCH 110A, with a 2.0 or higher GPA in all attempted upper division courses.

*Students with credit for STAT048 must take STAT100B to fulfill the upper division statistics requirement.
Committee responses before Addendum was added.
The Committee on Academic Personnel considered the proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business.

Overall CAP found the rationale for establishing a 4-year major in the School of Business to be compelling. It is clear the School of Business will need additional resources to implement the 4-year program. It is stated that the School of Business intends to grow from 32 full-time faculty to 50 full-time faculty to teach the required courses. The advising staff will also grow to deal with the increased load.

However, the proposal does not provide sufficient details to assess the readiness of the School of Business to launch the program. It is not clear if there is a plan to gradually grow the size of the program as more full-time faculty are recruited or whether there is a transition period during which the School of Business will continue to rely on CHASS and others to offer the required courses. While the committee is supportive of the end goals of the proposal, it suggests that the launch date for this program be carefully considered to ensure a smooth transition for the initial cohort of students joining this program.
GRADUATE COUNCIL

October 18, 2018

TO: Dylan Rodriguez, Chair
    Riverside Division

FR: Jason Stajich, Chair
    Graduate Council

RE: [Campus Review] Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Graduate Council reviewed and discussed the proposal to transfer the BS degree in Business Administration to the School of Business at their October 18, 2018 meeting. The Council did not feel the proposal had any effect on graduate students and therefore was supportive.
PLANNING & BUDGET

October 25, 2018

To: Dylan Rodriguez, Chair
   Riverside Division

From: Katherine Kinney, Chair  
       Committee on Planning and Budget

RE: [Campus Review] Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

Planning & Budget (P&B) reviewed and discussed the proposal to transfer the BS in Business Administration from CHASS to the School of Business at their October 23, 2018 meeting. The School of Business five-year plan and the steps taken to mitigate budgetary impacts on CHASS promise an effective transition.
Committee responses after Addendum was added.
To: Dylan Rodriguez
Riverside Division Academic Senate

From: Rajiv Gupta, Chair
Committee on Academic Personnel

Re: Appendix 7 Transfer of Program: UPDATED PROPOSAL - Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee on Academic Personnel considered the updated proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business. CAP does not have any further comments to provide beyond those expressed in its original response dated October 29, 2018.
October 29, 2018

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Rajiv Gupta, Chair  
Committee on Academic Personnel

Re: Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee on Academic Personnel considered the proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business.

Overall CAP found the rationale for establishing a 4-year major in the School of Business to be compelling. It is clear the School of Business will need additional resources to implement the 4-year program. It is stated that the School of Business intends to grow from 32 full-time faculty to 50 full-time faculty to teach the required courses. The advising staff will also grow to deal with the increased load.

However, the proposal does not provide sufficient details to assess the readiness of the School of Business to launch the program. It is not clear if there is a plan to gradually grow the size of the program as more full-time faculty are recruited or whether there is a transition period during which the School of Business will continue to rely on CHASS and others to offer the required courses. While the committee is supportive of the end goals of the proposal, it suggests that the launch date for this program be carefully considered to ensure a smooth transition for the initial cohort of students joining this program.
February 11, 2019

To: Dylan Rodríguez, Chair  
Riverside Division

From: Paul Lyons, Chair  
Committee on Educational Policy

Re: Proposal to Transfer the Pre-Business Program from CHASS to the School of Business

The Committee on Educational Policy (CEP) reviewed the proposal to transfer the Pre-Business program from the College of Humanities, Arts and Social Sciences (CHASS) to the School of Business (BUSINESS) to establish a 4-year undergraduate major in the School at their January 11, 2019 meeting. The Committee voted to support that the proposal has merit with 4 members voting to support the motion, 3 voting against the motion and 2 members abstaining from the vote. However, the Committee did have a robust conversation noting both concerns and strengths of the proposal.

Members noted that the proposal will allow students to have contact with BUSINESS advisors for all 4 years and will also allow for students to attend a BUSINESS led orientation, which will benefit students. Another benefit to students noted by members was that they would be able to directly apply to the 4-year program at the time admissions, which provides assurance for students. Members recognized that the proposal was well articulated and provided much detail for the expansion of BUSINESS’ infrastructure to accommodate a 4-year major.

Members did note concern for the department of Economics as they will lose students. Members also expressed doubt that BUSINESS has sufficient faculty to instruct the projected increased number of students in the program. Members discussed the program’s curriculum and noted concern that the proposal did not include any changes to the curriculum for the first two years of the program. Concern was also noted that the proposed change could impact students’ learning outcomes under the context of diversity and globalization, if the students lose the opportunity to learn the courses under the current curriculum. Although, members recommended that BUSINESS consider offering more courses during the first two years of the program instead of continuing with a mostly CHASS curriculum. Members also noted concern that existing infrastructure in BUSINESS would be able to serve the 4-year program with advising and course offerings.
February 11, 2019

TO: Dylan Rodriguez, Chair  
Academic Senate

FROM: Ad Hoc Committee appointed by the CHASS Executive Committee  
John Briggs  
Kim Yi Dionne  
Shawn Ragan  
Andrews Reath  
Lucille Chia, Chair

RE: Review of the Proposal by SoBA to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major (Document of February 17, 2017; Addendum 1 of May 8, 2018; Addendum 2 of November 13, 2018)

After long and serious discussion of SoBA’s proposal for a four-year undergraduate major in Business Administration, the ad hoc committee appointed by the CHASS Executive Committee wishes to emphasize the paramount importance of the educational welfare of all students at UCR, regardless of college or major. The following points reflect that concern.

The Proposal  
Many of the arguments and aspirations in SoBA’s proposal for a four-year BSAD undergraduate major are laudable. SoBA argues that a four-year program would foster a greater sense of community among business students, and that advisors in a four-year Business major would be able to direct first- and second-year students to activities and programs in SoBA (Business learning communities, peer mentoring, mock interview workshops, job shadowing, etc.), to help them find internships earlier in the program, and encourage students to plan study abroad sooner. However, we have serious concerns about the proposal. First, it is not clear that moving to a four-year Business major housed in SoBA is the only or the best way to achieve these goals. Second, we see serious drawbacks for many students who would be in the program.
Options Listed by the External Review

First, we note that the SoBA proposal of February 17, 2017 cites the External Review of SoBA from 2014, which identified four possible models for restructuring the undergraduate program going forward: 1) maintain the status quo; 2) take over the advising of Pre-Business students during their first two years; 3) directly admit freshmen into the Business School; and 4) pursue a hybrid approach that, e.g., could admit the best students into a SoBA Honors program. We find it notable that the External Review does not take a position on which of the four options is best. We agree that option 1 is not desirable, but as far as we can see, options 2 and 4 could achieve the same aims as option 3. For example, dedicated Pre-Business advisors in CHASS coordinating with BSAD advisors could give first- and second-year Pre-Business students the same advising and steer them to all the opportunities that are described in the SoBA proposal. In fact, many such benefits are already available to the Pre-Business students in CHASS, where the pre-existing organizational infrastructure for instruction, advising, learning communities, and connections with other campus resources can be more easily and more economically modified and expanded than for SoBA to expend valuable resources to develop its own program anew. Furthermore, a hybrid model would better use the established strengths of the university by ensuring that Pre-Business students receive the most qualified skills of advising in CHASS and SoBA and helping the latter to develop a premier undergraduate BSAD program.

Academic Principles and the Welfare of UCR Students

Second, we are concerned about the likely impact of option 3 on the liberal arts education of a large number of UCR undergraduates. Under the current system, there are approximately 1200 UCR students in Pre-Business, and approximately 50% are accepted as Business majors. In this respect, the current Pre-Business program serves as a de facto filter for the major. The SoBA proposal projects that its proposed major would raise the percentage who advance from second to third year slightly, to 55%. The new major would therefore not do away with the fact that hundreds of students who initially aspire to become Business majors would need to find a new course of study every year. Almost half of the students in the first two years of the proposed four-year Business major, even if they were more selectively admitted as freshmen, would still leave the major and therefore need advising to move to a workable alternative.

In the proposed four-year Business major, what would happen to the first- and second-year students who did not advance to the third year and had to find a new major? What would be the effect on their progress toward graduation, and UCR’s much-lauded progress in raising graduation rates? Redirecting a student who originally is highly invested in the BSAD major adds time and ultimately requires more resources to graduate the student and may result in lowering graduation rates. There are currently over a thousand lower-division students in CHASS whose Pre-Business program gives them full access to the breadth of options should they change their major. Pre-Business students housed in CHASS are in contact with CHASS advisors who are knowledgeable about the range of studies they might undertake. Entering students are keen to enter the BSAD major as juniors, but while they are lower-division students they have the opportunity to become familiar with available alternatives if their plans were to change.
The proposed four-year BSAD major would create a concentrated professional major in which freshmen and sophomores were advised throughout by advisors dedicated to that professional track, even though close to half those students leave the major. Those advisors would not provide comparable guidance and encouragement to the population of students who we know is likely to change majors – a population in fact likely to become CHASS majors. Just as important, the students who did not advance to the third year of the major would be forced to enter a new College without any substantial contact with CHASS advisors or the knowledge of alternative majors such contact would give them. How many of these students would not be in a position to transfer to any major (e.g., because they had not satisfied that major’s lower division requirements) and would be forced to withdraw from UCR? And a student who is dismissed or discontinued from SoBA (or any other UCR school) must get into good standing through UCR Extension or a UC Summer Session before being readmitted into CHASS. This could mean at least a year of concurrent coursework and causes quite a disruption to the student financially and delays time toward graduation. Even a more highly qualified student in the proposed four-year major would be likely to encounter registration barriers and other challenges upon leaving Business as an advanced freshman or sophomore. Without guidance about actively maintaining options for alternative majors, their prospects at UCR would be diminished. What burdens would be imposed on CHASS advisors and resources by the large number of students leaving SoBA? Would a reduction of the number of CHASS advisors, a likely result of the Business proposal, serve those students? A buildup in SoBA advising would reduce CHASS staffing for advising, where the student-to-advisor ratio is already much too low.

