


## COLLEGE OF BUSINESS AND ECONOMICS

California State University, Los Angeles

# STRATEGIC PLAN 2021 – 2026

**UPDATED MARCH 2026**

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# EXECUTIVE SUMMARY

The mission of the College of Business and Economics (CBE) at California State University, Los Angeles (Cal State LA), is to prepare a diverse student body with a relevant, high-value business education to succeed in their careers and positively impact their communities in greater Los Angeles and beyond. The CBE is committed to providing a transformative learning environment that fosters personal empowerment, continuous growth, and meaningful engagement with the broader community.

As of Spring 2026, CBE serves 3,957 students — 3,579 undergraduates and 378 graduate students — with approximately 82% drawn from Los Angeles County. The student body reflects the diversity of Greater Los Angeles: 72% Latino, 12% Asian, 5% Black, 4% White, and 9% other; 59% are first-generation college students, and 65% are Pell Grant eligible. CBE has held continuous AACSB International accreditation since 1960 — a distinction earned by fewer than 6% of business schools worldwide — and has been recognized as the top-ranked MBA and Accounting program in Southern California by Best Value Schools for five consecutive years. Four-year graduation rates have more than doubled across the planning cycle, rising from 15.7% to 35.3% between the 2011 and 2020 cohorts, while six-year rates remain in the low-to-upper 50% range. The College's next AACSB reaccreditation cycle will follow the conclusion of the 2021–2026 review period and will draw directly on the evidence and outcomes documented through this plan.

In 2021, the CBE embarked on a comprehensive strategic planning process engaging 568 stakeholders — including 368 students, 63 faculty and staff, program directors, department chairs, Dean's Advisory Board members, and community representatives — to chart the College's direction for 2021–2026. Building on the foundations of the 2016–2021 Strategic Plan, this new plan reflects the post-pandemic landscape, evolving workforce demands, and the College's deepened commitment to diversity, equity, inclusion, and belonging.

This plan builds on a strong foundation of accomplishments from the 2016–2021 cycle, including the launch of the Fully Employed MBA (FEMBA) at the University's Downtown Los Angeles campus in Spring 2017, the development of the 4+1 accelerated Master of Science in Accounting pathway, and the establishment of the 2+2 transfer partnership with Pasadena City College. During the 2021–2026 cycle, CBE introduced new graduate offerings to meet evolving workforce needs — including the MS in Business Analytics, which enrolled its inaugural cohort in Fall 2025, and the MS in Marketing, which has been approved and scheduled to launch in Fall 2027 — while continuing to maintain an active certificate portfolio spanning 18 programs across five departments at the undergraduate, post-baccalaureate, and graduate levels.

The CBE's Strategic Plan for 2021–2026 identifies four strategic priority areas:

**1. Academic Excellence and Scholarship.** This priority is directed at elevating the quality of faculty research across all categories — basic, applied, and pedagogical — and encouraging community-based and industry-aligned curriculum and course development. This priority reflects the CBE's commitment to producing impactful scholarship while ensuring that academic programs remain aligned with the needs of employers and the Greater Los Angeles workforce.

**2. Student Experience and Success.** This priority focuses on increasing graduation rates for freshmen and transfer students, decreasing equity gaps for minoritized and economically disadvantaged students, improving career readiness outcomes for all graduates, and forging connections with alumni and industry leaders. This priority addresses both the holistic student experience and measurable outcomes that reflect the College's social mobility mission.

**3. Welcoming and Inclusive College.** This priority aims to create a diverse and inclusive experience throughout the college environment and to embed diversity, equity, inclusion, and belonging practices in instruction and curriculum. This priority was elevated from a single goal in the prior plan to a standalone strategic area, reflecting the CBE's recognition that an inclusive culture is foundational to student success and institutional excellence.

**4. Engagement, Service, and the Public Good.** This priority is directed at enhancing community partnerships, expanding student engagement through service learning projects, growing alumni involvement, and strengthening the College's social media presence and communications. Through these efforts, the CBE deepens its connections to the Greater Los Angeles community and fulfills its commitment to giving back.

These four priorities are guided by five core values that define the College's identity and aspirations:

- **i.** Impact
- **ii.** Growth Mindset
- **iii.** Engagement
- **iv.** Diversity, Equity, Inclusion & Belonging
- **v.** Community & Giving Back.

Together, these values inform decision-making and resource allocation across the planning cycle, including continued investment in faculty hiring and development, integration of artificial intelligence and analytics across the curriculum, expansion of online and hybrid delivery modalities, sustained engagement with the Career-Engaged Departments Program, and partnership with the College of Professional and Global Education (PaGE) to better serve lifelong learners and working professionals.

The CBE Strategic Plan is closely aligned with the priorities of the University's Strategic Plan. The 2021–2026 cycle was developed in coordination with the University's strategic priority areas — Academic Distinction, Student Success, Welcoming and Inclusive Campus, and Engagement, Service, and the Public Good — with each CBE goal and initiative mapped directly to one or more University priority areas (see Relationship of CBE Priorities to University Strategic Plan). As Cal State LA finalizes its next University Strategic Plan in Spring 2026 — identifying three to four top institutional priorities for the next five years under the leadership of President Berenecea Johnson Eanes and Provost Heather Lattimer — CBE will ensure that its forthcoming 2026–2031 strategic priorities continue to advance and reinforce the University's evolving direction.

Through execution of these four strategic priorities in the period 2021–2026, the CBE will advance toward its vision of becoming the top-ranked business college in the California State University system, recognized nationally for propelling the social mobility of our students.

# INTRODUCTION

The College of Business and Economics at California State University, Los Angeles is a leading business school in the California State University (CSU) System. The CSU system is made up of 22 campuses across the state of California. California State University Los Angeles (also known as Cal State LA) is the premier comprehensive public university in the heart of Los Angeles.

The College of Business and Economics is central to the university's consistently high rankings in numerous college lists. Cal State LA serves a diverse student population and is recognized for its low student debt, social mobility, and commitment to teaching students.

CBE's faculty comprises exceptional scholars, educators, and practicing business professionals. Our faculty has developed teaching and research excellence in accounting, economics, finance, management, health care management, marketing, innovation and entrepreneurship, and computer information systems. Our conscientious staff contribute to the development, effectiveness, and innovation of our programs.

# SITUATIONAL (ENVIRONMENTAL) ANALYSIS

## Institutional Overview

California State College, Los Angeles, was established in 1947 as the ninth campus of the California State University (CSU) System. In 1972, the institution received University status and became officially known as California State University, Los Angeles (Cal State LA). Under the California Master Plan for Higher Education, the CSU's mandate is to serve the top one-third of California's high school graduates, with a primary focus on undergraduate education and teacher preparation. The CSU prides itself on being a leader in high-quality, accessible, and affordable education.

Cal State LA is located off Interstate 10, approximately five miles east of downtown Los Angeles, and is one of five CSU campuses in the Greater Los Angeles basin, alongside Dominguez Hills, Long Beach, Northridge, and Pomona. The University comprises seven colleges — Arts and Letters; Business and Economics; Education; Engineering, Computer Science, and Technology; Ethnic Studies; Health and Human Services; and Natural and Social Sciences. It confers bachelor's, master's, and doctorate degrees. As of Fall 2025, total student enrollment at Cal State LA stands at 21,708.

The College of Business and Economics (CBE) was established as the business major degree program (BSBA) in 1950. In 1960, the CBE became accredited by AACSB International — an achievement held by fewer than 6% of business schools worldwide. The MBA and MS in Business Administration (MSBA) were established in 1963, followed by additional graduate programs: the MS in Accounting (1973), the MS in Healthcare Management (1975), and the MS in Information Systems (1998). Business Forum, the CSU system's only national business journal, established in 1972, has continued publication through the 2021–2026 review period. The most recent published edition is Volume 30, Issue 2 (October 2025), with the next issue anticipated in May 2026. The journal is listed in Cabelles Journalytics, remains an important vehicle for faculty thought leadership, stakeholder engagement, and the dissemination of applied business research aligned with the College's mission.

As of Spring 2026, CBE enrollment totals 3,957 students — 3,579 undergraduates and 378 graduate students — with approximately 82% of enrolled students from Los Angeles County. CBE serves a highly diverse student population: approximately 43% female and 57% male, with an ethnicity breakdown of Latino 72%, Asian 12%, Black 5%, White 4%, and other 9%. The majority of students (59%) are first-generation college students, and 65% are Pell Grant eligible, reflecting

the College's deep commitment to access and social mobility. The average age of CBE undergraduates is 23, reflecting the resilience many students demonstrate in balancing education alongside employment and family responsibilities. Six-year graduation rates stand at approximately 54%, with 50% completing within five years and 32% within four years.

## Leadership Transitions and Institutional Context (2021–2026)

Between 2021 and 2026, Cal State LA and the College of Business and Economics operated within a period of significant leadership transition at both the university and college levels.

At the university level, President Dr. William A. Covino served through 2023, followed by Dr. Leroy M. Morishita as interim president beginning July 31, 2023. Dr. Berenecea Johnson Eanes assumed the presidency on January 8, 2024, becoming the University's ninth president and its first woman president. In Academic Affairs, Dr. Jose A. Gomez served as Provost through 2023; Dr. Amy Bippus provided interim leadership beginning in June 2023; and Dr. Heather Lattimer assumed the role of Provost on March 1, 2025. Within the College of Business and Economics, Dr. Tye Jackson served as Dean through July 2024, after which Dr. Priscilla Romkema assumed interim leadership. After a national search for a permanent dean, Dr. Seiji Steimetz was named Dean of the College in March 2026.

These transitions — at the presidential, provost, and dean levels — influenced the College's operating context in meaningful ways. Periods of interim leadership called for careful prioritization of strategic initiatives and thoughtful stewardship of resource allocation, while the College maintained steady momentum across its core continuous improvement processes. At the same time, these transitions opened opportunities to revisit priorities, strengthen operational foundations, and position the College for a renewed strategic direction under new leadership.




***Figure 1: Leadership Transitions at Cal State LA and the College of Business and Economics, AY 2020–21 – AY 2025–26***

During periods of interim leadership at both the college and university levels, certain operational areas were affected. Hiring processes slowed due to budget uncertainties, and staff were asked to take on additional responsibilities as the College redistributed responsibilities to maintain operational continuity. Program development timelines were extended as the university's multi-stage curricular approval process moved more slowly during periods of interim leadership.

Throughout these transitions, faculty and staff demonstrated exceptional dedication to academic quality and student success. Department chairs maintained curriculum development and assessment cycles. The AACSB accreditation process continued without interruption under Co-Director leadership. Community engagement initiatives persisted under the Director of Community Engagement and through faculty-led coordination.

The arrival of Dean Steimetz in March 2026 introduced renewed stability and strategic direction, positioning the College to build on this foundation as it enters the next planning cycle. Collectively, the College demonstrated considerable institutional resilience during this period. Faculty, staff, and program directors maintained continuity in curriculum delivery, accreditation compliance, community engagement, and student success initiatives, even as administrative leadership evolved. This underlying stability reflects the strength of CBE's shared governance structures and the depth of its faculty and staff commitment to the College's mission.

## Educational Environment

The mission of the CSU System is to encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study. The University admits freshmen in the upper third of their high school graduating class and junior-level transfer students from a California Community College. Approximately half of CBE's undergraduate students were admitted as transfers. In the CSU System, campuses rely on the State to cover approximately 60% of the cost of educating in-state students, with the remainder covered by tuition — referred to as fees in California.

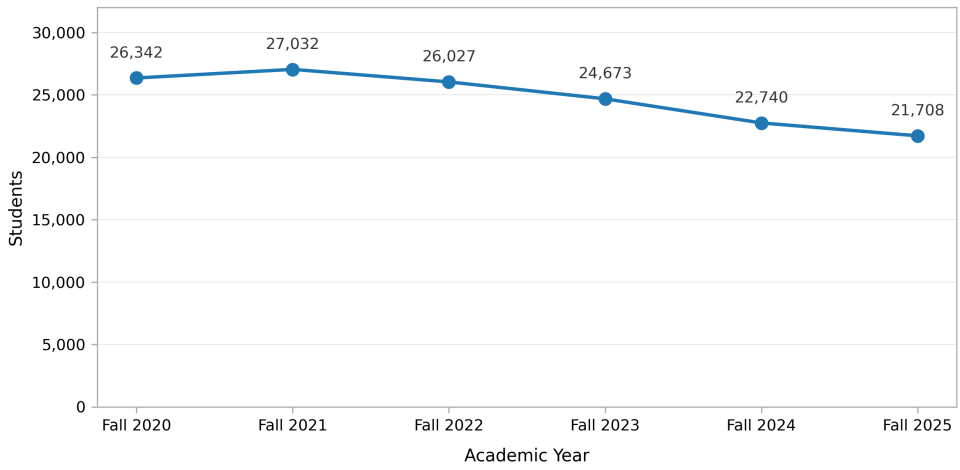



***Figure 2: Cal State LA Enrollment, Fall 2020 – Fall 2025***

Cal State LA operates within a resource environment shaped by public funding levels and enrollment trends. University-wide enrollment declined from 27,032 in 2021 to 22,740 in 2024, reaching 21,708 in 2025 — a decrease of approximately 20% over the planning period. The University has acknowledged that this decline has had a direct and substantial impact on its ability to cover instructional and operating costs.