1 Figures for 2014 (the latest available giving four-year retention and graduation rates) show that out of a freshman cohort of 658 Pre-Business students, 381 (58%) successfully transitioned to the BSAD major. Of the remaining 277 students (42%), 104 graduated by the summer of their fourth year, which gives a graduation rate of 37.5%, far lower than the overall CHASS fourth-year graduation rate of 86.4% for 2014. We suggest that for a four-year BSAD program, those students who do not advance beyond the second year will be even less prepared to switch to a new major and quite possibly be even less likely to be retained or to graduate in four years (source: Institutional Research office).

2 The CHASS student:advisor ratio is currently about 431:1; the National Academic Advising Association (NACADA) recommends a ratio of about 296:1.

https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx
Indeed, timely guidance provided by CHASS advisors in the current arrangement increases the likelihood of higher retention at the university, whether they are accepted into the BSAD major or end up in another major. It also contributes to students’ satisfaction with their experience on campus, their success after graduation and, in the long run impacts alumni support.

The Questionable Professionalization of Lower-Division Education

Although SoBA’s proposal indicates that breadth requirements will not change with the four-year plan, we note that in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156). These minors mirror many of the nine tracks of Administrative Studies, thereby creating some redundancy. Does this mean that in a future program review SoBA will recommend phasing out Administrative Studies, which is housed in CHASS? Does this suggest that in the future SoBA will propose that its students’ breadth requirements be satisfied by taking courses offered mainly by SoBA? A professionalization of breadth offerings would run counter to the liberal arts tradition that informs UCR’s lower-division breadth requirements.

An ambitious expansion of SoBA’s undergraduate program should not be viewed as a zero-sum game. The June 22, 2018 letter from Provost Larive to Deans Peña and Wang states that program changes would be revenue neutral and that CHASS would be “held harmless.” However, the Provost also says in that letter, as we have noted, that any such change “should be driven by firm academic principles.” We are skeptical that the expansion would take place without creating inefficient and questionable duplication of courses (e.g. Business versions of basic Economics offerings) and an ever-stronger tendency to professionalize undergraduate education.

As a case in point, we are concerned about the idea put forward in a recent memo from the SoBA Executive Committee: that the Administrative Studies Program (ASP) in CHASS be transferred to SoBA. Given that Administrative Studies is an interdepartmental program in CHASS involving Art History, Economics, History, Political Science, and Sociology, and that it currently enrolls approximately five hundred students who are majors in those departments, it is difficult to understand SoBA’s suggestion that the AS program would be more appropriately housed in Business. The largest population of AS is in Economics, where the program includes very few Business courses. Similarly, the Art History/Administrative Studies major

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3 Historical perspective: When Business Administration was housed in CHASS, the descriptions of Administrative Studies and Business Administration programs were located in the same part of the catalog. When Business Administration split from CHASS and became part of SoBA, the catalog did not reflect this change. Instead, Administrative Studies remained under the Business Administration heading. It should have been removed from that location and moved into its own location in the catalog. Presently, the CHASS Executive Committee is trying to clarify the catalog copy by making it stand alone under its own subject code (ADST) in the catalog.
requires that art history courses be taken every year of a student’s career, while business courses only appear in years 2 and 4. While that department forcefully acknowledges that the business-aspect of the major to be a significant added value, the foundation of the degree is strongly and specifically situated in Art History. A recent memo from the co-chairs of Sociology strenuously objects to the notion that its ASP students would be better served in Business. A similar response is likely from other ASP departments. Senate deliberations about any such changes would be likely to elicit additional opposition. How would UCR’s undergraduates, whatever their majors, be served by such a change?4

The SoBA Ranking in Comparison with Local and National Schools

Finally, we strongly suggest that SoBA’s aspirations to elevate the standing of its undergraduate program would be better served if it looks beyond other schools in Southern California, most of which are ranked far lower than UCR’s undergraduate BSAD program. The highest ranked programs in the country (see https://www.usnews.com/best-colleges/rankings/business-overall) such as Wharton School at the University of Pennsylvania, MIT’s Sloan School of Management, and UC Berkeley’s Haas School of Business, all emphasize interdisciplinary, interdepartmental pathways for their undergraduate business students, rather than a program that narrowly focuses on courses and activities offered by the business school itself. Perhaps SoBA’s undergraduate program should consider this approach? A number of recent publications in the business press recommend it.5

Conclusion:

Several committees, departments, and faculty groups have voiced serious concerns about the BSAD proposal. We strongly recommend that SoBA address these concerns before submitting it for the full Senate’s consideration.

4 Based on the Fall 2018 enrollment figures, if all the students in Pre-Business (1,234), Business Preparatory (79, for transfer students) and Administrative Studies (488) were transferred to SoBA, this would mean that CHASS enrollment would lose 17.1% of its students (source: Institutional Research).

Oliver Staley, "If you majored in the humanities, you really should apply to Harvard Business School," Quartz, March 9, 2016.
GRADUATE COUNCIL

December 13, 2018

TO: Dylan Rodriguez, Chair
    Riverside Division

FR: Jason Stajich, Chair
    Graduate Council

RE: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business – revised proposal, May 2018

The Graduate Council reviewed and discussed the revised proposal to transfer the BS degree in Business Administration to the School of Business at their December 13, 2018 meeting. The Council did not feel the proposal had any effect on graduate students and therefore was supportive.
To:            Dylan Rodriguez, Chair  
Riverside Division

From:  Katherine Kinney, Chair  
Committee on Planning and Budget

RE:  UPDATED - Transfer of the Bachelor of Science Degree in Business Administration 
to the School of Business

Planning & Budget (P&B) reviewed and discussed the revised proposal to transfer the BS in 
Business Administration from CHASS to the School of Business at their January 22, 2019 meeting. 
P&B was supportive of the proposal.
Proposer’s responses to committees.
TO: Dylan Rodriguez, Chair  
Riverside Division  
FR: Elaine Wong, Associate Dean of the Undergraduate Business Program  
School of Business  
RE: Response to Committee on Academic Personnel comments regarding the School of Business four-year business major proposal  
Date: March 13, 2019  

Dear Chair Rodriguez:

We have received the response from the Committee on Academic Personnel (CAP) regarding the School of Business’s proposal for a four-year business major. Overall CAP is supportive of the four-year business major, and noted two points for further consideration. In this response, we address CAP’s comments. Their two primary concerns are the need for increased faculty and staff support for a four-year business major and the implementation of the four-year business major. In the pages that follow, we have briefly summarized our understanding CAP’s comments (in bold), followed by the actual CAP comment (in italics), and subsequently, and our response (in regular font).

Best regards,

Elaine Wong  
Associate Dean of the Undergraduate Business Program  
Associate Professor of Management  
School of Business
School of Business Response to Committee on Academic Personnel Comments
March 13, 2019

We appreciate the Committee on Academic Personnel’s (CAP) support for the four-year business major as well as the committee members’ thoughtful points for consideration. In this response, we address CAP’s comments. Their two primary comments are the need for increased faculty and staff support for a four-year business major and the implementation of the four-year business major. Below we have briefly summarized our understanding CAP’s comments (in bold), followed by the actual CAP comment (in italics), and subsequently, our response (in regular font).

The Committee on Academic Personnel considered the proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business.

Concern 1: School of Business resources needed to support a four-year business major.
CAP expressed the need for increased faculty and academic advising support.

Overall CAP found the rationale for establishing a 4-year major in the School of Business to be compelling. It is clear the School of Business will need additional resources to implement the 4-year program. It is stated that the School of Business intends to grow from 32 full-time faculty to 50 full-time faculty to teach the required courses. The advising staff will also grow to deal with the increased load.

Response: We thank the committee for this observation and support of the need for the School of Business growth. As the curriculum and coursework for the first two-years of the proposed four-year major would remain the same, there would be no need for growth in faculty. However, we have been growing our faculty in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program. Additionally, our professional masters programs have been successful and more faculty are needed to support the growth and demand for these programs. Our faculty currently consists of 41 full-time faculty members. With regard to the academic advising staff, we will aim to maintain National Academic Advising Association (NACADA) standards. As presented in our proposal, we would aim to have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400.

Concern 2: Implementation of the four-year business major proposal. CAP highlighted the complexity of the transition to the four-year business major and suggested consideration of the launch date.

However, the proposal does not provide sufficient details to assess the readiness of the School of Business to launch the program. It is not clear if there is a plan to gradually grow the size of the program as more full-time faculty are recruited or whether there is a transition period during which the School of Business will continue to rely on CHASS and others to offer the required courses. While the committee is supportive of the end goals of the proposal, it suggests that the launch date for this program be carefully considered to ensure a smooth transition for the initial cohort of students joining this program.
Response: We appreciate the detailed questions regarding the transition to the four-year major. The University is expected to see increasing numbers of student enrollment; we expect the School of Business to grow in relation to the student growth at the University level. Following current policy, student enrollment targets will be closely discussed amongst the leadership teams and the admissions office. For the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students to ensure the successful transition of these students. Although coursework will not be different, other practices will be, such as the advising of these students, which would now be through School of Business rather than CHASS. The School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs.

Although we expect these processes to increase retention rate of students in the business major, we recognize that some students will need to transition from one school to another. Currently, most pre-business students who do not make it into the major transition to CHASS majors (e.g., economics and administrative studies). Under the four-year structure, the opportunities for major change remain the same, given students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Further, early discussions have been made between CHASS advising and Business advising as to how advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the UG Business Program Office and the transition advisor in CHASS.

Lastly, we appreciate that the launch date should be made with careful consideration of the transition process. If the proposal is approved, School of Business leadership will establish a four-year business major transition work group involving members from the Business, CHASS, Office of Admissions, and Institutional Research to oversee the smooth transition. One of the tasks of this group will be to work with leadership to determine the revised launch date of the program since the original implementation date stated in the proposal has since passed.

We thank the Committee on Academic Personnel for their support of the end goals of the four-year business major proposal. We appreciate the opportunity to further detail faculty and staff support for the four-year major as well as the four-year business program implementation.
Dear Chair Rodriguez:

We have received the response from the Committee on Educational Policy (CEP) regarding the School of Business’s proposal for a four-year business major. CEP is supportive of the four-year business major, but noted several points for further consideration. In this response, we address CEP’s comments. Their comments primarily concern the potential loss of students in Economics, faculty sufficiency, and curriculum. In the pages that follow, we have briefly summarized our understanding CEP’s comments (in bold), followed by the actual CEP comment (in italics), and subsequently, our response (in regular font).