Financial aid remains a critical institutional strength: approximately 87% of Cal State LA students receive some form of financial aid, and 76.5% of students pay no state fees after accounting for Pell Grants, Cal Grants, and State University Grants. The California State University system continues to be substantially supported by state appropriations, which cover approximately 60% of operating costs.

By contrast, CBE enrollment demonstrated comparative resilience during this period. Enrollment increased from 3,660 in Fall 2020 to 4,203 in Fall 2022, before moderating to 3,957 in Fall 2025. This relative stability — against a backdrop of significant university-wide enrollment contraction — reflects the continued market relevance of CBE's program portfolio and its value proposition for students in the Greater Los Angeles region.

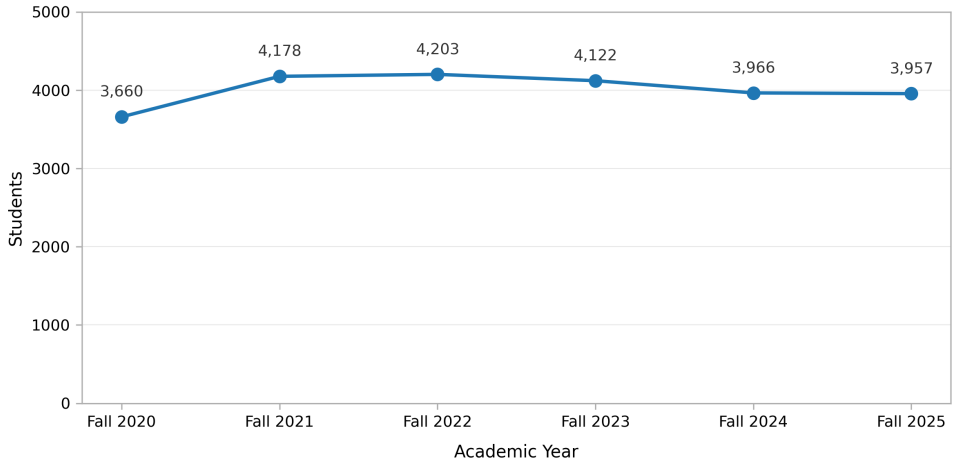



***Figure 3: CBE Enrollment, Fall 2020 – Fall 2025***

The College of Business and Economics remains a central contributor to Cal State LA's mission, with a sustained record of advancing student success, upward social mobility, and community impact. AACSB accreditation continues to provide a critical framework for rigor, accountability, and continuous improvement, while reinforcing CBE's commitment to maintaining the quality and integrity of business education across the institution. Supported by strong faculty and staff, established credibility, and deep integration within university structures, CBE is well positioned to respond to enrollment volatility, evolving trends in business education and technologies, and fiscal uncertainty while serving it diverse student population and community.

## Programs

The College of Business and Economics maintains a comprehensive academic portfolio that supports its mission, student access, and regional workforce responsiveness. At the

undergraduate level, the College offers the Bachelor of Science in Business Administration (BSBA) with options in Accounting, Business Economics, Business Prelegal, Entrepreneurship, Finance, Healthcare Administration, Human Resource Management, International Business, Management, Marketing, Operations and Supply Chain Management, Real Estate, Retail, and General Business. The College also offers the Bachelor of Arts in Economics with options in Applied Economics and Social and Behavioral Sciences, as well as the Bachelor of Science in Computer Information Systems with options in Cybersecurity, Data Analytics, and Software Development.

At the graduate level, the College offers the Master of Business Administration (MBA), Master of Science in Accounting (MSA), Master of Arts in Economics, Master of Science in Healthcare Management (MSHCM), Master of Science in Information Systems (MSIS), and the Master of Science in Business Administration (MSBA). In addition, CBE has launched the MS in Business Analytics as a distinct graduate program. The MS in Marketing has completed the curricular approval process and is expected to be offered beginning in Fall 2027.

CBE has also expanded access to its degree programs through the University's Downton Los Angeles campus, offering two degree programs to non-traditional learners in partnership with the College of Professional and Global Education (CPaGE). At the undergraduate level is the Bachelor of Science in Business Administration degree-completion program, which includes a fully-online option beginning in Fall 2026. At the graduate level is the Fully Employed Masters in Business Administration, which caters to mid-career professionals with flexible class schedules and cohorted learning.

The College also offers a broad certificate portfolio spanning 18 programs across five departments — Accounting, Finance, Information Systems, Management, and Marketing — at the undergraduate, post-baccalaureate, and graduate levels. These certificates are designed for individuals seeking to extend their knowledge in specific business disciplines without enrolling in a degree program, and cover areas including cybersecurity, healthcare leadership, entrepreneurship, supply chain management, real estate, and international business, among others.

During the review period, certificate enrollment remained modest, with four programs — Accounting, Real Estate, Healthcare Leadership, and Advanced Information Systems — recording active enrollment and a combined headcount ranging from 9 to 21 students across reporting years. While no new certificate programs were introduced during the review period, the College continued to strengthen the relevance of its academic offerings by incorporating external industry credentials into select curricula, reinforcing alignment between coursework and workforce expectations.

This certificate portfolio represents a strategic opportunity for the College in the next planning cycle. The University's strategic direction is positioning Cal State LA to serve a growing population of non-traditional learners, and CBE's certificate programs offer a natural pathway for growth and expanded access. Partnership CPaGE — which offers professional certificates, open enrollment classes, and programs at Cal State LA Downtown designed for working professionals, individuals in career transition, and local residents — provides a ready infrastructure for expanding certificate delivery to nontraditional learners in flexible formats.

Looking ahead, CBE is preparing to review its certificate and micro-credential offerings as Cal State LA participates in an American Association of State Colleges and Universities (AASCU) pilot initiative to inform its next strategic plan. The College's goal is to align its credential portfolio with the Postsecondary Value Framework, which integrates access, affordability, completion, and outcomes to articulate the value proposition of each degree and credential pathway.

**Table 1: CBE Certificate and Downtown LA (DTLA) Enrollment**

| Program | Level | Location | Academic Year (AY) | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| **Certificate Programs** | | | | | | | |
| Accounting Certificate | Cert | Main | 9 | 11 | 8 | 7 | 6 |
| Real Estate Certificate | Cert | Main | — | 5 | 9 | 4 | 7 |
| Healthcare Leadership Cert | Cert | Main | — | — | 2 | 2 | 2 |
| Adv Information Systems Cert | Cert | Main | — | — | 2 | 1 | 1 |
| **Certificate Programs Subtotal** | | | **9** | **16** | **21** | **14** | **16** |
| **DTLA Site Summary** | | | | | | | |
| **Bus Adm-BS-MGMT (DTLA)** | BS | **DTLA** | 108 | 63 | 48 | 75 | 92 |
| **MBA (DTLA)** | MBA | **DTLA** | 119 | 107 | 82 | 69 | 76 |
| **DTLA Total** | | | **227** | **170** | **130** | **144** | **168** |

Collectively, these programs reflect the breadth of the College's curricular offerings and its ongoing commitment to academic quality, professional preparation, and alignment with employer and community needs. CBE continues to assess its program portfolio in response to workforce trends, student demand, and the evolving competitive landscape for business education in Southern California.

## Student Success

Student success remains the top priority for the College of Business and Economics, aligned with the University's institutional goals of improving enrollment, graduation rates, and graduate placement. CBE has committed to continuous improvement in timely degree completion, equity in student outcomes, and holistic support for both undergraduate and graduate students.

### Undergraduate Graduation Outcomes

Undergraduate graduation outcomes show a pattern of modest but meaningful improvement over the review period. Four-year graduation rates rose from 9.0% for the 2011 cohort to 35.3% for the

2020 cohort, indicating sustained incremental gains over time. Five-year graduation rates generally ranged from the upper-40% to low-50% range, while six-year rates remained in the low-to-upper 50% range for cohorts with complete data. These trends reflect incremental progress in student completion and highlight continued opportunities to accelerate degree attainment, particularly for first-time freshmen and transfer students.

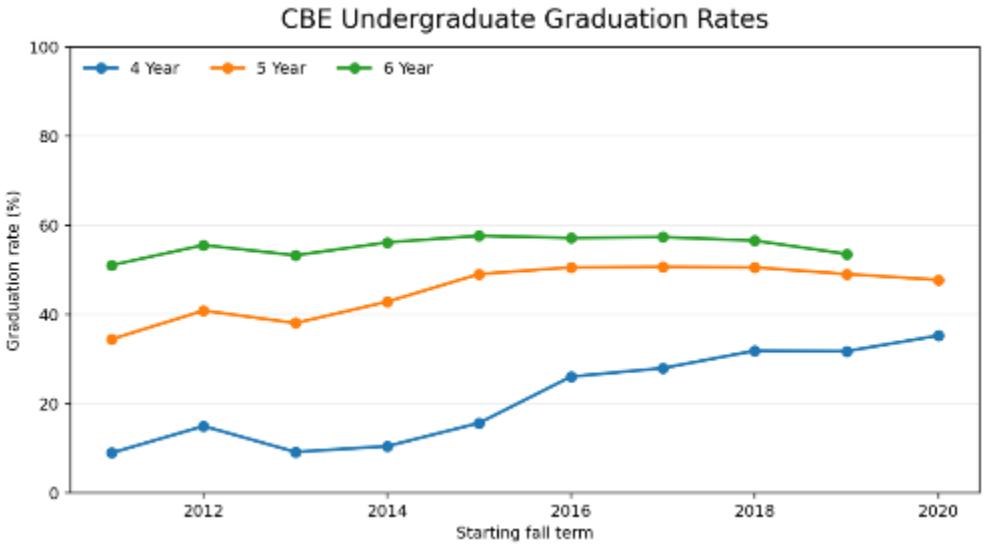



***Figure 4: CBE Undergraduate Graduation Rates***

CBE's ongoing priorities include improving four-year graduation rates for first-time freshmen, enhancing two-year graduation rates for transfer students, and continuing to close graduation rate gaps between non-underrepresented minority (NURM) and underrepresented minority (URM) student populations. These goals are embedded within the College's broader student success strategy and align with Cal State LA's university-wide equity and completion initiatives.

## Graduate Graduation Outcomes

Graduate graduation outcomes remained consistently strong across cohorts during the review period. Two-year graduation rates generally ranged from 40% to 70%, three-year rates frequently reached the mid-70% to mid-80% range, and four- to five-year rates often approached or exceeded 80%, with some cohorts reaching 90% or higher. These results reflect strong graduate student progression and completion relative to undergraduate patterns, and underscore the effectiveness of CBE's graduate program structure and advising.

**Graduation Rate**

| Year | Cohort Size (headcount) | 1 Year | 2 Year | 3 Year | 4 Year | 5 Year | 6 Year |
|---|---|---|---|---|---|---|---|
| 2014 | 151 | 4.0% | 69.5% | 84.8% | 90.1% | 92.1% | 92.7% |
| 2015 | 151 | 1.3% | 72.2% | 86.8% | 91.4% | 91.4% | 91.4% |
| 2016 | 116 | 4.3% | 63.8% | 82.8% | 83.6% | 86.2% | 86.2% |
| 2017 | 128 | 0.0% | 64.8% | 85.2% | 87.5% | 89.8% | 89.8% |
| 2018 | 132 | 1.5% | 59.8% | 83.3% | 85.6% | 86.4% | 87.9% |
| 2019 | 129 | 3.9% | 49.6% | 77.5% | 79.8% | 81.4% | 82.9% |
| 2020 | 217 | 6.0% | 54.8% | 80.6% | 86.6% | 87.6% | |
| 2021 | 170 | 8.2% | 54.1% | 74.1% | 78.2% | | |
| 2022 | 128 | 4.7% | 55.5% | 77.3% | | | |
| 2023 | 139 | 3.6% | 52.5% | | | | |

Starting Fall Term

***Figure 5: CBE Graduate Graduation Rates by Cohort***

Focused recruiting efforts and a realignment of instructional resources are underway to continue building and developing all graduate programs. These efforts reflect the College's recognition that graduate enrollment growth and completion of improvement require sustained investment in advising capacity, program visibility, and student support infrastructure.

## Student Support and Learning Environment

CBE contributes to the University's mission of fostering a supportive and effective learning environment by connecting students with a broad range of institutional support services, including academic support, health and wellness resources, career development services, and targeted assistance for students with varying needs and circumstances.

Faculty advising is a cornerstone of the student support model. During the review period, CBE faculty provided 5,524 documented advising contacts across all six departments, with advising hours nearly doubling from 371 in AY 2020–21 to 777 in AY 2025–26. Advising is broadly distributed across all faculty types, creating an integrated model that balances high-volume accessibility with specialized academic mentorship. Faculty mentorship extends into directed student learning activities, with 129 directed learning engagements recorded during the review period — including independent studies, thesis supervision, dissertation committee service, and supervised research — growing from 4 engagements in 2020 to a peak of 46 in 2023.

Career services programming has been robust throughout the review period, with 138 events delivered across nine categories from AY 2021–22 through AY 2025–26, reaching over 6,800 total attendees. Info sessions and career fairs generated the highest engagement, accounting for over 38% of all attendees. Professional development workshops, recruitment and internship events, and panel discussions provided additional career preparation touchpoints for students at all levels.

Student success outcomes reflect the effectiveness of these support structures. The equity gap in six-year graduation rates between URM and non-URM students has narrowed from 12.3 percentage points in the prior cycle to 8.9 percentage points, while the overall four-year graduation rate for first-time freshmen has more than doubled, rising from 15.7% to 35.3%. DFW

rates have declined across all major demographic groups, with the largest reductions in departments targeted for bottleneck course redesign. Tutoring appointments at the Center for Academic Success grew from 38 annually in AY 2019–20 to 378 in AY 2024–25, with demand concentrated in the same bottleneck courses targeted for redesign. CBE's *Student Success Data Analytics* project further supports this work by providing department chairs with real-time DFW monitoring each semester, enabling dynamic interventions in high-risk sections.

Beyond academic support, the College maintains active referral pathways to campus health, counseling, and basic needs services. The Cal State LA Food Pantry recorded 9,366 visits and served 1,245 unique students in 2023–2024, reflecting the University's commitment to addressing the holistic needs of its student population.

Prior to the pandemic, CBE had already established a foundation for flexible instructional delivery through faculty participation in Quality Matters training, the hybrid design of the Fully Employed MBA program, and online certificate examinations in selected program areas. During the review period, CBE enhanced those efforts through faculty training modules and technology upgrades developed in collaboration with the Center for Effective Teaching and Learning (CETL). These enhancements supported hybrid and online course delivery, large-lecture instruction, and best teaching practices. As of the current reporting period, 61 of 369 course sections are offered fully online, and CBE now delivers programs and courses across in-person, hybrid, and fully online modalities.

Central to CBE's commitment to bridging academics and the workforce is its active participation in the University's *Career-Engaged Departments Program* — a CETL-housed initiative that brings faculty teams together over a yearlong learning community to embed career readiness into curricula using the National Association of Colleges and Employers (NACE) 2021 Competencies as a framework.

CBE faculty have been active participants in CETL's *Career-Engaged Departments Program*, a yearlong faculty learning community that helps departments embed career readiness competencies from NACE into their curricula. From 2021–2025, four CBE departments — Accounting, Information Systems, Management, and Marketing — completed the program. Twenty-two faculty participated, designing career-engaged content for ten courses through a process that included workshops, department team collaboration, and the creation of career-engaged assignments, activities, and course descriptions. In 2025–2026, two departments — Information Systems and Marketing — completed the *Extension Program*, developing curriculum maps that identify the NACE career readiness competencies students acquire across their programs. This sustained engagement reflects CBE's commitment to aligning academic preparation with workforce expectations.

## Community Engagement and Societal Impact

CBE contributes to the betterment of society through a mission-driven commitment to strengthening community well-being, enhancing students' career readiness, and building their capacity to contribute to positive change. This commitment aligns with Cal State LA's emphasis on engagement, service, and the public good, and is operationalized through partnerships that address societal issues and advance the common good. CBE anchors its societal impact agenda

to three United Nations Sustainable Development Goals — SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities) — ensuring that locally grounded, community-engaged work also advances broader global priorities.

From 2021 to 2026, CBE collaborated with 171 partner organizations across the nonprofit, for-profit, healthcare, and government sectors, engaging 2,164 students in 261 community-engaged projects spanning Accounting, Economics, Information Systems, Management, and Marketing. These experiences strengthen workforce readiness and civic capacity while delivering tangible value to partner organizations and the communities they serve.

CBE's societal impact approach is intentionally equity centered. Of the 261 community-engaged projects, 37.2% involved partner organizations owned or managed by, or serving, individuals from historically underrepresented groups, including women, Latino, AAPI, Black, Native American, and veteran communities. This pattern reflects the College's commitment to advancing inclusive and community-responsive forms of engagement.

The societal benefits of this approach are also evident in direct service programs such as the Cal State LA Volunteer Income Tax Assistance (VITA) program. The VITA program provides free tax preparation services to community members and has generated more than $3 million annually in tax refunds and related benefits. In 2023–2024, the program supported approximately 2,300 tax returns and generated more than $3 million in refunds, including targeted outreach supporting Homeboy Industries. In 2024–2025, the program completed approximately 2,132 returns and again exceeded $3 million in refund impact.

## Shared Governance and Faculty Participation

CBE faculty are deeply engaged in shared governance, curriculum development, and university service, further strengthening the College's role in institutional effectiveness and academic quality. Governance at CBE is enacted through multiple channels that bring diverse perspectives to the table and cultivate a collegial environment. The Dean's Advisory Board meets regularly and includes executives and key business partners. The Department of Accounting maintains its own advisory board that meets regularly and works with faculty to support student, faculty, and program success. An informal advisory group guides community engagement and societal impact initiatives, and student leaders represent the College in the Academic Senate.

Faculty governance within CBE is structured through a set of standing committees. The Undergraduate Studies Committee and Graduate Studies Committee review and guide curricular decisions at their respective levels. Assurance of Learning is an integrated, faculty-led process coordinated through the Assessment Committee. The Faculty Affairs Committee oversees general faculty policy, retention, tenure, and promotion. The Student Affairs Committee focuses on advisement and student success. Each academic department also maintains its own curricular and faculty committees to support collegial discussion and collaboration.

CBE faculty are active members of numerous university-level committees, including those addressing fiscal policy, faculty policy, and educational policy. Faculty members have held key leadership roles within the Cal State LA Academic Senate, including the positions of Senate Chair, Senate Vice Chair, and Secretary of the Cal State LA Foundation Board of Trustees. Reflecting

a strong commitment to inclusive shared governance, faculty voted in 2018 to extend voting membership in the Academic Senate to staff, lecturers, and students.

CBE lecturers bring significant professional experience to the College, providing valuable practice-based perspectives that inform academic programming and support mission implementation. The College also supports student engagement and professional development through a broad portfolio of student clubs and organizations aligned with business disciplines and career interests, offering opportunities for leadership development, networking, professional identity formation, and applied learning beyond the classroom.

## Collegial Culture

CBE fosters a collegial and engaged community in which faculty, staff, students, lecturers, and advisory board members all contribute to the life and mission of the College. Faculty and staff regularly organize and participate in internal and external events, including college-wide fall and spring faculty meetings, convocations, and commencement ceremonies. Collaborative engagement across the College is evident in process improvement initiatives, cross-functional working groups, and ongoing communication efforts that span academic departments and administrative units.

Staff professional development is supported through university training in areas such as fiscal processes, hiring procedures, travel policies, and operational functions, as well as communication workshops and team-building activities. These ongoing investments reflect CBE's commitment to building organizational capacity and sustaining a supportive workplace culture.

The College also continues to deepen its engagement with the CBE alumni network through networking events, guest speaking engagements, and mentorship opportunities that connect students with practicing professionals. These activities reinforce CBE's identity as a community-connected institution and provide students with meaningful professional development beyond the classroom.

Multiple leadership transitions between 2021 and 2026 naturally introduced periods of uncertainty around strategic direction, which is a common and expected consequence of administrative change. However, the College's shared governance structures — including standing faculty committees, department-level governance, and the Dean's Advisory Board — provided continuity and guidance throughout these periods. Faculty, staff, and program directors remained focused on student success and academic quality, ensuring that the College's core commitments were sustained even as leadership evolved.

The arrival of Dean Steimetz in March 2026 has introduced renewed energy and a deliberate focus on community building. Early efforts include open office hours, regular attendance at department meetings and functions, and individual meetings with department chairs — all aimed at establishing accessible, transparent communication between the Dean's Office and the College community. For example, the Dean hosted recently hosted an end-of-semester gathering designed to connect with faculty in an informal setting. Looking ahead, the Dean plans to resume structured engagement with tenure-track, associate, full, senior, and FERP faculty, host a College Annual Meeting beginning in Fall 2026, and expand the AACSB accreditation team through an active recruitment initiative. These early steps signal a commitment to rebuilding collegial culture through presence, accessibility, and sustained investment in faculty relationships.

Looking ahead, CBE recognizes that a strong collegial culture is foundational to effective mission execution. The College is committed to continuing to invest in the conditions that support faculty and staff engagement, transparency in decision-making, and a shared sense of purpose aligned with its mission of developing engaged leaders and advancing social mobility for the students and communities it serves.

## Competitive Environment

Since the 2016–2021 planning period, the competitive landscape for the College of Business and Economics has become considerably more complex. CBE now faces elevated competition from nearby public and private universities, nationally marketed online institutions, out-of-state providers expanding into Southern California, and a growing array of non-degree alternatives, including short-form credentials, bootcamps, and employer-sponsored education pathways. Prospective students increasingly assess business education options based on a broader set of criteria — including cost, delivery modality, time to completion, convenience, and perceived workforce relevance.

### CBE's Competitive Advantages

CBE holds several core competitive advantages in this environment. Among them is the College's standing as an AACSB accredited business school — a distinction earned by fewer than 6% of business schools worldwide — which signals academic rigor, faculty quality, and a commitment to continuous improvement. This accreditation, combined with Cal State LA's mission-driven focus on access and affordability, positions CBE distinctively within the regional marketplace. CBE has received recognition as the top-ranked MBA and Accounting program in Southern California by Best Value Schools for five consecutive years — an exceptional value proposition that combines accredited academic quality with accessible tuition, placing it favorably against both peer CSU campuses and private institutions in the region.

A second major advantage is CBE's mission-based positioning within Cal State LA and the Greater Los Angeles community. As a university widely recognized for leadership in upward social mobility, Cal State LA provides an institutional context in which CBE's programs are shaped by place-based engagement, industry partnership, and a commitment to serving a diverse student population. Community partnerships enable service-learning experiences, community-based consulting projects, internships, and industry guest engagements at a scale that many national online programs cannot easily replicate.

A third advantage is CBE's regional embeddedness through Cal State LA Downtown (DTLA). The DTLA campus allows the College to combine flexibility, urban accessibility, and professional relevance with the student support and institutional identity of a CSU campus. The DTLA site currently offers the Fully Employed MBA (FEMBA) — a Saturday-only, fully employed executive track launched in Spring 2017 with 49 currently enrolled students — as well as the Bachelor of Science in Business Administration, available in both online and in-person formats for working adults and other non-traditional learners.

### Shifting National Online and Out-of-State Landscape

A major competitive shift during this planning period has been the rise of online programs offered by nationally reputable universities and the explosive growth of a small number of online institutions into national providers. Institutions such as Arizona State University (ASU) Online, Southern New Hampshire University (SNHU), the University of Illinois iMBA, and Western Governors University (WGU) now compete aggressively on convenience, accelerated completion, simplified admissions messaging, and digital-first student experiences. These institutions are especially attractive to working adults and place-bound learners — segments that have historically been a strength for CSU campuses, including Cal State LA.

In response, the CSU system-initiated Cal State Online, a virtual campus through which all land-based campuses contribute to accredited degree programs fully online. CBE has increasingly aligned its graduate program portfolio with expectations for online and hybrid delivery, positioning its offerings as affordable, AACSB-accredited alternatives to private and for-profit online business schools.

## Direct Competitors in the Southern California Market

Within the CSU system, CBE competes directly with Southern California campuses offering AACSB-accredited business programs and specialized master's degrees, including Fullerton, Dominguez Hills, Long Beach, Northridge, San Bernardino, and Pomona. These campuses have introduced or expanded MBA, MS Accounting, MS Information Systems, and analytics-related programs, increasing intra-system competition for regional business students. Because CSU tuition levels are similar across campuses and all benefit from the broader CSU brand, differentiation increasingly depends on program mix, scheduling flexibility, location, employer partnerships, and perceived specialization.

The UC system adds another layer of competition, with UCLA, UC Irvine, and UC Riverside offering highly ranked undergraduate and graduate business-related programs. Private institutions such as Chapman University and Loyola Marymount University also contribute to the competitive landscape, competing for high-achieving students and employer attention. However, their price points, admissions selectivity, and residential expectations leave substantial space for Cal State LA's CBE to serve a broader, more diverse student population seeking high-quality, accredited business education at accessible costs and with greater flexibility.

## Emerging Competition from Non-Degree Providers

The competitive landscape has expanded beyond traditional higher education to include micro-credentials, bootcamps, professional certificates, and employer-sponsored education programs. Google Career Certificates (launched 2018 via Coursera) cover data analytics, project management, cybersecurity, digital marketing, and AI, and are completable in three to six months at minimal cost with backing from a consortium of major employers. Platforms such as Coursera, edX, LinkedIn Learning, and Udemy have expanded dramatically, now offering degree-adjacent micro-credentials from universities such as MIT, Duke, and Wharton at a fraction of the cost of traditional programs. While these alternatives do not fully substitute for the breadth or credentialing value of an AACSB-accredited business degree, they do compete for learner attention, time, and perceived return on investment — particularly in skill areas closely tied to business and technology.