Best regards,

Elaine Wong
Associate Dean of the Undergraduate Business Program
Associate Professor of Management
School of Business
School of Business Response to Committee on Educational Policy Comments
March 13, 2019

We appreciate the Committee on Educational Policy’s (CEP) support for the four-year business major as well as the committee members’ thoughtful points for consideration. In this response, we address CEP’s comments. CEP’s comments primarily concern the potential loss of students in Economics, faculty sufficiency, and curriculum. Below we have briefly summarized our understanding CEP’s concerns (in bold), followed by the actual CEP concern (in italics), and subsequently, our response (in regular font).

The Committee on Educational Policy (CEP) reviewed the proposal to transfer the Pre-Business program from the College of Humanities, Arts and Social Sciences (CHASS) to the School of Business (BUSINESS) to establish a 4-year undergraduate major in the School at their January 11, 2019 meeting. The Committee voted to support that the proposal has merit with 4 members voting to support the motion, 3 voting against the motion and 2 members abstaining from the vote. However, the Committee did have a robust conversation noting both concerns and strengths of the proposal.

Concern 1: CEP expressed concerns that Economics may lose students with the four-year business major.

Members did note concern for the department of Economics as they will lose students.

Response: The University is expected to see increasing numbers of student enrollment; we expect the School of Business to grow in relation to the student growth at the University level. Following current policy, student enrollment targets will be closely discussed amongst the leadership teams and the admissions office. For the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students to ensure the successful transition of these students. Thus, as the most common alternative major to business is economics and administrative studies, by admitting a smaller cohort of students in business, the economics department may see their numbers increase.

Concern 2: CEP is concerned about faculty sufficiency.

Members also expressed doubt that BUSINESS has sufficient faculty to instruct the projected increased number of students in the program.

Response: We thank the committee for this observation and their support of the need for the School of Business growth. As the curriculum and coursework for the first two-years of the
proposed four-year major would remain the same, there would be no need for growth in faculty. However, we have been growing our faculty in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program. Additionally, our professional masters programs have been successful and more faculty are needed to support the growth and demand for these programs. Our faculty currently consists of 41 full-time faculty members.

**Concern 3: CEP is concerned that the four-year major would not have any change in the first two years of course curriculum, may impact learning outcomes on diversity and globalization and that other business courses should be offered instead of continuing with a mostly CHASS curriculum.**

*Members discussed the program’s curriculum and noted concern that the proposal did not include any changes to the curriculum for the first two years of the program. Concern was also noted that the proposed change could impact students’ learning outcomes under the context of diversity and globalization, if the students lose the opportunity to learn the courses under the current curriculum. Although, members recommended that BUSINESS consider offering more courses during the first two years of the program instead of continuing with a mostly CHASS curriculum. Members also noted concern that existing infrastructure in BUSINESS would be able to serve the 4-year program with advising and course offerings.*

**Response:** The committee noted that we did not propose any curriculum changes to the first two years of the proposed four-year major. Business currently follows the same breadth requirements as CHASS and the proposal maintains the same breadth requirements and foundational coursework. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields. In our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. By following CHASS breadth requirements, our students have and will continue to have a strong interdisciplinary background. For instance, other comparison schools do not require a full year of foreign language, which our students must complete. Having this background in our global marketplace may advantage our students over our competitors’ graduates.

The committee also voiced concern over how the four-year business major might impact the learning outcome of diversity and globalization. One of the ways in which students can meet this learning outcome is through internships. Through the four-year business major, students will be exposed to the importance of internships as soon as their freshman and sophomore years and will be encouraged to engage in undergraduate business programs that support their professional development. Additionally, a recent change in the undergraduate business program is that students are now being advised to complete their intended concentration course by the end of their sophomore year (i.e., termed floating core since the specific quarter in which they take this “floats” and the core is dependent on their intended concentration). For example, students who are interested in marketing should take the core marketing course by the end of their sophomore year. This change will allow them to have necessary foundational knowledge needed for internships earlier in their academic careers.
A second way in which students can meet this learning outcome is by studying abroad. Currently, most students study abroad in their junior or beginning of their senior year. Although Business already has a high participation rate in study abroad, one obstacle to even higher numbers is that when students enter the major, they often find themselves in a rush to take the core concentration courses. Now that we are promoting completing one of these before the end of their sophomore year, they will have more flexibility in their schedule, which could better support study abroad. A four-year major can also help this objective by having long-term advisors who work with the students from day one. In this case, students interested in studying abroad can work with their advisors early on to plan for study abroad.

A third CEP concern with the curriculum is that perhaps business should offer more courses in the first two years rather than following CHASS. We appreciate this point and indeed it is one that our undergraduate program committee has considered. Again, in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. Additionally, with the change to a floating core, business majors will be taking more business courses earlier in their academic career.

Lastly, CEP expressed concern over the School of Business’s need to support the larger program both in terms of advising and course offerings. With regard to the academic advising staff, we will aim to maintain National Academic Advising Association (NACADA) standards. As presented in our proposal, we would aim to have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400. For course offerings, we utilize software as well as survey students yearly in order to predict course interest and course enrollment in our core and concentration courses, so if more sections of courses are needed, we will work to meet student needs. For instance, for the upcoming academic year, we used this data and determined the need to offer more core business courses.

We thank the Committee on Educational Policy for their support of the four-year business major proposal. We appreciate the opportunity to further detail faculty and staff support for the four-year major as well as the four-year business program curriculum.
TO: Dylan Rodriguez, Chair
Riverside Division

FR: Elaine Wong, Associate Dean of the Undergraduate Business Program
School of Business

RE: Response to CHASS Executive Committee’s ad hoc committee regarding concerns with the School of Business four-year business major proposal

Date: March 13, 2019

Dear Chair Rodriguez:

We have received the report generated by the ad hoc committee appointed by the CHASS Executive Committee (EC) regarding the School of Business’s proposal for a four-year business major. In this response, we address the CHASS EC ad hoc committee’s concerns. Their two primary concerns are the re-structure of the business major and potential drawbacks for students in a four-year business major program. These concerns are very thoughtfully detailed, so we have further broken them down into a total of eight issues. On the pages that follow, we first provide an executive summary (pages 2-4), and second, our full response (pages 5-30).

Best regards,

Elaine Wong
Associate Dean of the Undergraduate Business Program
Associate Professor of Management
School of Business
Executive Summary
School of Business Response to CHASS ad hoc committee Concerns
March 13, 2019

The School of Business (Business) has proposed a four-year business major, which will allow students to apply for direct admission into the business major as freshmen. Business received feedback from an ad hoc committee appointed by the CHASS Executive Committee (EC) and we are grateful for the opportunity to provide a response. Below we have briefly summarized our understanding of the CHASS ad hoc committee’s concerns (in bold) and our response (in regular font). The full response to the CHASS ad hoc committee follows this summary (pages 5-30).

The CHASS ad hoc committee’s comments and our response should be read within the context of issues with the current program structure and our goal of improving students’ success and experience. As currently structured, students wishing to major in business complete their pre-requisites and breadth requirements as Pre-Business (PRBS) students in CHASS typically in their freshman and sophomore years, and apply to the Business Administration Major (BSAD) typically by their junior year. Although this structure succeeds in some aspects, for example, by providing students with a broad liberal arts education, it also creates significant challenges. Surveys of current business students report a lack of support and community, and half of PRBS students fail to successfully become eligible for the business major. Additionally, current business students assert that a four-year business major would aid their experience with academic advising, exposure and access to internships, industry and peer network development, and ultimately improve their undergraduate experience. Thus, the goals of the proposal are to maintain the educational strengths of the current program, while also increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, fostering a sense of community that enhances overall learning experiences, and clarifying accountability and responsibility for the program’s development and management.

Concern 1: Method of restructuring the Undergraduate Business Program. An external review team recommended restructuring the business major. CHASS suggests that the four-year business major may not be the best option among the suggested alternatives. Other options listed by the external review should be considered, in particular, Options 2 and 4.

- Option 2 suggests that the current structure is maintained, while Business takes over the advising of students in the pre-business program that is housed in CHASS. We do not believe that this option is in the best interest of students because students are best served when advisors are all housed in the same college that owns and manages the program. More to the point, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. Additionally, the current structure of advising at UCR requires that advising be done by the college in which the major is housed. Even if this could be changed, it would give rise to issues in the personnel management process (e.g., reporting relationships).

- Option 4 suggests pursuing a hybrid approach in which honor or top students would be directly admitted into a four-year business major, whereas other students will remain in the current structure (i.e., pre-business in CHASS and applying to the business major by the end of the sophomore year). We do appreciate the recognition by the CHASS ad hoc committee that a four-year business major would be good for some students; we argue that it would be good for all students who wish to major in business. We are also concerned that implementing this dual stream into the business major might promote a sense of elitism among students who were admitted for four years and a sense of inequality.
and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

- Option 3 suggests converting the business major (currently an upper division two-year major) into a four-year major with direct admission, and was selected because it is in the best interest of all students who wish to major in business. A four-year major will improve the overall students’ experience in critical areas such as admission, curriculum, and professional development. In particular, as we explained in the proposal, we maintain that offering a four-year business major would enhance the program quality, foster a greater sense of community, enable us to better recruit, engage, mentor, and 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 the internal retention rate and on-time graduation. Also, the proposal is in line with the current industry norms in business education.

Concern 2: Liberal arts education of a large number of UCR undergraduates. Given that currently approximately 50% of Pre-Business students do not become eligible to be admitted into the business major, CHASS is concerned about how, in a four-year major, we would handle students who are struggling in the major.

- First, a smaller cohort would be initially admitted into the four-year business major to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major. Direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program.

- Second, the School of Business advising team is developing strategies to maintain graduation rates and increase retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promote more proactive rather than reactive advising strategies, and have a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs.

- Third, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS.

Concern 3: Alternative majors for students who are not successful in the business major. CHASS is concerned about the advising and coursework for transition if a student were to be unsuccessful in the business major.

- As the business major curriculum (including breadth courses) will not change, students will have the same alternative major options that currently exist for students who do not transition to the business major, with the most popular alternative majors being economics and administrative studies and media and cultural studies. Moreover, they will not have taken unusable credits, since many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS).