## Artificial Intelligence and Analytics: A Developmental Opportunity

Artificial intelligence and business analytics are reshaping employer expectations and competitive positioning in business education. Leading business schools have moved aggressively: Northwestern Kellogg launched the MBAi degree in 2024; Wharton introduced an AI for Business MBA major in 2025; Chicago Booth launched an Applied AI concentration; and Columbia Business School established an AI in Business Initiative. Regional competitors have similarly made analytics and technical-business integration more visible in their program portfolios. This evolution represents both a challenge and a significant developmental opportunity for CBE.

CBE's most competitive graduate programs at this stage are the MBA — including the Fully Employed MBA at DTLA — and the MS in Accounting, both of which have demonstrated sustained enrollment and market recognition. The MS in Business Analytics is a recently launched program in the early stages of development, and enrollment to date reflects its early-stage position in the market. The College is realistic about where it currently stands relative to more established analytics programs in the region and nationally.

Rather than positioning analytics and AI as standalone competitive differentiators at this stage, CBE's strategic opportunity lies in integrating analytical thinking, data literacy, and AI fluency as cross-cutting competencies embedded throughout its existing programs — in the MBA, BSBA, MSBA, and certificate offerings. This integrative approach would align with employer expectations for business graduates who can leverage data and technology in context-specific, decision-oriented applications, while building progressively toward a more distinctive analytics-focused program identity over the next planning cycle.

As of Fall 2025, the MS in Business Analytics enrolled its inaugural cohort of 5 students, marking the program's first semester of operation. The MS in Information Systems has seen enrollment moderate during the review period, moving from 49 students in Fall 2020 to 25 in Fall 2025, consistent with broader trends affecting specialized graduate programs in the region. Both programs operate in a competitive graduate market where demand for analytics and technology management credentials is strong but increasingly served by online and nationally marketed alternatives. Building enrollment momentum for the MSBA and strengthening the MSIS's market position will require targeted recruitment strategies, employer partnership development, and continued curricular alignment with evolving industry expectations in the next planning cycle.

## Graduate Program Portfolio: Strengths and Areas of Concern

The MBA program — and particularly the Fully Employed MBA — remains CBE's most competitive and strategically significant graduate offering. The MS in Accounting also continues to perform well, supported by strong employer demand for accounting talent in the Greater Los Angeles region and the College's established reputation in this field.

The MS in Healthcare Management has experienced a gradual enrollment contraction during the review period, moving from 84 students in Fall 2020 to 29 in Fall 2025. This trend reflects competitive pressures common across specialized healthcare management programs, including the growth of online alternatives offered by nationally marketed institutions and evolving employer credentialing preferences in the healthcare sector. The College recognizes the need to assess the program's competitive positioning and delivery format as it enters the next planning cycle, with

strategic considerations including curriculum enhancement to integrate health informatics and data analytics, expanded online or hybrid delivery options, and employer-partnership cohort models that better align with the scheduling needs of working healthcare professionals.

Overall, the 2021–2026 period reinforced the importance of aligning competitive strategy with CBE's core strengths: accredited quality, affordability, regional industry engagement, and commitment to social mobility. The College's most compelling value proposition remains its ability to provide an AACSB-accredited business education at a fraction of the cost of comparable private institutions, delivered in flexible formats that serve the working adults and first-generation students who make up the heart of its student community.

## Economic Environment

This section evaluates the external economic factors impacting the College of Business and Economics during the 2021–2026 review period, including labor market conditions, employer demand for business graduates, the impact of artificial intelligence on business education, state funding trends, and cost-of-living pressures affecting student enrollment and retention.

### Post-COVID Labor Market Recovery in Greater Los Angeles

The Greater Los Angeles labor market recovered substantially after the pandemic shock, though the recovery was neither linear nor complete. Los Angeles County's labor force averaged approximately 5.06 million in 2023, rising to 5.11 million in 2024 and holding at approximately 5.10 million through reported months in 2025 — figures that indicate a maintained and gradually expanding regional employment base. At the same time, labor market conditions continued to show uneven recovery. The county's unemployment rate averaged 5.7% in 2025, ranging from 5.0% in December to 6.4% in July — a marked improvement from 2021's average of 9.0% and January 2021 peak of 11.1%, but still indicative of ongoing labor market uncertainty in some segments of the regional economy.

For CBE, the improving but uneven labor market underscores the importance of maintaining a curriculum closely aligned with employer demand and workforce transitions. Ongoing labor force growth presents opportunities for business graduates, particularly in fields where business expertise intersects with healthcare, technology, process improvement, and data-driven management. Persistent labor market uncertainty reinforces the importance of prioritizing student career readiness, experiential learning, and robust employer engagement.

### Employer Demand for Business Graduates and High-Value Skill Sets

California's Employment Development Department (EDD) projects strong statewide job growth from 2023 to 2033, with total employment expected to increase by 8.8%, reaching more than 21 million jobs. Approximately 70% of all new jobs are expected to come from Education and Health Services, Professional and Business Services, and Leisure and Hospitality. Education and Health Services is projected to see the largest absolute gain — adding 572,600 jobs, an 18.4% growth rate. Professional and Business Services is projected to add 335,000 jobs (11.9% growth), with notable expansion in Computer Systems Design and Related Services. Leisure and Hospitality is projected to add 294,300 jobs (14.6%), concentrated heavily in Food Services. By contrast, Manufacturing continues its long-term structural decline.

These projections provide market validation for continued CBE investment in programs aligned with growth sectors in Greater Los Angeles — particularly Healthcare Management, the MBA and MSBA, and graduate programs with analytics, technology, and management emphases. The decline in legacy manufacturing further underscores the necessity of preparing students for a data-driven, service-oriented, and technologically integrated economy, supporting development of curricula that integrate technical fluency, analytical skills, and cross-functional communication.

## The Impact of Artificial Intelligence on Business Education

AI and data-related skills are among the fastest-growing segments of the labor market. The World Economic Forum (2025) identifies AI, big data, networks, cybersecurity, and technological literacy as primary skills projected to expand through 2030, while also projecting that job disruption will affect 22% of positions and that nearly 40% of job skills will change by 2030. LinkedIn's 2025 skills analysis reports that approximately 70% of skills required in most jobs are expected to change between 2015 and 2030, with AI literacy and proficiency in large language models among the fastest-growing competencies.

AI fluency is no longer limited to technology roles. According to McKinsey's 2025 State of AI survey, 88% of organizations now use AI in at least one business function — up from 78% the prior year. PwC's 2025 AI Jobs Barometer similarly finds that business leaders across all industries, including historically slower adopters, are increasing AI usage and realizing measurable value. These trends collectively suggest that AI adoption is becoming pervasive and is increasingly regarded as a fundamental business competency rather than a specialized skill.

For CBE, the advancement of AI presents an opportunity to develop cross-disciplinary collaborations and curriculum initiatives that embed AI and analytical literacy throughout existing programs, rather than treating them as standalone electives or the exclusive domain of a single degree. The integration of AI and analytics within MBA, BSBA, MSBA, and certificate programs is increasingly regarded by employers and students as an expectation rather than an optional feature. CBE's strategic response in the next planning cycle should focus on building these competencies progressively into the curriculum in ways that are sustainable, faculty-supported, and mission-aligned.

## Higher Education Funding in California

During the review period, the funding environment for the CSU system became increasingly uncertain. In May 2022, Governor Newsom announced a five-year compact with the CSU committing to 5% annual General Fund base increases from 2022–23 through 2026–27. However, state fiscal pressures disrupted this trajectory. By 2024–25, the planned $240 million increase was delayed, and the final budget combined the 5% state funding increase with a one-time $75 million reduction. In 2025–26, the state again postponed the next compact increase, rescheduling it for 2027–28. The Governor's 2026–27 budget includes an additional 2% increase linked to the deferred 2025–26 compact payment and maintains a $144 million payment deferral into 2027–28.

In response to reduced predictability of General Fund allocations, the CSU implemented a new tuition policy beginning in 2024–25, increasing tuition by 6% annually through 2028–29. For 2024–25, resident undergraduate annual tuition was set at $6,084 — a $342 increase — projected to

generate approximately $148 million in additional revenue system-wide, with $49 million allocated to student financial aid.

For CBE, these funding conditions carry significant strategic implications. As graduate programs typically incur higher per-unit costs, tuition revenue has become an essential operating buffer against fluctuations in state support. This context reinforces the strategic importance of professionally priced graduate programs such as the FEMBA, and supports the development of innovative curricular models capable of generating cost-recovery funds beyond the traditional state-subsidized framework.

## Inflation, Cost of Living, and Student Enrollment

Prices in the Los Angeles area increased by 2.9% year-over-year as of February 2026, with food prices rising by 3.1% and shelter inflation remaining elevated — continuing to strain household budgets in one of the nation's highest-cost metropolitan regions. These pressures coincide with rising educational costs across the CSU system. In 2023–24, the Cal State LA Food Pantry recorded 9,366 visits and served 1,245 unique students, demonstrating the extent to which food insecurity and financial hardship continue to affect the campus community.

Concurrently, some California institutions have reported increased enrollment among adult returners as inflation and job uncertainty prompt mid-career workers to seek college and career technical education. One community college district reported a 28% increase in students ages 35–54 and a 10% rise in career technical education enrollments. These trends suggest that high inflation and labor market uncertainty simultaneously worsen financial barriers for traditional students while increasing demand from working adults seeking to upskill, reskill, or change careers.

In this context, Cal State LA's and CBE's value proposition is particularly compelling. The College serves a student body that is predominantly first-generation, from historically underrepresented communities, and often economically disadvantaged. CBE's commitment to delivering affordable, high-quality business education — supported by accessible certificate programs, flexible degree-completion models, and work-friendly scheduling — is closely aligned with the financial realities and aspirations of this student population. The data further reinforce the importance of expanding transfer pathways with community colleges and designing curricula that meet the emerging needs of both traditional and non-traditional students.

## Remote and Hybrid Work Trends

Gallup reports that among U.S. employees in remote-capable positions, most prefer hybrid work arrangements, while fewer than 10% prefer fully on-site work. Stanford's 2025 analysis of working-from-home trends confirms that while remote work declined somewhat after the pandemic peak, it has since stabilized — particularly among college-educated workers. GMAC's 2024 and 2025 Corporate Recruiters surveys show that employers increasingly value graduate management education skills in remote and hybrid settings, with recognition of these skills in hybrid contexts increasing substantially between the two reporting periods.

For business schools, the normalization of hybrid work has two important implications. First, it increases the feasibility and attractiveness of flexible educational formats, including online and

hybrid graduate programs, micro-credentials, and bootcamps designed for working professionals. Second, it raises the importance of preparing students to succeed in distributed work environments by developing skills in virtual collaboration, remote client management, digital communication, and leading geographically dispersed teams. These trends are especially relevant for CBE, where the Fully Employed MBA and evening-format graduate programs are already aligned with the preferences of working professionals across the Los Angeles basin. Expanding online and hybrid delivery options for specialized master's programs could further strengthen CBE's ability to serve professionals who increasingly expect flexibility alongside career advancement.

Taken together, the 2021–2026 economic environment confirms that CBE operates in a region with strong long-term demand for business talent, but in a context where technological change, affordability pressures, and evolving workforce expectations are reshaping both what students need and how institutions must respond. The labor market continues to reward business graduates — and increasingly rewards those who combine business fundamentals with analytical thinking, digital fluency, and sector-specific knowledge. Meanwhile, inflation, tuition increases, and public funding volatility heighten the importance of access, retention, flexible delivery, and demonstrated career value. CBE's ability to position itself as an affordable, mission-aligned, and adaptable institution will be central to its strategic success in the next planning cycle.

## AI Integration and Curricular Adaptations (2026–2031)

The rapid advancement of artificial intelligence is reshaping the employment landscape for business graduates. Bureau of Labor Statistics projections for 2023–2033 indicate that occupations most relevant to CBE's program portfolio face divergent AI impacts: computer occupations and software development roles are projected to grow significantly, while business and financial operations occupations face more moderate growth as AI automates routine analytical and administrative tasks. Occupations such as database architects, financial and investment analysts, and personal financial advisors are projected for strong growth, suggesting that AI will augment rather than replace roles requiring judgment, client relationships, and strategic thinking — competencies central to CBE's curricula. At the same time, roles such as budget analysts, credit analysts, and claims adjusters face projected declines, signaling that graduates must be prepared to work alongside AI tools rather than compete with them.

These labor market dynamics have direct implications for CBE's academic programs. The BSBA options in Finance, Management, and Marketing must increasingly integrate AI literacy and data-driven decision-making to prepare graduates for roles where human judgment is augmented by algorithmic tools. The CIS program, which has seen strong enrollment growth during the review period, is well positioned to meet rising demand in computer occupations but must continue evolving its curriculum to address AI-specific competencies in areas such as cybersecurity, systems architecture, and data management. Graduate programs — including the newly launched MS in Business Analytics and the MS in Information Systems — will need to differentiate themselves through applied AI integration that connects technical skills to business context.

Faculty readiness to teach in an AI-influenced environment is advancing. Through CETL's AI programming initiatives, 72 unique CBE faculty have completed 165 program completions since

the programs launched in AY 2023–2024. Participation has grown rapidly, from 61 completions in AY 2023–2024 to 74 in AY 2024–2025, with 30 additional completions recorded in the current year. This faculty development foundation positions the College to integrate AI tools and pedagogy into coursework in a deliberate, faculty-supported manner.

As CBE enters the 2026–2031 planning cycle, AI integration will be guided by alignment with the Postsecondary Value Framework, ensuring that curricular adaptations strengthen the value proposition of each degree by connecting access, affordability, completion, and outcomes. The goal is not to replicate what technology-focused institutions offer, but to ensure that CBE graduates can leverage AI tools thoughtfully and effectively in the business contexts they will enter.

# SWOT ANALYSIS

The following SWOT analysis is derived from the CBE Situational (Environmental) Analysis for the 2021–2026 strategic planning cycle. Strengths and weaknesses reflect internal College resources, capabilities, and conditions. Opportunities and threats reflect external forces in the educational, competitive, and economic environment that shape CBE's strategic context. This analysis is intended to inform the development of CBE's 2026–2031 strategic priorities.

**INTERNAL FACTORS (College Resources and Capabilities)**

# STRENGTHS

***Accreditation and Academic Quality***

- AACSB International accreditation, held continuously since 1960 and shared by fewer than 6% of business schools worldwide, signaling academic rigor and continuous improvement.
- Ranked #1 MBA program and #1 Accounting program in Southern California by Best Value Schools for five consecutive years, demonstrating consistent external recognition of CBE's value proposition.
- Comprehensive undergraduate and graduate program portfolio spanning 14 BS Business Administration options, three bachelor's degree programs, six graduate degrees, and an extensive array of certificate programs across multiple disciplines.

***Student Population and Mission Alignment***

- Deep commitment to access, affordability, and social mobility, serving a predominantly first-generation (59%), Pell-eligible (65%), and Latino (72%) student body — a mission uniquely aligned with Cal State LA's national recognition for upward social mobility.
- Comparatively stable CBE enrollment (3,660 in Fall 2020 to 3,957 in Fall 2025) against a backdrop of significant university-wide enrollment decline, indicating sustained program relevance and student demand.

- Demonstrated improvement in undergraduate four-year graduation rates — from 9.0% for the 2011 cohort to 35.3% for the 2020 cohort — and consistently strong graduate graduation outcomes.

### *Faculty, Governance, and Institutional Capacity*

- Strong, research-active faculty engaged in shared governance at both the college and university levels, including leadership roles in the Cal State LA Academic Senate.
- Well-structured governance framework with standing committees in undergraduate studies, graduate studies, assessment, faculty affairs, and student affairs, supporting inclusive and transparent decision-making.
- Inclusive shared governance model, with voting participation extended to staff, lecturers, and students since 2018.
- Active Dean's Advisory Board and Accounting Advisory Board that integrate external professional perspectives into curriculum and program development.

### *Programs, Delivery, and Innovation*

- Fully Employed MBA (FEMBA) at Cal State LA Downtown, a Saturday-only format launched in 2017 serving working professionals, demonstrating CBE's capacity to serve non-traditional learners in accessible, flexible formats.
- Established hybrid and online instructional infrastructure, developed in partnership with CETL, enabling multi-modal delivery across in-person, hybrid, and fully online formats.
- Active participation in the Career-Engaged Departments Program, embedding NACE career readiness competencies into the curriculum across multiple departments.

### *Community Engagement and Societal Impact*

- Documented collaboration with 171 partner organizations and engagement of 2,164 students across 261 community-engaged projects from 2021 to 2026, spanning nonprofit, for-profit, healthcare, and government sectors.
- 37.2% of community-engaged projects involved partner organizations owned or managed by, or serving, individuals from historically underrepresented groups, reflecting intentionally equity-centered engagement.
- Cal State LA VITA program generating more than $3 million annually in tax refunds and benefits for community members, with approximately 2,100–2,300 returns completed each year.
- Alignment of societal impact agenda with UN Sustainable Development Goals 4, 8, and 11, connecting locally grounded work to broader global priorities.

## WEAKNESSES

### *Leadership and Organizational Stability*

- Several leadership transitions at the presidential, provost, and dean levels between 2021 and 2026 generated concerns about operational continuity, organizational climate and culture, and staff support during the transition period.

***Program Development and Competitiveness***

- The MS in Business Analytics, recently launched, is still in an early growth stage and is building enrollment within a competitive and rapidly evolving market for analytics education, where established programs hold significant first-mover advantage.
- The MS in Healthcare Management — historically one of CBE's most distinctive graduate programs — has faced enrollment pressure and shifting competitive dynamics during the review period, indicating an opportunity for repositioning in the next planning cycle.
- Limited integration of artificial intelligence and advanced analytics across the existing curriculum; these capabilities are currently concentrated in a few programs rather than embedded as cross-disciplinary competencies throughout the College.
- Accounting faces enrollment and competitive challenges that, in light of recent changes to CPA certification requirements, warrant efforts to refresh and reposition its program during the 2026–2031 cycle.

***Resources and Capacity***

- Constrained financial resources at the campus and State levels limit the College's operating budget and ability to support instruction and instructionally related activities, provide student services, engage in student recruitment, support program leadership, and refine and develop new programs.
- Fiscal challenges stemming from reduced enrollment limits the College's ability to support faculty research and secure new tenure lines. Sustaining AACSB faculty qualification and sufficiency ratios under constrained hiring conditions and increasing instructional demand presents an ongoing strategic challenge.
- Limited resources for marketing efforts hampers the College's ability communicate its value proposition and academic achievements externally, particularly in competitive program areas where peer institutions invest more heavily in visibility.

**EXTERNAL FACTORS (Environmental and Competitive Forces)**

# OPPORTUNITIES

***Labor Market and Employer Demand***

- California EDD projections of 8.8% statewide job growth through 2033 — concentrated in Education and Health Services (+18.4%), Professional and Business Services (+11.9%), and Leisure and Hospitality (+14.6%) — provide strong market validation for CBE's existing program portfolio.
- Significant projected growth in Computer Systems Design and Related Services (+64,200 jobs) and Healthcare-related fields supports continued investment in CBE programs at the intersection of business, technology, and health.

- GMAC data showing increased employer recognition of graduate management education skills in hybrid and remote environments supports expansion of CBE's professionally oriented graduate programs.

### *AI, Analytics, and Curriculum Development*

- Growing employer demand for AI fluency, data literacy, and analytical thinking across all business functions — documented by WEF, McKinsey, PwC, and LinkedIn — creates a clear opportunity for CBE to integrate these competencies across its existing MBA, BSBA, MSBA, and certificate programs.
- Opportunity to position AI and analytics integration as a college-wide strategic initiative rather than a single-program offering, differentiating CBE through breadth of application rather than depth in one specialty area.
- Cross-disciplinary faculty collaboration opportunity to embed AI-related content in existing courses across Accounting, Marketing, Management, Finance, and Information Systems.

### *Non-Traditional and Adult Learner Market*

- Emerging trend of mid-career adult returners enrolling in higher education in response to inflation and job uncertainty — including a reported 28% increase in learners aged 35–54 at some California institutions — represents a growth segment well-served by CBE's flexible delivery models and professionally oriented programs.
- Growing preference among working professionals for hybrid and flexible formats (Gallup, Stanford 2025) aligns directly with CBE's FEMBA structure and evening-format graduate offerings, supporting enrollment growth in this segment.
- Opportunity to expand stackable credential pathways and micro-credential offerings linked to degree programs, addressing learner demand for shorter, employer-recognized learning milestones.
- Opportunity to serve adult learners with some college and no degree – a population of 6 million in California and 36 million nationwide – with existing degree-completion programs such as the BSBA offered through the Downtown Los Angeles campus.

### *Online and Hybrid Delivery Expansion*

- Cal State Online provides an established system-wide infrastructure through which CBE can offer fully online accredited programs, enabling reach beyond the traditional commuter service area without requiring the development of a standalone online platform.
- Expanding the online and hybrid footprint for specialized master's programs could capture working professional enrollment currently captured by out-of-state and for-profit providers competing primarily on convenience.

### *Community Partnerships and Workforce Alignment*

- CBE's deep regional embeddedness in Greater Los Angeles — including the DTLA site, community-engaged projects, VITA program, and employer partnerships — provides a durable competitive asset that national online providers cannot replicate.
- Expanding community college transfer pathways and articulation agreements can strengthen CBE's pipeline of qualified transfer students and support broader access goals.

- Faculty grant programs supporting community-engaged research (active since 2022) create an opportunity to build a more visible and documented portfolio of CBE's societal impact, strengthening AACSB alignment with Standard 1.

### *Program Portfolio Development*

- The MS in Marketing, approved and scheduled for launch in Fall 2027, represents a new program opportunity in a growth area well aligned with employer demand and CBE's existing faculty expertise.
- Opportunity to revitalize or reposition the MS in Healthcare Management, given California EDD projections showing healthcare as the state's largest sector for job growth through 2033.
- Rising interest in sustainability, social enterprise, and impact-oriented business education opens programmatic and certificate development opportunities aligned with CBE's mission and strategic priorities.

## THREATS

### *Competitive Environment*

- Aggressive expansion of nationally branded online institutions — including ASU Online, SNHU, the University of Illinois iMBA, and WGU — into Southern California markets, targeting working adults and career switchers with convenience-driven value propositions, accelerated pathways, and flexible start dates.
- Increasing intra-CSU competition as peer campuses (Fullerton, Long Beach, Northridge, Pomona, San Bernardino, Dominguez Hills) expand their own AACSB-accredited MBA, MS Accounting, MS Information Systems, and analytics programs, eroding CBE's differentiation within the system.
- Leading business schools nationally — including Northwestern Kellogg, Wharton, Chicago Booth, and Columbia — are aggressively integrating AI into MBA programs, establishing an innovation bar that regional institutions will increasingly be evaluated against.
- Rapid growth of non-degree alternatives — Google Career Certificates, Coursera, edX, LinkedIn Learning, bootcamps — competing for learner attention and time in skill areas closely tied to business and technology, particularly among prospective certificate and early-career students.

### *Enrollment and Demographic Pressures*

- University-wide enrollment at Cal State LA declined approximately 20% between 2021 and 2025, from 27,032 to 21,708, creating sustained pressure on institutional revenue and resource allocation that directly affects CBE's operating environment.
- Long-term demographic trends in California, including declining high school graduation cohort sizes in some regions, may limit the pool of traditional-age students available to CSU campuses over the next planning cycle.
- Persistent affordability barriers — elevated Los Angeles-area cost of living, housing inflation, food insecurity, and rising tuition — increase the risk of student stop-out and delayed

enrollment, particularly for CBE's predominantly low-income, first-generation student population.

- Increasing student support needs related to academic preparedness, financial stress, mental health, and work-life balance place growing demands on advising and student success infrastructure.

***Funding and Resource Volatility***

- Volatility in state funding has created a challenging and constrained operating environment.
- CSU system-wide tuition increases of 6% annually through 2028–29, while generating needed funding, imposes additional financial burden on CBE's cost-sensitive student population and may accelerate attrition or deter prospective students.
- Growing reliance on tuition and self-support revenues to offset state funding volatility places pressure on CBE to maintain graduate and professional program enrollment while managing program quality and accreditation standards.

***Technology and Workforce Disruption***

- WEF projections that 22% of positions will be disrupted and nearly 40% of job skills will change by 2030 create urgency for rapid curriculum adaptation; delay in embedding AI fluency and digital competencies throughout CBE programs risks graduating students whose skills misalign with evolving employer expectations.
- Accelerating pace of employer adoption of AI — with 88% of organizations using AI in at least one business function (McKinsey, 2025) — raises the stakes for business schools to demonstrate curriculum relevance, particularly in programs where workforce alignment is a key value proposition.
- The normalization of hybrid and remote work, while an opportunity for flexible delivery models, also intensifies competition from any-geography providers who are no longer constrained by proximity.

# VISION, MISSION AND VALUES STATEMENT

## CBE VISION

We aspire to become the top-ranked business college in the California State University system, recognized nationally for propelling the social mobility of our students.

## CBE STATEMENT OF MISSION AND CORE VALUES

We prepare a diverse student body with a relevant, high-value education to succeed in their careers and positively impact their communities in greater Los Angeles and beyond.

*We fulfill our mission by:*

- Elevating **academic excellence and scholarship** by improving the quality and quantity of faculty research across all categories, including basic, applied, and pedagogical, and encouraging community-based, industry-driven curriculum and course development

- Fostering **student experience and success** by increasing graduation rates, decreasing equity gaps in DFW rates for underrepresented minority students, improving career readiness outcomes, and maximizing connections with alumni and industry leaders
- Building a **welcoming and inclusive college** by creating a diverse and inclusive experience throughout the college environment and embedding diversity, equity, inclusion, and belonging practices in instruction and curriculum
- Strengthening **engagement, service, and the public good** by increasing community partnerships, expanding student engagement through service-learning projects, growing alumni involvement, and strengthening the College's communications

In carrying out this mission, the College of Business and Economics is guided by the following strategic priorities and core values:

- **Academic Excellence and Scholarship** - Elevating the quality and quantity of faculty research across all categories, including basic, applied, and pedagogical, and encouraging community-based, industry-driven curriculum and course development. This priority reflects the CBE's commitment to producing impactful scholarship while ensuring that academic programs remain aligned with the needs of employers and the Greater Los Angeles workforce.
- **Student Experience and Success** - Increasing graduation rates for freshmen and transfer students, decreasing equity gaps in DFW rates for underrepresented minority students, improving career readiness outcomes for all graduates, and maximizing connections with alumni and industry leaders. This priority addresses both the holistic student experience and measurable outcomes that reflect the College's social mobility mission.
- **Welcoming and Inclusive College** - Creating a diverse and inclusive experience throughout the college environment and embedding diversity, equity, inclusion, and belonging practices in instruction and curriculum. This priority was elevated from a single goal in the prior plan to a standalone strategic area, reflecting the CBE's recognition that an inclusive culture is foundational to student success and institutional excellence.
- **Engagement, Service, and the Public Good** - Increasing community partnerships, expanding student engagement through service-learning projects, growing alumni involvement, and strengthening the College's social media presence and communications. Through these efforts, the CBE deepens its connections to the Greater Los Angeles community and fulfills its commitment to giving back.