Concern 4: CHASS is concerned that students are not best served with a four-year business major structure.

- As articulated in our response to Concern 1, option 3, a four-year business major is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development (see original proposal, and pages 7-9 of the full
response). Additionally, in our Winter 2019 survey, current business majors (n=825) noted a four-year major would expose them earlier on to internships, help establish vital connections with industry professionals and faculty in their discipline, and provide improved advising that comes with getting to know one’s students (Figure 4 in the full response). In total, 68% of respondents reported that four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

Concern 5: Professionalization of lower-division education. CHASS expressed concern over potential overlap of the Business Minor with other majors and the possibility of professionalizing breadth requirements.
- The Business Minor was revised in 2018 in response to department chairs across campus who requested that Business create tracks or functional minors for their majors. This request was because their students found the general minor was difficult to achieve (given the high unit requirement) and less interesting because the students desired a business specialization to complement their majors. To this end, after examination by our undergraduate program committee of top tier business programs’ minors, we decreased the number of courses for the minor and offered functional minors that mirror the seven business areas of concentration in the business major.
- The CHASS ad hoc committee also expressed concern about potential professionalization of breadth requirements. As previously noted, the proposal is clear that we will continue to follow CHASS breadth requirements and have our students educated by our colleagues in CHASS, CNAS and Bourns in these important foundational courses.

Concern 6: Professionalization of undergraduate education. CHASS is concerned that with the growth of the business program, there would be duplication of courses and increased professionalization of undergraduate education.
- We are unclear as to why this perception that Business would want to duplicate other departments’ coursework has arisen. To the contrary, Business has worked with other departments, such as Economics, to ensure that no duplication occurs.

Concern 7: Administrative Studies Program. CHASS is concerned that the School of Business wants to house this major.
- Business does not wish to house the Administrative Studies Program, and supports the movement of the Administrative Studies Program catalog description to CHASS. We further note that these majors would be a good alternative for those who decide to transfer to CHASS or who do not make it into the four-year program after their first two years.

Concern 8: Business should focus on national comparisons. CHASS is concerned that Business should study higher-ranked programs and recognize the interdisciplinary nature of these undergraduate business programs.
- We have benchmarked our program at both the national (see original proposal as well as Table 1 in the full response) and local levels (see response to Special Review Committee report as well as Table 2 in the full response). As both Tables indicate, at both the national and local levels, four-year business programs are the norm. We have also conducted curriculum reviews, benchmarking against top-ranked undergraduate business programs, and found that we compare favorably especially along the dimension of providing a strong interdisciplinary foundation, which is why we will seek no curriculum changes to our degree and continue to follow the CHASS breadth requirements.

We thank the CHASS ad hoc committee for their time and thoughtful detailing of their concerns. CHASS and the School of Business share the common goal of ensuring student success. In this response, we have clarified and illustrated how a four-year business program is in the best interest of students interested in pursuing business.
In this response, we address the CHASS EC ad hoc committee’s concerns. Their two primary concerns are the re-structure of the business major and potential drawbacks for students in a four-year business major program. These concerns are very thoughtfully detailed, so we have further broken them down into a total of eight issues. We structure the response such that we summarize our understanding of the CHASS EC ad hoc committee concerns (in bold), followed by the actual CHASS EC ad hoc committee concern (in italics), and subsequently, our response (in regular font).

The CHASS ad hoc committee’s comments and our response should be read within the context of issues with the current program structure and goal to improve students’ success and experience. As currently structured, students wishing to major in business complete their pre-requisites and breadth requirements as Pre-Business (PRBS) students in CHASS typically in their freshman and sophomore years and apply to the Business Administration Major (BSAD) typically by their junior year. Although this structure succeeds in some aspects, for example, by providing students with a broad liberal arts education, it also creates significant challenges. Surveys of current business students report a lack of support and community, and half of PRBS students fail to successfully become eligible for the business major. Additionally, current business students assert that a four-year business major would aid their experience with academic advising, exposure and access to internships, industry and peer network development, and ultimately improve their undergraduate experience. Thus, the goals of the proposal are to maintain the educational strengths of the current program, while also increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, fostering a sense of community that enhances overall learning experiences, and clarifying accountability and responsibility for the program’s development and management. As the ad hoc committee’s comments made clear, CHASS and the School of Business share the common goal of ensuring student success. In this response, we hope to clarify some misconceptions and illustrate that a four-year business program is in the best interest of students interested in pursuing business.

After long and serious discussion of SoBA’s proposal for a four-year undergraduate major in Business Administration, the ad hoc committee appointed by the CHASS Executive Committee wishes to emphasize the paramount importance of the educational welfare of all students at UCR, regardless of college or major. The following points reflect that concern.

The Proposal
Many of the arguments and aspirations in SoBA’s proposal for a four-year BSAD undergraduate major are laudable. SoBA argues that a four-year program would foster a greater sense of community among business students, and that advisors in a four-year Business major would be able to direct first- and second-year students to activities and programs in SoBA (Business learning communities, peer mentoring, mock interview workshops, job shadowing, etc.), to help them find internships earlier in the program, and encourage students to plan study abroad sooner. However, we have serious concerns
about the proposal. First, it is not clear that moving to a four-year Business major housed in SoBA is the only or the best way to achieve these goals. Second, we see serious drawbacks for many students who would be in the program.

Concern 1: Method of restructuring the Undergraduate Business Program. An external review team recommended restructuring the business major. CHASS suggests that the four-year business major may not be the best option among the suggested alternatives. Other options listed by the external review should be considered, in particular, Options 2 and 4.

Options Listed by the External Review
First, we note that the SoBA proposal of February 17, 2017 cites the External Review of SoBA from 2014, which identified four possible models for restructuring the undergraduate program going forward: 1) maintain the status quo; 2) take over the advising of Pre-Business students during their first two years; 3) directly admit freshmen into the Business School; and 4) pursue a hybrid approach that, e.g., could admit the best students into a SoBA Honors program. We find it notable that the External Review does not take a position on which of the four options is best. We agree that option 1 is not desirable, but as far as we can see, options 2 and 4 could achieve the same aims as option 3. For example, dedicated Pre-Business advisors in CHASS coordinating with BSAD advisors could give first- and second-year Pre-Business students the same advising and steer them to all the opportunities that are described in the SoBA proposal. In fact, many such benefits are already available to the Pre-Business students in CHASS, where the pre-existing organizational infrastructure for instruction, advising, learning communities, and connections with other campus resources can be more easily and more economically modified and expanded than for SoBA to expend valuable resources to develop its own program anew. Furthermore, a hybrid model would better use the established strengths of the university by ensuring that Pre-Business students receive the most qualified skills of advising in CHASS and SoBA and helping the latter to develop a premier undergraduate BSAD program.

Response: We appreciate this reference to the external review. We carefully considered all options before submitting our initial proposal and concluded that the external review committee’s recommendation that we directly admit freshmen into the School of Business would provide the best learning environment for our students. Here, we briefly summarize our logic for why we did not consider Options 2 and 4 to be sufficient, and then discuss how Option 3 will enhance students’ educational welfare.

One suggestion by the external review team was to maintain the current structure of the program, but for the School of Business to take over advising of students in the pre-business program that is housed in CHASS (Option 2). Although this option could indeed improve some student outcomes, particularly in terms of helping students to navigate their degree from the outset, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. These
fundamental issues are in addition to logistical concerns, such as whether and how it would be possible for advisors from one college to advise students housed in a different college, because current UCR policy is that advising must be done by the college in which the major is housed. Even if this policy could be changed, personnel management would be complex; for instance, to whom would these advisors report and how would their evaluations be conducted? In short, tailoring advising for our students is a necessary, but not sufficient, step in improving student outcomes, and thus Option 2 falls short in achieving the goals of the current undergraduate business program.

The external review committee also offered a hybrid approach, in which honor or top students would be admitted directly into a four-year honors business major, whereas other students will remain in the current structure (i.e., pre-business in CHASS and applying to the business major by their junior year, Option 4). We considered this possibility to be an inferior option for both philosophical and practical reasons. Philosophically, we are concerned that adopting such a structure would run counter to our values of inclusivity and community. Creating one group of students who are connected with the school since matriculation and a second group that joins them midway through the program is antithetical to our mission and could foster the unintended consequence of elitism among students who were admitted for four years and a sense of inequality and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

In contrast to the options discussed above, converting the business major (currently an upper division 2-year major) into a 4-year major with direct admission comprehensively addresses the issues created by the current program structure, and is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development.

First, with regard to admission, students interested in business want to be directly admitted or receive some assurance that they will be in the School of Business. We arrive at this conclusion based on a large-scale brand assessment project (managed by SimpsonScarborough and MindPower) conducted by the School of Business in 2015/16. Both qualitative (e.g., focus groups) and quantitative data (online and phone surveys) were collected. Among the groups that were surveyed were School of Business current business administration (BSAD) majors, pre-business (PRBS) students, business students at competitive schools, 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 School of Business 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 admission to the business major would encourage more high school students to apply to the business major at UCR. Joining a department at the start will attract more high-quality students, which in turn will positively influence students’ engagement in business student organizations, and ultimately
develop students’ sense of community and belonging as well as their networks early in their academic career at UCR.

Second, in our curriculum and programming we are inspired by our peer and top-ranked institutions. At the time the proposal was written the UCR School of Business undergraduate business program was ranked #80 (in 2016). Sixty-three of the 79 undergraduate business programs ranked above were “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 (Table 1). Twelve other undergraduate business programs were also ranked #80 and all were four-year business programs. A more recent examination of the local market in 2018 (Table 2) revealed that primary competitors to our four-year program are all direct admit, four-year programs, and aspirant schools that have traditionally had two-year programs are making similar transitions to a four-year major. For example, Ohio State recently made this transition and has reported improvement in their internal retention rate by 10% in year 2 and 19% in year 3, and an increase in the quality of their incoming business major class ACT scores from 27.7 in 2011 to 29 in 2017 as a result. In short, a four-year program is the norm for students pursuing an undergraduate business degree.