## CORE VALUES

Our values speak to who we are, and who we aspire to be, when we are at our best. The CBE’s core values are:

**Table 2: CBE Core Values**

| Value | Definition |
|---|---|
| **Impact** | We provide students with a transformative learning environment that fosters personal empowerment and prepares them to have a positive impact on their careers, families, and communities. |
| **Growth Mindset** | We provide numerous opportunities for students, faculty, and staff to continuously improve personally, academically, and professionally. |

| | |
|---|---|
| **Engagement** | We provide a motivational learning experience for students that embraces new and creative methods for enhanced learning, as well as a fulfilling and meaningful workplace for faculty and staff. |
| **Diversity, Equity, Inclusion & Belonging** | We provide a motivational learning experience for students that embraces new and creative methods for enhanced learning, as well as a fulfilling and meaningful workplace for faculty and staff. |
| **Community & Giving Back** | We give back to the city of Los Angeles and beyond by providing an innovative workforce, engaging with the broader community, and creating sustainable societal initiatives. |

# PURPOSE OF THE VISION, MISSION & VALUES (VMV)

The College of Business and Economics uses the Vision, Mission & Values as a source of guidance and direction for decision-making, particularly concerning resource allocation. Broad goals and objectives flow out of the VMV that are used to guide strategic planning in the College. Strategic action items flow directly from these Goals and Objectives and should be directly linked to a specific goal.

## STRATEGIC PLANNING PROCESS

### Background

In 2021, the CBE began a new strategic planning process to guide the direction of the College during the 2021-2026 strategic planning cycle. Several key considerations prompted the launch of this new cycle. First, the University completed an updated strategic planning effort that identified new long-term goals, and it was essential for the CBE to ensure alignment and synergy between its strategic plan and those of the University. Second, building on lessons from the 2016-2021 cycle — and on feedback from the peer review team (PRT) during the prior reaccreditation visit, which emphasized the importance of an inclusive planning process — the CBE was committed to deepening the breadth and representativeness of stakeholder engagement in the new cycle. Third, the evolving landscape of higher education, combined with the lasting effects of the COVID-19 pandemic on students, faculty, and the communities the CBE serves, made it the right time to revisit the College's strategic priorities, mission, vision, and values.

Given these factors, the CBE launched a deliberate and inclusive planning process designed to effectively and efficiently deploy our resources and capabilities in a manner consistent with the College's mission and the University's goals. The process encouraged and expected strategic planning to be a coordinated effort at both the Department and College levels, involving a broad set of stakeholders including faculty, staff, students, alumni, university campus leaders, and business executives.

### College Stakeholder Engagement

Key stakeholders were integral in the strategy, development, refinement, and implementation of the strategic plan. In September 2021, the Dean engaged the Dean's Advisory Council to initiate the process, followed by the nomination and selection of the Strategic Planning Committee (SPC). In October and November 2021, the CBE undertook an extensive College Stakeholder Engagement effort. The various stakeholder engagement activities included faculty, staff, students, university leaders, and external stakeholders including alumni, advisory board members, and the business community. Faculty and staff participated in surveys and a dedicated Strategic Planning Workshop to provide feedback on programs, business processes, and

resource needs. Students were important contributors through focus groups and surveys, offering feedback on program satisfaction and areas for improvement. Alumni, advisory board members, and business community representatives provided input on business trends and workforce needs to inform the development of real-world experiences and programs for students. As a result of this broad stakeholder engagement, the CBE successfully developed a market-driven strategic framework, refined its mission, vision, and values, and identified the priorities most critical to the College's continued advancement. In total, the stakeholder engagement phase reached 568 participants across multiple channels, as detailed in Table 3 below.

The 2021–2026 strategic planning process engaged 568 total participants through multiple engagement channels:

**Table 3: College Stakeholder Engagement — By the Numbers**

| Engagement Activity | Audience | Participants |
|---|---|---|
| Stakeholder Interviews | 3 Admin Team, 6 Dept. Chairs, 5 Program Directors | 14 |
| Faculty/Staff Workshop | All CBE Faculty and Staff | 65 |
| Faculty/Staff Survey | CBE Faculty and Staff | 63 |
| Dean's Advisory Board Workshop | Current Board Members (Alumni, Industry) | 10 |
| Student Survey | CBE Students (Undergraduate and Graduate) | 368 |
| Student Focus Group | Undergraduate and Graduate Students | 8 |
| College Input Survey | College-wide Stakeholders | 47 |
| | **TOTAL PARTICIPANTS** | **568** |

*Note: Stakeholder interviews included 3 members of the Administrative Team, 6 Department Chairs, and 5 Program Directors.*

## Process

The CBE's 2021-2026 strategic planning process unfolded in two broad phases spanning from August 2021 through April 2026, when the updated Strategic Plan was finalized and distributed to the College community. The full timeline of the process is depicted in Figure 6 below.

The strategic planning process spanned from August 2021 through April 2026 and included the following major phases:

- August–December 2021: Launch strategic planning process; core team kickoff; college stakeholder engagement (interviews, focus groups, surveys); faculty/staff strategic planning workshop
- January–May 2022: Strategic Planning Committee nominations and selection; findings report data review and analysis; strategic planning framework workshop
- June–August 2022: Summer break; campus input survey; Dean’s Advisory Council engagement
- September–December 2022: Strategic Planning Committee kick-off; mission, vision, priorities development; working group nominations and selection

- January–April 2023: Working group kick-off; core values workshop and development; goals, initiatives, and metrics development; strategic plan approval
- June 2024: Strategic Planning Core group meeting to discuss metrics and metrics tracking.
- December 2025: Strategic Planning Core group meeting
- February 2026: Strategic Planning Core group meeting
- March 2026: Strategic Planning Core group meeting
- April 2026: Strategic Planning Core group meetings
- May 2026: Distribution of Strategic Plan to the College




***Figure 6: Strategic Planning Process Timeline (2021–2026)***

**Strategic Planning Committee**

In 2021, the CBE assembled a Strategic Planning Committee (SPC) chaired by Dean Jackson. The Committee was made up of CBE stakeholders including students, faculty, and staff who were a part of or worked directly with the College. Each working group met on a regular basis to ensure progress toward the College's strategic plan. The SPC held its formal kickoff in early 2022 and was charged with the following goals:

1. Served as a liaison with the constituents they represented, particularly those whose voices were underrepresented.

2. Understood the perspectives of various stakeholders across the CBE community and helped ensure participation and engagement.
3. Incorporated the input and perspectives from all college stakeholders, and solicited input and feedback as the plan was drafted.
4. Determined a focused set of college priorities for the next five years.
5. Provided consultation around governance and organizational structures, policies, processes, etc., to support successful plan implementation.

Following the SPC kickoff, the Committee convened a series of Strategic Plan Development meetings from January through May 2022, during which it reviewed and analyzed stakeholder findings and began developing the Mission, Vision, and Strategic Priority Areas for the new cycle. A Findings Report and Data Review was produced and reviewed in the spring of 2022.

The second phase of the process focused on the detailed development of goals, initiatives, and metrics within each strategic priority area. In Fall 2022, working groups were nominated, selected, and formally kicked off. Each working group was composed of a strategic pillar sponsor together with three to five subject-matter experts for that strategic priority area. Working groups were provided with context and materials from the strategic planning process and SPC meetings related to their strategic priority area, including stakeholder feedback, relevant data, and ideas for goals and initiatives. Their roles included: finalizing the strategic priority area goals and metrics; recommending key initiatives to focus on in the first one to two years of plan implementation to make progress against goals; helping coordinate with relevant parties responsible for key initiatives to track progress and identify support required; reporting back to CBE leadership and strategic plan sponsors on progress; and reviewing the strategic plan on an annual basis in partnership with CBE leadership to recommend any adjustments or new initiatives.

In November and December 2022, the working groups engaged in Goals, Initiatives, and Metrics Development, and a Core Values Workshop was convened to develop the College's updated values framework. In early 2023, the full Strategic Planning Committee convened for a Strategic Planning Framework Workshop, and a Campus Input Survey was administered to gather broad feedback on the emerging plan. The Strategic Plan Framework was formally approved in April 2023.

Following the approval of the Strategic Plan Framework, the CBE entered a continued implementation and refinement phase to ensure that the plan remained current, actionable, and aligned with the College's evolving context. In June 2024, the Strategic Planning Core Group convened to discuss metrics and metrics tracking, strengthening the College's capacity to measure and report on goal achievement across all four strategic priority areas. The Core Group reconvened in December 2025 to review the plan and assess progress against goals. Building on that review, the Core Group held a series of focused meetings in February, March, and April 2026 to conduct a final review and refinement of the plan. In April 2026, the updated Strategic Plan was finalized and formally distributed to the College community, marking the completion of the full 2021-2026 strategic planning cycle.

**Strategic Planning Process Calendar**

The following table (Table 4: Strategic Planning Process Calendar) outlines the review periods, timelines, and responsible participants for the continued review of the CBE Vision, Mission, & Values (VMV), Strategic Priority Areas, and associated Goals, Metrics, and Initiatives.

**Table 4: Strategic Planning Process Calendar**

| Element | Review Period | Reviewed | Time of Next | Participants |
|---|---|---|---|---|
| **CBE VMV Statement** | **5 years** | **2021** | **2026** | **SPC; EXCOM; DEPTS; AB; FAC; SL; UNIV; STF; CL** |
| Long Term Goals | 5 years | 2021 | 2026-2027 | SPC; EXCOM; DEPTS; AB |
| **Internal & External Analysis** | **Ongoing; major review every 5 years** | **2021** | **2026-2027** | **SPC; EXCOM; DEPTS; AB; FAC; SL; UNIV; STF; CL** |
| Performance Review & Set Annual Objectives | Annual | 2025 | 2026 | SPC; EXCOM; DEPTS |

*SPC = CBE Strategic Planning Committee; EXCOM = CBE Executive Committee; DEPTS = CBE Departments; AB = Advisory Boards; UNIV = University Leaders; FAC = Faculty; SL = Student Leaders; STF = Staff; CL = Community Leaders*

### Annual Review

The following outlines the ongoing annual review responsibilities for each key stakeholder group within the CBE:

1. Each department in the CBE (Accounting; Economics; Finance, Law & Real Estate; Information Systems; Management; and Marketing) will review progress toward the CBE Strategic Plan with input from faculty, students, administrators, and advisory boards, if any, to develop the department's goals and actions for the coming academic year.
2. Each department in the CBE will review their resource needs and create requests for resources for the next academic year (e.g., hiring plans, professional development), utilizing input from faculty, students, administrators, and advisory boards. Departments will forward their plans to the CBE Strategic Planning Committee.
3. The Advisory Boards meet with the deans, faculty, staff, and students to listen and exchange feedback about employer and community perspectives.
4. The Student Leaders meet with the deans, department chairs, student clubs, and students to share information on student feedback about faculty, programs, and resources.
5. The CBE Strategic Planning Committee will review the departments' plans and prioritize requests for resources for the next academic year. Prioritized requests will be forwarded to the CBE Executive Committee (Administrative Council).
6. The CBE Strategic Planning Committee will gather input from students, faculty, administrators, and advisory boards regarding the continued fit of the VMV and strategic goals and objectives. This input will be solicited during departmental meetings, meetings with student groups, and meetings with various advisory boards. The CBE Strategy Committee will suggest changes to the VMV and/or strategic goals and objectives as necessary.
7. The CBE Executive Committee will develop new goals, objectives, and action items based on strategic directions guided by the VMV and changes in the environment.

### Every Five Years

In addition to the annual review process, the CBE Strategic Planning Committee conducts a comprehensive five-year review of the College's Vision, Mission, & Values and strategic goals:

1. The CBE Strategic Planning Committee will conduct an in-depth review of the VMV and strategic goals via face-to-face meetings conducted for the specific purpose of evaluating

VMV and strategic goal effectiveness. The CBE Strategy Committee will involve administrators, faculty, business community serving on advisory boards, and students in this phase.

2. The CBE Strategic Planning Committee will re-evaluate or develop new VMV and strategic goals and objectives.
3. The CBE Strategic Planning Committee will develop strategic directions for the next five years.