Our data analysis also suggests that transition to a four-year major would result in significant improvement in the internal retention rate. Although our initial proposal estimated an increase from 50% to 55%, revisions to the GPA for continuation in the major (see Appendix A for this Addendum) and developments in admissions and advising have resulted in more recent estimates of 75% retention under the new program structure. In part, this will occur through longer-term academic advising, in which students will work with their advisors over a period of four years. The School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs (for more details, see response to Concern 2 below). Ultimately, by streamlining processes and engaging in more proactive and holistic advising, we will be able to achieve higher retention rates than what might be expected under other structures.

Lastly, we seek the four-year major in order to promote the success of our students once they graduate from UCR. We are proud of our School’s 95% graduation rate. However, we must seriously consider other markers of success, which for our students, who seek professional degrees, is job placement after graduation. 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). This is not surprising given that only 36% of current business students report participating in an internship (Fall 2017 School of Business Survey of students in core courses, n=911). A growing body of research indicates that beyond coursework, college reputation and GPA, the most important factors influencing hiring decisions involve the application of course concepts through internships and paid and unpaid jobs (Figure 2). Thus, a four-year major would benefit our

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students in the following ways. First, employers want to directly recruit from business. A four-year program provides employers more direct accessibility to students as early as their freshman and sophomore years. As such, a four-year major may help to attract a larger pool of employers, who are interested in established partnerships with our School and the UCR Career Center. Second, a four-year major would allow earlier communication with students about the importance of taking part in an internship. In a Winter 2019 survey of over 800 current business majors, they note that although they have received adequate guidance on pre-business coursework from their pre-business academic advisors, they are not learning about the importance of internships from their pre-business academic advisors (Figure 3). This is concerning as students should take part in internships during the summer of their sophomore and junior year and again between their junior and senior year. As internships are frequently identified and arranged during fall of the sophomore year while students are still pre-business, by not learning the importance of internships early on, our Business students are at a disadvantage for obtaining permanent positions by graduation. Industry practice is that a majority of companies use their internship pools to identify potential permanent employees. Thus, in the same survey, current business majors also recognize that with a four-year major they would be exposed earlier on to internships, establish vital connections with industry professionals, and receive improved advising that comes with getting to know one’s students (Figure 4). In total, 68% of respondents reported that four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

Concern 2: Liberal arts education of a large number of UCR undergraduates. Given that currently approximately 50% of Pre-Business students do not become eligible to be admitted into the business major, CHASS is concerned about how, in a four-year major, we would handle students who are struggling in the major.

Academic Principles and the Welfare of UCR Students
Second, we are concerned about the likely impact of option 3 on the liberal arts education of a large number of UCR undergraduates. Under the current system, there are approximately 1200 UCR students in Pre-Business, and approximately 50% are accepted as Business majors. In this respect, the current Pre-Business program serves as a de facto filter for the major. The SoBA proposal projects that its proposed major would raise the percentage who advance from second to third year slightly, to 55%. The new major would therefore not do away with the fact that hundreds of students who initially aspire to become Business majors would need to find a new course of study every year. Almost half of the students in the first two years of the proposed four-year Business major, even if they were more selectively admitted as freshmen, would still leave the major and therefore need advising to move to a workable alternative.

In the proposed four-year Business major, what would happen to the first- and second-year students who did not advance to the third year and had to find a new major? What would be the effect on their progress toward graduation, and UCR’s much-lauded progress in raising graduation rates? Redirecting a student who originally is highly invested in the BSAD major adds time and ultimately requires more resources to
graduate the student and may result in lowering graduation rates. There are currently over a thousand lower-division students in CHASS whose Pre-Business program gives them full access to the breadth of options should they change their major. Pre-Business students housed in CHASS are in contact with CHASS advisors who are knowledgeable about the range of studies they might undertake. Entering students are keen to enter the BSAD major as juniors, but while they are lower-division students they have the opportunity to become familiar with available alternatives if their plans were to change.

Response: We agree with the CHASS ad hoc committee that the current ineligibility of approximately 50% of PRBS students is concerning. As such, one of our key areas of focus in designing a four-year major is decreasing this number. We argued in the proposal that a four-year program is the best way to do this because we can control admissions, provide long-term advising, and most importantly, ensure that course demands are clearly communicated among providing departments. Again, transitioning from a two- to four-year program has benefited other business programs, such as Ohio State, which reports improvement in their internal retention rate by 10% in year 2 and 19% in year 3, and an increase in the quality of their incoming business major class ACT scores from 27.7 in 2011 to 29 in 2017 as a result.

With regard to admission, for the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students per year, to ensure the successful transition of these students. Additionally, each year Academic Index Scores are set and the first tier for business would be at 4100, the second tier would be 3900 and the waitlist cutoff would be 3700. These cutoffs are consistent with current Pre-Business AIS scores as currently set by CHASS (e.g., 2018- Pre-Business first tier AIS was 4100; 2019- Pre-Business first tier AIS was 4200). As shown in the proposal, these target AIS scores are based off past data that show higher probability of transition from PRBS to BSAD by the winter of the third year once AIS scores are above 3700 (Figure 5). Moreover, to be successful in business, students need to have strong quantitative backgrounds, thus we have met with admissions to discuss the possibility of reviewing Math SAT or AP scores as an admission requirement, as other departments/colleges do at UCR. By being more holistic in the admission process, as well as attracting students who have a clearer sense of their academic goals, we are more likely to attract higher quality students and retain a higher percentage of students.

Key to students’ academic success in college is proactive advising. As such, the School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs. We detail these initial policies below:

1. Milestones and benchmarks: In the four-year business major proposal, we detailed specific milestones and benchmarks for year 1 and year 2 (Appendix A). These pertain to the completion of pre-requisite courses for the major.
2. Proactive advising: With the power of technological advances that allow us to better study and understand student persistence, academic advising has shifted to more proactive rather than reactive advising. First, we will train advisors on how to advise
students holistically. When working with our students it is important to not only focus on building a schedule of courses here at UCR, but also to understand the students’ academic goals and responsibilities beyond the classroom that can affect their academic success such as extra-curricular activities, familial responsibilities, and work responsibilities, etc. Beyond this more holistic advising, we will also engage in proactive student monitoring and support through various workshops. We detail anticipated School of Business workshops for all students in the appendix, with an emphasis on the first two years as this is the set of students that would be new to advising from the School of Business (See Appendix B for a sample of advising workshops).

Despite these efforts, there will inevitably be some students who need to transition from one school to another. Currently, most PRBS who do not make it into the major transition to CHASS majors, with the majority going to economics, media and cultural studies, and political science. Under the four-year structure, the opportunities for major change remain the same, given students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Further, early discussions have been made between CHASS advising and Business advising as to how advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS.

**Concern 3: Alternative majors for students who are not successful in the business major.** CHASS is concerned about the advising and coursework for transition if a student were to be unsuccessful in the business major.

*The proposed four-year BSAD major would create a concentrated professional major in which freshmen and sophomores were advised throughout by advisors dedicated to that professional track, even though close to half those students leave the major. Those advisors would not provide comparable guidance and encouragement to the population of students who we know is likely to change majors – a population in fact likely to become CHASS majors. Just as important, the students who did not advance to the third year of the major would be forced to enter a new College without any substantial contact with CHASS advisors or the knowledge of alternative majors such contact would give them. How many of these students would not be in a position to transfer to any major (e.g., because they had not satisfied that major’s lower division requirements) and would be forced to withdraw from UCR? And a student who is dismissed or discontinued from SoBA (or any other UCR school) must get into good standing through UCR Extension or a UC Summer Session before being readmitted into CHASS. This could mean at least a year of concurrent coursework and causes quite a disruption to the student financially and delays time toward graduation. Even a more highly qualified student in the proposed four-year major would be likely to encounter registration barriers and other challenges upon leaving Business as an advanced freshman or sophomore. Without guidance about actively maintaining options for alternative majors, their prospects at UCR would be diminished. What burdens would be imposed on CHASS advisors and resources by the large number of students leaving SoBA? Would a reduction of the number of CHASS advisors, a likely result of the*
Business proposal, serve those students? A buildup in SoBA advising would reduce CHASS staffing for advising, where the student-to-advisor ratio is already much too low.2

Response: Through proactive and holistic advising, as well as changes to the admission procedures, Business expects to have a higher retention of freshman students to their third year (75% based on communication amongst leadership). However, research has found that across large institutions nationwide, nearly 50% of recent graduates have changed their major at least one time.2 Thus, our advisors would be trained to know possible alternative options, and begin discussion on alternative majors and plans.

Regarding the concern about transitions to other majors, as the CHASS ad hoc committee notes, most students who do not transition to the business administration major currently tend to enter CHASS majors, with the most popular majors being economics and the administrative studies and media and cultural studies majors. As our curriculum will not change, students will have the same alternative major options that currently exist for students who do not transition to the business major. Moreover, they will not have taken unusable credits, because many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS; see Appendix C). As such, students who are in good academic standing (GPA above 2.0) will continue to have the same ability to transfer into alternative majors. The concerns that the CHASS ad hoc committee notes about disqualification only occur if the GPA is below 2.0, and in that case, the student would need to get back into good academic standing regardless of their major (business or otherwise) in order to be readmitted to UCR. As the CHASS ad hoc committee notes, working with disqualified students is an issue for every college and school at UCR.

Lastly, the CHASS ad hoc committee expressed concerns about potential burdens placed on advising if business administration were to become a four-year major. CHASS is correct that if pre-business were to move to the School of Business, the School of Business (not Central Campus) would increase their advising support as we seek to maintain National Academic Advising Association (NACADA) standards. The current burden of advising pre-business majors would be reduced, allowing an improvement in the student-to-advisor ratio in CHASS.

Concern 4: CHASS is concerned that students are not best served with a four-year business major structure.

The Provost has made it clear that program changes “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…” (Letter of June 22, 2018). Here is a way to look at the current issue. Under both the current configuration (a two-year Pre-Business plus third- and fourth-year Business major) and the proposed four-year Business major, the first two years are likely to serve as a de facto filter. Under

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which system are the students best served? In our judgment, it is not by the proposed four-year Business major.

Indeed, timely guidance provided by CHASS advisors in the current arrangement increases the likelihood of higher retention at the university, whether they are accepted into the BSAD major or end up in another major. It also contributes to students’ satisfaction with their experience on campus, their success after graduation and, in the long run impacts alumni support.