# PROGRESS AGAINST THE STRATEGIC PLAN

## Priorities, Initiatives, and Goals

The CBE's 2021–2026 Strategic Plan identifies four strategic priority areas. For each priority area, the Strategic Planning Committee and Working Groups defined specific goals, measurable metrics, and actionable initiatives.

**Table 5: Strategic Plan Terms and Definitions**

| Term | Definition |
|---|---|
| **Strategic Priority** | A broad thematic area containing the most important opportunities to move toward the mission and vision. |
| **Initiative** | A workstream or important area of focus within the broader priority. |
| **Goal** | A desired, measurable result; a milestone that helps us know we are making progress on each initiative. |
| **Metric** | How we will measure our progress and achievement of our goals. |
| **Tactics/Actions** | Specific steps we will take to achieve our goals. |

## Reporting Requirements

| Stakeholder | Reporting requirement or venue | Frequency | Due Date |
|---|---|---|---|
| University Board | Report of goal accomplishment to Provost | Annual | June |
| AACSB International | Summary of strategic planning for accreditation maintenance | Annual | June |
| Faculty and Staff | Report by Dean at Fall Welcome Back Meeting | Annual | August |
| Advisory Board | Dean's Report and Quarterly Reporting | Annual | Varies |
| Students and Alumni | Dean's Report and CBE Newsletter | Annual Quarterly | Varies |

***Figure 7: CBE Strategic Plan Reporting Requirements***

## RELATIONSHIP OF CBE PRIORITIES TO UNIVERSITY STRATEGIC PLAN

### Table 6: Relationship of CBE Priorities to University Strategic Plan

| CBE Initiatives and Goals | Engagement, Service, and the Public Good | Welcoming and Inclusive Campus | Student Success | Academic Distinction |
|---|---|---|---|---|
| | Strategic Priority Area: Engagement, Service, and the Public Good | Strategic Priority Area: Welcoming and Inclusive Campus | Strategic Priority Area: Student Success | Strategic Priority Area: Academic Distinction |
| **CBE PRIORITY: ACADEMIC EXCELLENCE & SCHOLARSHIP** | | | | |
| **Goal 1: Improve the quality and quantity of publications in all categories of research** | | | | |
| Initiative 1.1: Elevate our reputation for research and scholarship | ✓ | | | ✓ |
| Initiative 1.2: Enhance publication success by educating on and implementing best practices | | | | ✓ |
| Initiative 1.3: Increase undergraduate and graduate student involvement in research | | ✓ | ✓ | ✓ |
| Initiative 1.4: Diversify faculty research to encompass all categories: Basic, Applied, and Pedagogical | ✓ | | | ✓ |
| **Goal 2: Encourage community-based, industry-driven curriculum and course development** | | | | |
| Initiative 2.1: Partner with industry to identify key skills and knowledge gaps | ✓ | | ✓ | ✓ |
| Initiative 2.2: Create opportunities for student feedback on course modifications | | | ✓ | ✓ |
| Initiative 2.3: Empower faculty to integrate industry-driven activities/projects | ✓ | | ✓ | ✓ |
| **CBE PRIORITY: STUDENT EXPERIENCE & SUCCESS** | | | | |
| **Goal 3: Increase graduation rates for freshmen and transfer students** | | | | |
| Initiative 3.1: Encourage autonomy and responsibility to intrinsically motivate students | ✓ | | ✓ | ✓ |
| Initiative 3.2: Implement incentives to encourage class attendance and active participation | ✓ | ✓ | ✓ | ✓ |
| Initiative 3.3: Accommodate varied personal needs with flexible schedules and modes | | ✓ | ✓ | |
| Initiative 3.4: Track warning signs and implement intervention for at-risk students | | | ✓ | |
| **Goal 4: Decrease equity gaps in DFW rates and increase retention for URM students** | | | | |

| CBE Initiatives and Goals | Engagement, Service, and the Public Good | Welcoming and Inclusive Campus | Student Success | Academic Distinction |
|---|---|---|---|---|
| Initiative 4.1: Identify departments/courses/sections with high DFW rates | | ✓ | ✓ | ✓ |
| Initiative 4.2: Collect DFW rates for equity categories where no data exist | | ✓ | ✓ | ✓ |
| Initiative 4.3: Engage and empower faculty to actively support success of URM students | | ✓ | ✓ | ✓ |
| **Goal 5: Improve career readiness and outcomes of all graduates** | | | | |
| Initiative 5.1: Provide and increase engagement with professional exposure and networking opportunities | ✓ | ✓ | ✓ | ✓ |
| **Goal 6: Maximize connections with Cal State LA alumni and global industry/community leaders** | | | | |
| Initiative 6.1: Connect students with alumni and industry leaders through events | ✓ | | ✓ | ✓ |
| Initiative 6.2: Engage student clubs to amplify reach of events | ✓ | ✓ | ✓ | |
| Initiative 6.3: Become a recognized partner for key market players | ✓ | | ✓ | ✓ |
| **CBE PRIORITY: WELCOMING & INCLUSIVE COLLEGE** | | | | |
| **Goal 7: Create a diverse and inclusive experience throughout the college environment** | | | | |
| Initiative 7.1: Promote diverse in-classroom interactions to enrich all students | ✓ | ✓ | ✓ | ✓ |
| Initiative 7.2: Create community-building events to foster belonging | ✓ | ✓ | ✓ | |
| Initiative 7.3: Strengthen communication engagement with all constituencies | ✓ | ✓ | ✓ | |
| Initiative 7.4: Increase diversity and inclusion best practices comprehensively | | ✓ | ✓ | ✓ |
| **Goal 8: Embed DEI and belonging practices in instruction and curriculum** | | | | |
| Initiative 8.1: Promote inclusive learning environment so all students feel represented | | ✓ | ✓ | ✓ |
| Initiative 8.2: Increase education and awareness on importance of DEI | | ✓ | ✓ | ✓ |
| Initiative 8.3: Attract and retain a diverse community of students, faculty, and staff | | ✓ | ✓ | ✓ |
| **CBE PRIORITY: ENGAGEMENT, SERVICE, & THE PUBLIC GOOD** | | | | |

| CBE Initiatives and Goals | Engagement, Service, and the Public Good | Welcoming and Inclusive Campus | Student Success | Academic Distinction |
|---|---|---|---|---|
| **Goal 9: Increase the college's partnerships with the community** | | | | |
| Initiative 9.1: Build relationships with partners for ongoing activities | ✓ | | ✓ | ✓ |
| Initiative 9.2: Create more engagement opportunities for community partners | ✓ | | ✓ | |
| Initiative 9.3: Track external partnerships in a database | ✓ | | | |
| **Goal 10: Increase student community engagement through service learning** | | | | |
| Initiative 10.1: Track service learning projects through a database | ✓ | | ✓ | |
| Initiative 10.3: Provide incentives for faculty to incorporate service learning | ✓ | | | ✓ |
| Initiative 10.4: Provide faculty with resources for service learning | ✓ | | | ✓ |
| **Goal 11: Increase alumni involvement in the college** | | | | |
| Initiative 11.1: Partner with Alumni Association for baseline database | ✓ | | | |
| Initiative 11.2: Determine CBE engagement strategies for alumni | ✓ | | ✓ | |
| Initiative 11.3: Monitor alumni involvement through exit surveys | ✓ | | | |
| **Goal 12: Increase the social media reach of CBE** | | | | |
| Initiative 12.1: Increase MarCom-faculty/staff collaboration for social media | ✓ | | | ✓ |
| Initiative 12.2: Retain marketing specialists to manage programs | ✓ | | ✓ | ✓ |
| Initiative 12.3: Improve communication holistically across the college | ✓ | ✓ | | ✓ |
| Initiative 12.4: Centralize social media management with specialized software | ✓ | | | ✓ |
| Initiative 12.5: Build relationships with student clubs' social media | ✓ | ✓ | ✓ | ✓ |

## ACTION PLAN

The CBE strategic action items flow directly from the strategic initiatives. An action plan should be directly linked to a specific goal. Each of the strategic action items is evaluated annually for status updates.

**Table 7: CBE Strategic Action Plan**

| # | Initiatives | Timing | Resources | Responsible Parties | Success Metrics | Status |
|---|---|---|---|---|---|---|
| **STRATEGIC PRIORITY: ACADEMIC EXCELLENCE & SCHOLARSHIP** | | | | | | |
| **Goal 1: Improve the quality and quantity of publications in all categories of research** | | | | | | |
| **1.1** | Elevate our reputation for research and scholarship | On-going | Faculty development resources, research support services | Deans, Department Chairs, Faculty | 3% publication increase in top-ranked journals of recommended outlets | A-journal publications grew from 50 to 127 (154% increase) and B-journal publications from 55 to 123 (124% increase), far exceeding the 3% target. Growth was broad-based across all six departments, reflecting a deliberate shift toward higher-quality research outlets. |
| **1.2** | Enhance publication success by educating on and implementing best practices | Semi-Annual | Faculty development resources | Deans, Department Chairs, Faculty, AACSB Director | 3% publication increase in research | Total ICs grew from 338 to 1,243 (268% increase), far exceeding the 3% target. Peer-reviewed journal articles rose sixfold from 65 to 390, reflecting school-wide adoption of publication best practices. |
| **1.3** | Increase undergraduate and graduate student involvement in research | On-going | General Fund | Department Chairs, Faculty, Graduate Directors | 3% publication increase in student research | Students contributed 49 publications (44 graduate, 5 undergraduate), comprising 6.4% of 768 total outputs. With 27 graduate and 2 undergraduate journal articles, this establishes the baseline for the 3% growth target. |
| **1.4** | Diversify faculty research to encompass all categories: Basic, Applied, and Pedagogical | On-going | Faculty development resources | Deans, Department Chairs, Faculty | Diversify faculty research across Basic, Applied, and Pedagogical | The portfolio shifted from 32/52/16% to a near-balanced 40/42/18% split across Basic, Applied, and Teaching scholarship. All three categories grew substantially (Basic +357%, Applied +198%, Teaching +317%). |
| **Goal 2: Encourage community-based, industry-driven curriculum and course development** | | | | | | |
| **2.1** | Partner with industry organizations to identify key skills and knowledge gaps relevant to workforce needs | On-going | Industry partnership coordination, curriculum development support | Deans, Department Chairs, Faculty, Advisory Boards, CETL | 3% increase in external partner engagement per department | CBE is participating in the Career-Engaged Program led by CETL, now in its second iteration with formal data collection. Faculty utilize NACE competencies to evaluate course alignment with workforce needs and modify courses to address identified gaps. |
| **2.2** | Create opportunities for student feedback on course modifications and activities/projects | Semi-Annual | General Fund | Department Chairs, Faculty, Student Leaders | Student engagement metrics in course feedback | CETL data collection is continuing through Spring 2026 to evaluate how course modifications impact student preparedness. The initiative targets a 3% increase in student feedback per department. |
| **2.3** | Empower faculty to engage in course modifications and integrate industry-driven activities/projects | On-going | Curriculum development support | Deans, Department Chairs, CETL, Faculty | 3% increase in courses modified to include community-based projects | Faculty from four departments are currently participating: Marketing, Management, CIS, and Accounting. Participation breadth is being tracked; progress toward the 10% course modification target will be assessed as additional data becomes available. |
| **STRATEGIC PRIORITY: STUDENT EXPERIENCE & SUCCESS** | | | | | | |
| **Goal 3: Increase graduation rates for freshmen and transfer students** | | | | | | |