Response: We respectfully disagree with the CHASS ad hoc committee opinion that students are not best served by the four-year major structure. As articulated in our response to Concern 1, option 3, a four-year business major is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development (see original proposal and detailed response in Concern 1, option 3).

Further, in our Winter 2019 survey, current business majors (n=822) shared that they are satisfied with CHASS advising, but are not receiving the professional support and contact that they need (Figure 3). Specifically, beyond graduation rates (95%), given that our students earn a professional degree, we are also concerned with their job placement. Currently only about 48% of students have permanent positions within six months of graduation (Figure 1); only 36% have taken part in an internship and students need not just one but two internships to have a permanent job at graduation. Students note that in pre-business they are not learning about the importance of internships from their advisors; they also recognize that with a four-year major they would be exposed earlier on to internships, vital connections to industry professionals, faculty in their discipline, and improved advising that comes with getting to know one’s students (Figure 4). In total, 68% of respondents reported that four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral, n=825).

Concern 5: Professionalization of lower-division education. CHASS expressed concern over potential overlap with other majors and the possibility of professionalizing breadth requirements.

The Questionable Professionalization of Lower-Division Education

Although SoBA’s proposal indicates that breadth requirements will not change with the four-year plan, we note that in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156). These minors mirror many of the nine tracks of Administrative Studies, thereby creating some redundancy. Does this mean that in a future program review SoBA will recommend phasing out Administrative Studies, which is housed in CHASS? Does this suggest that in the future SoBA will propose that its students’ breadth requirements be satisfied by taking courses offered mainly by SoBA? A professionalization of breadth offerings would run counter to the liberal arts tradition that informs UCR’s lower-division breadth requirements.

Response: The Business Minor was revised in 2018 in response to department chairs across campus who requested that Business create tracks or functional minors for their majors. This request was because their students found the general minor was difficult to achieve (given the
high unit requirement) and less interesting because the students desired a business specialization to complement their majors. This converged with our faculty members’ observations of students staying past graduation to complete the minor. When talking with these students we learned that many wanted to supplement their major with demonstrable business skills. For example, one faculty member shared that she had multiple biology majors in her summer session class and these students shared that they were finishing up their minors so that they could move into pharmaceutical sales. In this case, a marketing minor would have suited them better than the general business minor. To this end, after examination by our undergraduate program committee of top-tier undergraduate business programs’ minors, we decreased the number of courses for the minor and offered functional minors that mirror the seven business areas of concentration in the business major.

Regarding Administrative Studies, Business recognizes that this set of majors is attractive to a set of CHASS students and, contrary to the CHASS ad hoc committee’s concerns, has no intention of recommending phasing out Administrative Studies. Moreover, the changes to the business minors were not an attempt to duplicate any of the administrative studies majors, which are grounded in other disciplines (e.g., anthropology, political science, sociology, history, and economics) and require a fewer and more specific upper division business courses.

The CHASS ad hoc committee also expressed concern about potential professionalization of breadth requirements. As previously noted, the proposal is clear that we do not propose any curriculum changes. Business currently follows the same breadth requirements as CHASS and the proposal maintains the same breadth requirements. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields, and Business faculty are not experts in these areas. We will continue to have our students educated by our colleagues across campus in these important foundational courses.

**Concern 6: Professionalization of undergraduate education. CHASS is concerned that with the growth of the business program, that there would be duplication of courses and increased professionalization of undergraduate education.**

An ambitious expansion of SoBA’s undergraduate program should not be viewed as a zero-sum game. The June 22, 2018 letter from Provost Larive to Deans Peña and Wang states that program changes would be revenue neutral and that CHASS would be “held harmless.” However, the Provost also says in that letter, as we have noted, that any such change “should be driven by firm academic principles.” We are skeptical that the expansion would take place without creating inefficient and questionable duplication of courses (e.g. Business versions of basic Economics offerings) and an ever-stronger tendency to professionalize undergraduate education.

**Response:** We are unclear as to why this perception that Business would want to duplicate other departments’ coursework has arisen. To the contrary, Business has worked with other departments to ensure no duplication occurs. For example, ECON 102 (intermediate microeconomics) was deleted by the economics faculty in 2016 because an external review showed that some economics students were confused as to which intermediate microeconomics
course they should take (i.e., ECON 102 or ECON 104A) and because economics did not have enough resources to support this course, which is mainly taken by business students. Unfortunately, this course deletion has a negative impact on Business students because microeconomics is preferable to macroeconomics (ECON 103). But even with ECON 103, economics cannot offer enough seats to business students. We recently met with the chair of the economics department to discuss the impact of this course deletion and work to achieve a solution that works for both the economics department and the undergraduate business students. Our partnership on this matter reflects our interest in working with other departments.

**Concern 7: Administrative Studies Program. CHASS is concerned that the School of Business wants to house this major.**

As a case in point, we are concerned about the idea put forward in a recent memo from the SoBA Executive Committee: that the Administrative Studies Program (ASP) in CHASS be transferred to SoBA. Given that Administrative Studies is an interdepartmental program in CHASS involving Art History, Economics, History, Political Science, and Sociology, and that it currently enrolls approximately five hundred students who are majors in those departments, it is difficult to understand SoBA’s suggestion that the AS program would be more appropriately housed in Business. The largest population of AS is in Economics, where the program includes very few Business courses. Similarly, the Art History/Administrative Studies major.

**Response:** The School of Business recently reviewed a memo in which the CHASS EC proposed to move the Administrative Studies Program description to the CHASS section of the course catalog. The School of Business EC did not suggest that this program be housed in Business, but rather that, given the elements of business, CHASS and Business could work together to make a truly interdisciplinary program. However, in light of a subsequent response from the CHASS EC, we recognize that it is difficult to have an interdisciplinary program especially when the division of resources is a concern. Now that we understand the CHASS EC’s perspective on the Administrative Studies Program, Business supports the movement of the Administrative Studies Program description to the CHASS section of the course catalog as these majors would be a good alternative for those who decide to transfer to CHASS and will not delay time to graduation. Our understanding is that the Deans have worked together to make sure that neither CHASS or Business is financially disadvantaged if the business major were to become a four-year program and that the academic considerations can remain the primary focus.

**Concern 8: Business should focus on national comparisons. CHASS is concerned that Business should study higher-ranked programs and recognize the interdisciplinary nature of these undergraduate business programs.**

**The SoBA Ranking in Comparison with Local and National Schools**

Finally, we strongly suggest that SoBA’s aspirations to elevate the standing of its undergraduate program would be better served if it looks beyond other schools in Southern California, most of which are ranked far lower than UCR’s undergraduate BSAD program. The highest ranked programs in the country (see https://www.usnews.com/best-colleges/rankings/business-overall) such as Wharton
School at the University of Pennsylvania, MIT’s Sloan School of Management, and UC Berkeley’s Haas School of Business, all emphasize interdisciplinary, interdepartmental pathways for their undergraduate business students, rather than a program that narrowly focuses on courses and activities offered by the business school itself. Perhaps SoBA’s undergraduate program should consider this approach? A number of recent publications in the business press recommend it.5

Response: We appreciate the CHASS ad hoc committee’s suggestion that we consider how aspirant programs structure their undergraduate majors. In fact, as presented in our original proposal, we indeed conducted comparisons to national and local undergraduate business programs. Nationally, the four-year major structure is predominant among top undergraduate business programs. At the time the proposal was written, the UCR School of Business undergraduate business program was ranked #80 (in 2016). Sixty-three of the 79 undergraduate business programs ranked above were “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 (Table 1). The 12 other undergraduate business programs that were also ranked #80 were all four-year programs.

A more recent examination of the local market in 2018, revealed that primary competitors to our four-year program are all direct admit, four-year programs (Table 2). The local comparison was done at the request of the Special Review Committee, an ad hoc committee appointed by the Academic Senate, in its review of the School of Business four-year business major proposal.

Although we are proposing that the structure of the program be changed from two to four years, no change in curriculum will occur, so our students will continue to have a broad liberal arts foundation. In our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. For instance, other comparison schools do not require a full year of foreign language, which our students must complete. By following CHASS breadth requirements, our students have and will continue to have a strong interdisciplinary background.

Conclusion:
Several committees, departments, and faculty groups have voiced serious concerns about the BSAD proposal. We strongly recommend that SoBA address these concerns before submitting it for the full Senate’s consideration.

We thank the CHASS ad hoc committee for their time and thoughtful detailing of their concerns. CHASS and the School of Business share the common goal of ensuring student success. In this response, we have clarified and illustrated how a four-year business program is in the best interest of students interested in pursuing business.
Table 1

<table>
<thead>
<tr>
<th>Rank</th>
<th>University (Undergraduate Business Program)</th>
<th>3 or 4 Year Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Institute of Technology</td>
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</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>University of Michigan—Ann Arbor</td>
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</tr>
<tr>
<td>5</td>
<td>New York University</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>University of Virginia</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Carnegie Mellon University</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>University of North Carolina—Chapel Hill</td>
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<tr>
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<td>University of Texas—Austin</td>
<td>4</td>
</tr>
<tr>
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<td>Cornell University</td>
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<tr>
<td>11</td>
<td>Indiana University—Bloomington</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>University of Notre Dame</td>
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</tr>
<tr>
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<td>University of Southern California</td>
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</tr>
<tr>
<td>14</td>
<td>Washington University in St. Louis</td>
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<tr>
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<td>Emory University</td>
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</tr>
<tr>
<td>16</td>
<td>Georgetown University</td>
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<tr>
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<td>University of Illinois— Urbana-Champaign</td>
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<tr>
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<td>University of Minnesota—Twin Cities</td>
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<tr>
<td>48</td>
<td>Virginia Tech</td>
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Rankings from the 2016 U.S. News and World Report of Undergraduate Business Programs. Data from 2016 was used because these were the rankings available at the time the proposal was written.
<table>
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<tr>
<th>University</th>
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<th>4-year</th>
<th>2018 ranking</th>
<th>Program Size</th>
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<td>San Diego State University</td>
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<td>Cal State San Bernardino</td>
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<td>Cal State Dominquez Hills</td>
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Rankings from 2018 U.S. News and World Report of Undergraduate Business Programs. Data from 2018 was used because these were the rankings available at the time of the Special Review Committee request for this comparison.
Figure 1: 2017 First Destination Survey of Post-Graduate Status

*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. Employer Perceptions of Key Attributes for Hiring College Graduates

### Figure 3. Winter 2019 Survey of Students on Pre-Business Advising

Students in the business core courses were asked to rate the extent to which they agreed with the statement regarding pre-business advising:

- **Preparation for the BSAD major:** “My pre-business advisor provided correct guidance on coursework needed to prepare me for the business administration major.”
- **Discussion on the importance of internships:** “My pre-business advisor conveyed the importance of an internship for the business administration major,” using the options stated below.

![Bar chart](chart.png)

### Pre-business advising preparation for the BSAD major

<table>
<thead>
<tr>
<th>Sentiment</th>
<th>Internships</th>
<th>Major Prep</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4.87%</td>
<td>26.91%</td>
</tr>
<tr>
<td>Slightly agree</td>
<td>9.98%</td>
<td>33.64%</td>
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<tr>
<td>Neutral</td>
<td>24.83%</td>
<td>32.25%</td>
</tr>
<tr>
<td>Slightly disagree</td>
<td>23.9%</td>
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<tr>
<td>Strongly disagree</td>
<td>20.88%</td>
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*numbers indicate percentages; n=822*
Figure 4. Winter 2019 Survey of Students on Benefits of a Four-Year Major on Networking, Internships, and Academic Advising

Students in the business core courses were asked to rate the extent to which they agreed with the statement pertaining to the benefit of the four-year major to the following areas:

- Networking: “A four-year BSAD major would allow me to develop stronger networks through earlier exposure to my peers and industry professionals.”
- Internships: “A four-year BSAD major would allow me to take part in internships earlier in my academic career.”
- Academic Advising: “A four-year BSAD major would allow for better undergraduate advising.”

*numbers indicate percentages; n=825
Figure 5. Predicted Probability of PRBS to BSAD Transition by Winter of Third Year

*Through subsequent discussions with Institutional Research and the Office of Admissions, Business is likely to use not only AIS scores, but also scores from quantitative courses (e.g., Math SAT or AP scores) to also assess admission, as other colleges at UCR have incorporated into their admissions procedures. Using this more holistic process will allow us to admit students who are more likely to be successful in the major and will increase the retention rate, above that of 50% that is currently reflected with AIS current targets.
Appendix A
Milestones and benchmarks (revised and submitted as an addendum)

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
November 13, 2018

In the Proposal to Convert the Business Administration Major (BSAD) from a 2-year Upper-division Major to a 4-year Major (2/17/17), it was proposed that as part of the minimum progress criteria in year 1 and year 2 that students maintain a 2.5 GPA in the major preparation courses. While this is in line with current Business Administration Major admissions requirements of a 2.5 Major GPA, this proposed minimum progress criteria is not in line with UCR policy, which states that students need to maintain a 2.0 in their major to graduate (Course Catalog 2018, page 59).

In this addendum to the 2/17/17 document, we revise the minimum progress criteria in year 1 and year 2. In revising these criteria, we consulted with the Associate Deans and Directors of Advising from each of UCR’s Schools and Colleges. We also heavily relied on templates set forth by psychology, since, similar to the current business administration major, it is not only one of the largest majors on campus, but also a selecting major. We have included relevant templates for continuation requirements in the Appendix of this document, with highlighted portions illustrating the areas that influenced our revised minimum progress criteria.

Revised Minimum Progress Criteria for Years 1 and 2

We have added the following paragraph to precede the list of major preparation for business, and we have removed the Major GPA and Cumulative GPA criteria as indicated by the strike outs below.

The major preparation requirements listed below must be completed by the end of the sophomore year, with an average grade of “C” or better, with no grade below “C-.” In addition, a student who receives a grade of “D+” or lower in any of the major preparation requirements will have the opportunity to repeat up to two of the courses, and must earn a grade no lower than a C- on the second attempt. If a student’s second attempt grade is a D+ or lower in the repeated course, they will be discontinued. All courses must be taken for a letter grade. Students entering from other majors must complete the major preparation requirements by 90 units. Transfer students entering the major must complete all outstanding major preparation courses within two quarters of their admit term (example: fall admits must complete all course(s) by the end of winter quarter). Students who do not complete the major preparation requirements in this timely fashion and with the minimum grade average of “C” (2.0) or better will not be permitted to continue in the Business Administration major. Students may be discontinued earlier from the
major if they consistently fall below the minimum grade average of “C.” Students must check course descriptions for prerequisite requirements.

- **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
Appendix B
Sampling of School of Business Advising Workshops in a Four-Year Program

Freshman Mandatory Workshops: required attendance during the fall and winter quarters.
- **Fall**: The Fall workshops will focus on teaching students how to understand degree requirements and advising resources: Degree works, breadth requirements, prerequisites for admission to major, begin understanding of the BSAD degree including introduction to concentrations. The goal of the workshops will for students to have a solid understanding of the BSAD degree requirements and create an academic plan for the upcoming winter and spring quarters.
- **Winter or spring** (still working out which quarters will be mandatory): The Winter workshops will begin with a re-cap of the BSAD degree requirements (breadth and major pre-requisites, and floating core). Identifying progress/struggles from the fall quarter. Identify remaining breadth and pre-requisite admission requirements for the upcoming semester. The workshop will identify campus learning resources including faculty and reminders about campus policies (withdrawal, probation, etc). This workshop will also introduce them to balancing their academic schedules with campus involvement, family responsibilities, and work responsibilities. The final goal will be to help students to determine a yearlong academic plan for admission to the major.

Sophomore Mandatory Workshops (required attendance once within their sophomore year): This would be a marvelous joint advising session with the CHASS transition advisor. As our student progress with their degrees, the sophomore slump, is an area that advisors must focus on to support retention with the School of Business and the University as a whole. The goal of this workshop is to help our students to identify their current progress toward their intended degree and re-align to other majors, if not on track with BSAD. if they will be continuing to pursue the BSAD degree, what are the remaining admission requirements, beginning to identify their intended concentrations and identifying the important floating core. Ultimately, helping them understand how to create an academic plan for the remaining 3 years. The conclusion of the workshops will be a discussion on the importance of internships and involvement.

Probation and Subject to Disqualification Workshops (held every quarter): These will be held for students who have been identified on academic probation or subject to disqualification. The goal will be to explain the university policies, identify grades needed to bring GPA’s up. Identify the “why” students often struggle academically, and the support that is available to assist when facing academic struggles.

Transfer Mandatory Workshops
- **Fall and Winter** (offered each quarter in which we except transfers): Transfer Mandatory Workshops will focus on helping our transfers have a smooth transition from their previous institution. The workshops will focus on establishing their 2 year plan for the Business Administration Degree and advising resources. In addition, it will cover key policies such as withdrawal, repetition of courses and academic probation, while these policies exist at other institutions the implementation can be different. The last component of the workshops will focus on how to develop the professional aspect of their resumes from internships, to professional development opportunities, and involvement with Business Organization.
Appendix C

Breadth Requirements for the Business Major*
*Breath requirements will stay the same under the proposed four-year business major

BREADTH REQUIREMENTS FOR THE BUSINESS MAJOR
Requires 180-quarter units minimum to graduate. No more than 6 units of PE activity work for unit requirement. A course is defined to be a block of instruction, which carries 4 or more quarter units of credit (3 semester units X 1.5 = 4.5 quarter units). Breadth may be satisfied for transfer students with IGETC certification from a California Community College.

English Composition: (To be completed with no grade lower than ‘C’)

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<tr>
<td>Engl 1A</td>
<td>Engl 1B</td>
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<td>Engl 1C</td>
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Foreign Language: Level 3 or 12 quarter units (Minimum grade of ‘C’)

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<tr>
<th>Language to be used</th>
<th>Placement Exam</th>
<th>H.S. Language/Yrs</th>
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Ethnic: (May also be used to satisfy a course requirement in the
Humanities or Social Sciences; *Humanities=ETST 1/3/4/5/7/8/12/14/61)

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Humanities: 5 courses (20 units)
One course in World History (10, 15 or 20);
One course in one of the following:
  Fine Arts (Art, Art Hist, Dance, FVC, Music, Theatre or Creative Wrtng),
  Literature (in any language), Philosophy or Religious Studies.
Three additional courses from areas listed above or History,
  HASS Interdisciplinary, Ethnic Studies,
  Foreign Languages (above level 3), Latin American Studies, Linguistics,
  Women’s Studies (not WS 1).

Social Sciences: 4 courses (16 units)
One course from: Economics or Political Science
One course from: Anthropology, Psychology or Sociology
  (Includes Biol Anth and Physical Anthropology)
Two additional courses from areas listed above or Human Development,
  Cultural Geography, Ethnic Studies, Environmental Sciences,
  HASS Interdisciplinary, Women’s Studies (not WS 1).

Natural Sciences and Mathematics: 5 courses (20 units)
One course from: Math/Stat/Computer Science
One course from: Biological Science
  (Biology, Biochem, Entomology, Plant Sciences)
One course from: Physical Science
   (Chemistry, Geoscience/Astronomy/Oceanography-not GEO 6, Physics)

Two additional courses from areas listed above or in physical and/or biological science courses offered in the Department of Soil and Environmental Sciences

*Please refer to back of page to verify which business prerequisite can be used towards breadth.
Which business pre-reqs can be used towards breadth?

- The following economics courses can be used towards the Social Sciences breadth section (except Anthropology/Psychology/Sociology categories):
  
  Econ 2  
  Econ 3  
  Econ102  
  Econ 103

- The following courses can be used towards the Natural Sciences and Math breadth section (except Biological Sciences and Physical Science categories):
  
  CS8  
  Math 22  
  Stats 48

- The following Ethnic Studies classes will also double count as a humanities breadth:
  
  ETST 1  
  ETST 3  
  ETST 4  
  ETST 5  
  ETST 7  
  ETST 8  
  ETST 12  
  ETST 14  
  ETST 61
**Spring 2019** list of CHASS Breadth Course Offerings for Pre-Business Students

For a B.S. degree in Business Administration. For open classes check: [http://www.classes.ucr.edu](http://www.classes.ucr.edu) This list is available: [www.chassstudentaffairs.ucr.edu](http://www.chassstudentaffairs.ucr.edu) under Pre-Business.

### Natural Science/Math Area

- **CS 8**: Intro to Computing
- **MATH 4A**: Intro Coll Math for Bus & Soc
- **MATH 4B**: Precalculus
- **MATH 6A/B/6C**: Intro to Coll Math for Science
- **MATH 9A/B**: First Year Calculus
- **MATH 22**: Calculus for Business

### Biological Science

- **BCH 10**: Intro to Nutrition
- **Biol 2**: Cellular Basis of Life
- **Biol 10/Geo 3**: Hist in the Hist of Life (Satisfies Only One Breadth)

### Physical Science

- **Geo/Biol 10**: Hist in the Hist of Life (Satisfies Only One Breadth)
- **Geo 4**: Natural Hazards and Disasters (Online course)
- **Geo 7**: Minerals and Human Health
- **Geo 9**: Oceanography
- **Geo 11**: Global Climate Change
- **Phys 5**: History of the Universe
- **Phys 6**: The Violent Universe

### Social Sciences

- **Economics**: (3 courses) ECON 2, ECON 3 and ECON 103
- **Anthropology or Psychology or Sociology**: (1 course)

### Writing Across the Curriculum Course

- **BUS 100W**: is the only substitution for ENGL 1C for Pre-Business students.

### Ethnic Studies

- **ETST 1 (H/SS)**: Intro to the study of race and ethnicity
- **ETST 3 (H/SS)**: Intro to African Amer Studies Comp Perspective
- **ETST 5 (H/SS)**: Asian Amer Studies: Intro
- **ETST/RLST 12 (H/SS)**: Religious Myths & Rituals
- **ETST/MUS 14 (H)**: Popular Musics of the World

Note:

Lower division Business prerequisites are also used to complete the Social Science and the Natural Sciences/Math areas.

*Prerequisite required

### Humanities 20 Units (5 Courses)

- **World History**: (1 course)
- **HIST 10**: World History: Prehistory to 1500
- **HIST 15**: World History: 1500 to 1900
- **HIST 20**: World History: Twentieth Century

### Fine Arts, Literature, Philosophy, Religious Studies (1 course)

- **HIS 18**: Topical in Art and Architectural Hist
- **HIS 19**: Arts and Architecture of the Islamic World
- **HIS 19A**: Arts of Asia
- **HIS 19C**: History of Western Art: Bar to Modern
- **ART 1**: Figurative Drawing & Design
- **ART 2**: Beginning Painting & Design
- **ART 3**: Intro to Photographic Processes
- **ART 5**: Begin Sculpture & 3D Design
- **ART 9**: Intro Web & Professional Drawing
- **ART 10**: Intro Video & Timed Experimentation
- **ART 65**: Intro Digital Painting & Drawing

### Drama, Dance, and Creative Nonfiction

- **ENGL 10**: Intro to Dramatic Writing
- **ENGL 57**: Intro to Creative Nonfiction
- **DANCE 5**: Intro to Dance
- **DANCE 6**: Dance: Culture and Contexts (Online course)
- **DANCE 8**: Dance and Dance Studies
- **DANCE 8**: Dance Cultures and Culture in Dance

### English

- **ENGL 12**: Introduction to Poetry
- **ENGL 20**: Intro Lit Crit Perspective on Lit and Culture
- **ENGL 42/ITAL 42**: Italian Americans: Voices and Visions
- **ENGL 47**: Introduction to Russian Culture

### MCS

- **MCS 1**: Introduction to Cultural Studies
- **MCS 2**: Introduction to Film Studies
- **MCS 15/CRT 27**: Introduction to Film Studies

### Music

- **MUS 1**: Basic Musical Concepts
- **MUS 10**: Advanced Fundamentals
- **MUS 14**: Popular Music of the World
- **MUS 15**: Music of Spain
- **MUS 18**: Music of Scotland
- **MUS 30**: Harmony
- **MUS 31**: Music Theory & Musicianship

### Philosophy

- **PHIL 1**: Introduction to Philosophy
- **PHIL 2**: Contemporary Moral Issues
- **PHIL 7**: Critical Thinking
- **PHIL 8**: Introduction to Logic

### Religious Studies

- **RELST 12/ETST 12**: Religious Myths and Rituals
- **RELST 13**: Death

### Additional Humanities May Be Selected From Any Course Above or From the Following

- **HIST 18B**: Intro to United States History
- **HIST 30**: Sec 1
- **HIST 30**: Sec 2
- **HIST 30**: Sec 3
- **HIST 79**: Intro to Lat Am
- **LING 20**: Language and Linguistics
CHASS Reply to Proposer’s response to review.
April 15, 2019

TO: Dylan Rodriguez, Chair
   Academic Senate

FROM: Ad Hoc Committee appointed by the CHASS Executive Committee
     John Briggs
     Kim Yi Dionne
     Shawn Ragan
     Andrews Reath
     Lucille Chia, Chair

RE: Response to the Feedback Regarding the Proposal by the School of Business to Convert
    the Business Administration Major from a Two-Year Upper Division Major to a Four-Year Major

First, we thank Associate Dean Elaine Wong for her thoughtful and detailed response of March 13, 2019
to the CHASS Executive Committee’s ad hoc committee report. We believe that this exchange is helpful
in elucidating important issues that affect the welfare of students interested in pursuing an undergraduate
major or minor in Business Administration. Some of Dean Wong’s points merit succinct replies for
clarification and to help both schools to plan for possible future options.

p. 2, Concern 1, Option 2
. . .We do not believe that this option is in the best interest of students because students are best served
when advisors are all housed in the same college that owns and manages the program.

. . .Additionally, the current structure of advising at UCR requires that advising be done by the
college in which the major is housed. Even if this could be changed, it would give rise to issues in the
personnel management process (e.g., reporting relationships).

This is a sound argument if and when SoBA has an adequate advising staff, which may take some time
to attain should the four-year program be implemented. Meanwhile, there are good reasons for retaining
much of the current advising structure, since past experience and a solid track record strongly indicate
that CHASS advisors have great success in two areas. First, they greatly help to identify and guide
qualified students in the Pre-Business track who would be admitted into the current two-year Business
Administration (BSAD). Thus, CHASS advisers have contributed to the high retention and graduation rates of students in the current two-year BSAD program. Second, the CHASS advisors also counsel students who do not qualify for (or ultimately do not choose) the BSAD program toward majors in CHASS more suitable for them. These advisors have a great deal of experience and deep understanding of how to guide the academic development of first and second-year students who need such help.

p. 3, top, Concern 1

Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

Ideally, a four-year program would help foster a sense of community among the students, but there is no guarantee of such a result. In fact, there may be the creation of distance due to the present student to advisor ratios in the School of Business. A sense of community can be built whether or not a student is in a particular school or program. For instance, the Honors program has fostered a strong sense of community even though the students are coming from a variety of majors. This program has put a great deal of emphasis in programming, which could be easily achieved in a two-year program vs. a four-year program.

p. 3, Concern 2

First, a smaller cohort would be initially admitted into the four-year business major to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major. Direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program.

We certainly all would look forward to SoBA admitting a smaller but well-prepared cohort into a four-year BSAD program, and that the retention rate for these students will be high—hopefully as high as the retention rate of students currently in the two-year program, who have been vetted by the CHASS advising staff. What happens, however, to the students who do not meet the minimum standards of the program? Those who continue at UCR will nearly all transfer to CHASS. How do we deal with their transition? Only very preliminary discussions about these issues have taken place between CHASS and SoBA, with no concrete plans for such scenarios. Furthermore, what about the students who do not meet the admissions criteria applying as freshmen but want to get into the BSAD program? These may be students already in CHASS or transfer students, whose numbers are increasing. How will SoBA deal with these students? How will these students affect CHASS?

Moreover, they will not have taken unusable credits, since many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS).

Actually, lower-division Business courses (BUS10 and BUS20) do not meet breadth. The general business prerequisites do meet breadth with careful guidance.

Concern 4: p. 4, 13, and Fig. 4

Additionally, in our Winter 2019 survey, current business majors (n=825) noted a four-year major would expose them earlier on to internships, help establish vital connections with industry professionals and faculty in their discipline. . .
We like to note that the CHASS advisors do promote internships and activities that enhance students’ experience in their selected areas of interest. Moreover, we should keep in mind that students in Pre-Business (or the first two years of the proposed four-year BSAD program) would be working on their general education during this time. They barely touch on business courses with only taking BUS10 and BUS20 sometime in their freshman and sophomore years. Otherwise, students are working on breadth courses.

**Concern 5 and Concern 7: p. 4, 13-15**

*The Business Minor was revised in 2018*

At this point, the revised business minor *does* affect the CHASS Administrative Studies major. As the ad hoc committee report points out (p. 4), “in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156).” The CHASS Executive Committee, however, is glad that the confusion concerning Administrative Studies has been resolved.

**Concern 6: p. 4, 12-13**

*We are unclear as to why this perception that Business would want to duplicate other departments’ coursework has arisen.*

For instance, when Business Administration separated from CHASS and became a two-year school, PHIL116 (Business Ethics) was listed as an option in the core upper division requirements. Within a few years, this course was pulled and replaced with only one upper division business course, BUS 102 (Ethics and Law in Business and Society). This was the case for other core upper division in the business major.

**p. 4, pp. 8-9, Tables 1-2: Concern 8**

Our concern that SoBA may be comparing its undergraduate program to schools mainly in the southern California region and all (excepting UC Irvine) ranking below UCR (Table 2) remains. Surely SoBA’s goal should not be simply attracting students from these competing programs. We are glad to be reminded of the data in Table 1 showing the preponderance of four-year undergraduate programs in the top-ranked schools. Our own research into these schools’ programs suggests a prevalent tendency to encourage students to pursue interdisciplinary studies. For instance, the top-ranked Wharton School of the University of Pennsylvania actually awards a BS in economics (not business administration) and shows 30% of graduates with dual degrees based on their studies in established programs (e.g., partnering with the School of Engineering & Applied Science; partnering with the College of Arts & Sciences and focusing on life sciences, or international studies; partnering with the School of Nursing; or an individually designed program). We applaud the expressed desire of the SoBA to collaborate with other schools at UCR and at CHASS we look forward to working together to improve the educational experience of students interested in Business Administration studies.