| # | Initiatives | Timing | Resources | Responsible Parties | Success Metrics | Status |
|---|---|---|---|---|---|---|
| **3.1** | Encourage autonomy and responsibility to intrinsically motivate students to complete and excel in their classes | On-going | Academic advising resources, early warning systems | Deans, Advisors, Faculty, Staff | Increase A and B grades for students | The A rate rose from 30.58% to 41.77% (+11.19pp), suggesting an upward shift in grade distribution. Largest gains came from Accounting (+18.12pp), Economics (+14.08pp), and Finance (+12.38pp). CIS moved from 34.25% to 41.53% (+7.28pp). |
| **3.2** | Implement incentives to encourage class attendance and active participation | On-going | General Fund | Department Chairs, Faculty | Increase incentives for attendance and participation | CBE will conduct a systematic syllabus review of grading policies related to participation and attendance across all programs. The review will use an AI-assisted data extraction process to analyze syllabus content at scale, ensuring consistency and alignment with best practices. |
| **3.3** | Accommodate varied personal needs with flexible schedules and modes for all classes | On-going | General Fund | Deans, Department Chairs, Scheduling Staff | Increasing teaching modalities (Online, Hybrid) | Online sections increased from 97 to 671; hybrid grew from 298 to 527. Asynchronous sections rose from 97 to 631. Evening offerings expanded, especially at 6:00 PM (1,583 to 2,167), providing more options for students balancing work and responsibilities. |
| **3.4** | Track warning signs and implement intervention process for at-risk students | On-going | Early warning systems | Deans, Advisors, DSSA, Staff | Implement the midterm progress report | CBE is working to implement a midterm progress report as an early intervention tool, modeled on the Student Feedback Request process used for student-athletes. The College aims to expand this model to serve the broader student population. Initiative is ongoing. |
| **Goal 4: Decrease equity gaps in DFW rates and increase retention for underrepresented minority students** | | | | | | |
| **4.1** | Identify departments/courses/sections with high DFW rates | On-going | Data analytics support | Deans, Department Chairs, Assessment Committee, DSSA | DFW rates identified by departments/courses/sections with high DFW rates | College-level DFW rate declined from 22.3% to 16.8% (−5.6pp). Management led with the largest reduction (−11.9pp), followed by Information Systems (−8.9pp) and Accounting (−8.4pp). Finance remained stable at ~20%, representing the primary area for continued attention. |
| **4.2** | Collect DFW rates for equity categories and plan for student success | On-going | Data analytics support | Deans, DSSA, Department Chairs, Staff | Decrease in DFW rates for underrepresented groups | DFW rates declined across most underrepresented groups: Black students from 15.7% to 13.4%, Hispanic from 12.7% to 10.5%, Asian from 7.0% to 5.3%. Female DFW rates decreased from 10.0% to 8.6%; male from 10.9% to 9.7%. Other/Unknown showed the largest improvement, from 22.5% to 16.2%. |
| **4.3** | Engage and empower all faculty and instructors to actively support success of underrepresented minority students | On-going | Tutoring center expansion, mentorship program development | Deans, Department Chairs, Faculty, CETL | Increase in tutoring offerings for underrepresented minority students | Hispanic/Latino tutoring participation rose from 18 (AY 2019–20) to 245 (AY 2024–25). Black/African American participation grew from zero to 19 (AY 2023–24). Female participation increased from 25 to 212; male from 13 to 166, indicating broadly accessible and growing services. |
| **Goal 5: Improve career readiness and outcomes of all graduates** | | | | | | |
| **5.1** | Provide and increase engagement with professional exposure and networking opportunities | On-going | Career services support | Associate Dean, Director of Development, Placement, Faculty, Alumni | Number of courses aligned with competency-based testing | The IS Department produced 249 student professional certifications (AY 2020–26): 193 BSIS, 56 MSIS. The ICCP ISA certification accounts for 229 of 249. Beginning AY 2024–25, the portfolio expanded to include ISC2 (14), CompTIA Security+ (2), ISACA (1), SAP (2), and Salesforce (1). |
| **Goal 6: Maximize connections with Cal State LA alumni and global industry/community leaders** | | | | | | |
| **6.1** | Provide opportunities for students to connect with alumni and industry/community leaders through events and class projects | On-going | Event coordination, alumni relations, industry partnership development | Director of Development, Alumni Relations, Faculty, Advisory Boards, Student Leaders | | Event participation peaked in AY 2024–25 with nearly 3,000 attendees across 20 events. Formats included career fairs, employer info sessions, panels, and Instagram Live (reaching 1,600+ participants). Industry engagement is increasingly embedded in coursework. |

| # | Initiatives | Timing | Resources | Responsible Parties | Success Metrics | Status |
|---|---|---|---|---|---|---|
| **6.2** | Engage student clubs to amplify reach of events and activities across all student groups | On-going | General Fund | Student Leaders, Faculty Advisors, Director of Development | Annual increase in alumni student engagement in clubs | The Marketing Specialist is actively partnering with student clubs to improve visibility of CBE-sponsored events, workshops, and co-curricular programming. Promotions are disseminated through club leadership to reach students who may not otherwise be aware of available resources. Work is ongoing with continuous refinement. |
| **6.3** | Become a recognized and trusted partner for key market players to enhance recruitment and research transfer | On-going | Industry partnership development | Deans, Director of Development, Advisory Boards, Faculty | Annual increase in industry representative visits, student internships and scholarships | Employer-led activities (info sessions, recruiter workshops, resume reviews, on-campus interviews) demonstrate sustained collaboration. CBE-hosted events now attract hundreds of participants, with peak years reaching nearly 3,000 engagements. Virtual and hybrid formats have broadened access. |
| **STRATEGIC PRIORITY: WELCOMING & INCLUSIVE COLLEGE** | | | | | | |
| **Goal 7: Create a diverse and inclusive experience throughout the college environment** | | | | | | |
| **7.1** | Promote diverse in-classroom interactions to ensure we are enriching all students | On-going | DEI programming support | Deans, Department Chairs, Faculty, CETL | Student feedback demonstrates sense of feeling welcome on campus | Senior survey: 79.1% agreed Cal State LA has a diverse campus community enhancing education. 82.8% reported being well prepared to get along with diverse backgrounds; 81.8% for working productively with diverse colleagues. |
| **7.2** | Create community-building events and opportunities to foster belonging and connectedness | On-going | DEI programming support | Deans, Director of Development, Student Leaders, Staff | Evolution of physical spaces | Sense of belonging was reported at 64.3%; pride in campus community at 73.4%; satisfaction with social opportunities at 67.1%. Approximately one-third of students do not report strong belonging, underscoring the need for continued programming. |
| **7.3** | Strengthen communication engagement with all constituencies including ongoing feedback opportunities | On-going | General Fund | Deans, MarCom Specialist, Staff, Faculty | Annual increase in inclusive events | Staff approachability and helpfulness rated at 69.5%; faculty approachability at 75.0%. Results indicate a generally positive communication environment with room for improvement in staff-to-student interactions. |
| **7.4** | Increase diversity and inclusion best practices to improve experiences of students, staff, and faculty | On-going | DEI programming support | Deans, Department Chairs, Faculty, Staff | Increase DEI best practices comprehensively | Tolerance rated at 78.6%, free expression at 78.3%, ethnic diversity satisfaction at 71.9%, and faculty fairness at 78.3%. These metrics provide a baseline for tracking continued improvement in DEI best practices. |
| **Goal 8: Embed diversity, equity, inclusion and belonging practices in instruction and curriculum** | | | | | | |
| **8.1** | Promote an inclusive learning environment to ensure all students feel represented and valued | On-going | Faculty development, DEI curriculum resources | Department Chairs, Faculty, CETL | Student feedback reflecting diversity and inclusion in CBE experience | Faculty fairness rated at 78.3%; attentiveness to academic needs at 75.8%; climate of tolerance at 78.6%. Positive perceptions are broadly shared across demographic groups, though some variation exists (e.g., Female Black respondents reported 75–100% satisfaction; Male Hispanic respondents showed more moderate levels). |
| **8.2** | Increase education and awareness on importance of diversity and inclusion for students, faculty, and staff | Semi-Annual | DEI curriculum resources | Deans, Department Chairs, Faculty, Staff | Annual increase in percentage of classes with diversity statement | High ratings on tolerance (78.6%), diverse campus community (79.1%), and free expression (78.3%) suggest DEI awareness efforts are reaching students. Faculty attentiveness to personal needs (68.8%) and willingness to take student ideas seriously (66.7%) support continued scaling of DEI education. |
| **8.3** | Attract and retain a diverse community of students, faculty, and staff | On-going | Recruitment and retention initiatives | Deans, Department Chairs, Search Committees, HR | Diverse representation metrics across faculty, staff, and students | Survey demographics confirm CBE serves a significantly diverse student body: Hispanic (~108–113 respondents), Asian (~35–43), International (~15), Black (~10), White (~9). This distribution reflects the broader Cal State LA community. |

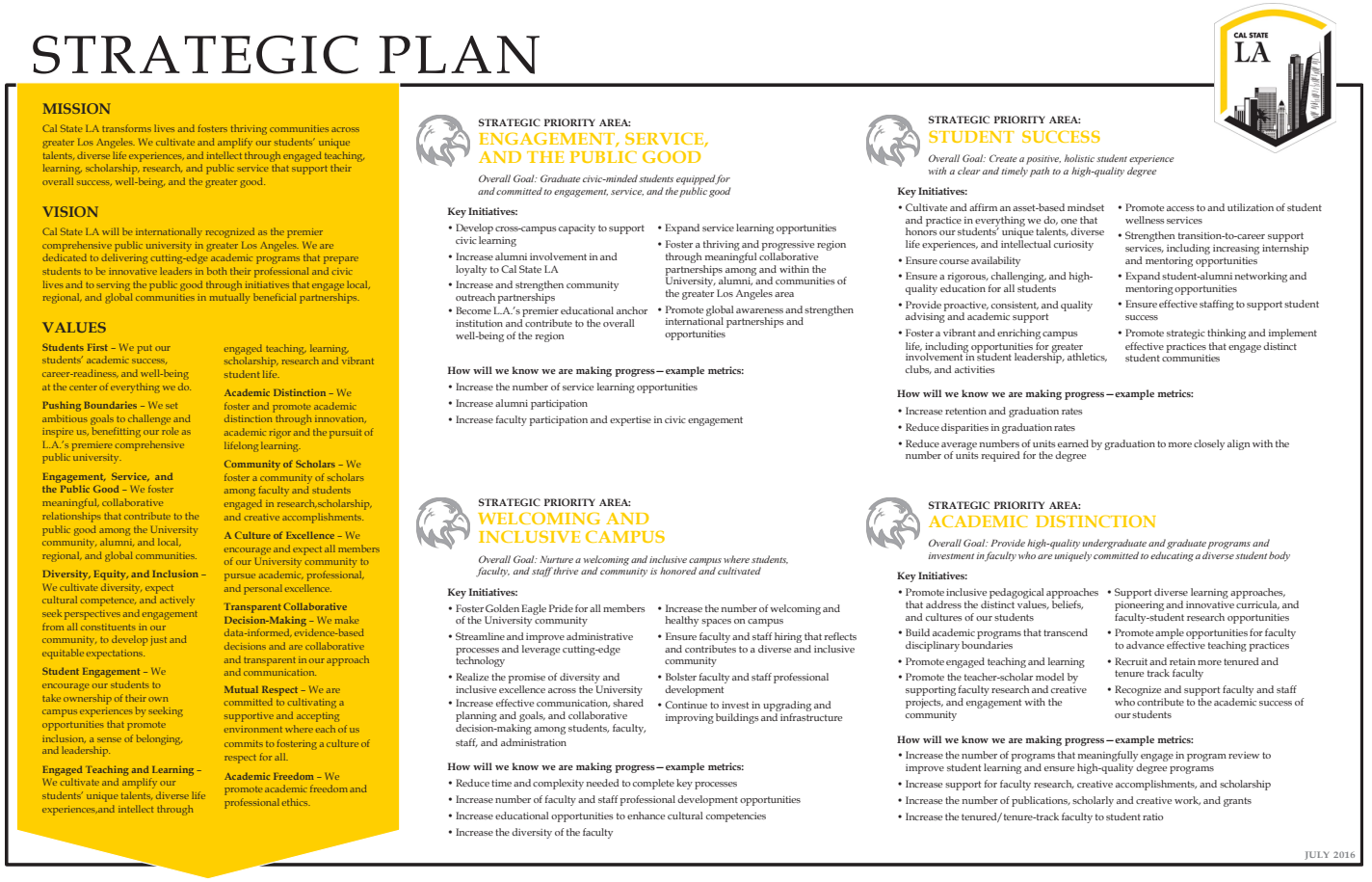
| # | Initiatives | Timing | Resources | Responsible Parties | Success Metrics | Status |
|---|---|---|---|---|---|---|
| **STRATEGIC PRIORITY: ENGAGEMENT, SERVICE, & THE PUBLIC GOOD** | | | | | | |
| **Goal 9: Increase the college's partnerships with the community** | | | | | | |
| **9.1** | Find and build relationships with partners for ongoing activities at class or extra-curricular level | On-going | Community partnership coordinator, partnership tracking database | Director of Community Engagement, Department Chairs, Faculty, Advisory Boards | Baseline established for community partners; annual increase | Since AY 2020, 170 unique clients engaged across five departments spanning healthcare, government, nonprofit, and professional services. Many engagements are embedded within academic programs, creating continuity across semesters. |
| **9.2** | Create more engagement opportunities for community partners within CBE | On-going | General Fund | Deans, Director of Development, Faculty, Student Leaders | Annual increase in number of community partners | Engagement opportunities now include consulting projects, client presentations, service-based initiatives, and career-focused collaborations. In several departments, all projects are presented to clients. This reflects a shift from event-based interactions to sustained, curriculum-embedded engagement. |
| **9.3** | Track external partnerships and engagements in a database to maintain and measure information | On-going | Partnership tracking database | AACSB Director, Staff, Director of Development | Create a database | The Watermark Faculty Success database was updated to include a dedicated societal impact category, allowing faculty to document and track community, industry, and societal contributions in alignment with AACSB standards. |
| **Goal 10: Increase student community engagement through service learning projects** | | | | | | |
| **10.1** | Track service learning projects and supporting information through a database | On-going | Service learning coordinator, resource development | Department Chairs, Faculty, Staff | Annual increase in students participating in service learning in classes | The Watermark database now includes a dedicated Societal Impact Projects section capturing client details, student participation, industry classification, UN SDG alignment, CBE Strategic Priorities, DEI indicators, and project deliverables. |
| **10.3** | Provide incentives for faculty to incorporate service learning into classes | On-going | Faculty incentives, resource development | Deans, Department Chairs | Create incentive programs for community engaged programs | The database tracks whether projects were awarded a CBE Societal Impact Grant, providing a mechanism to document incentive programs and link grant awards to project outcomes and student participation data. |
| **10.4** | Provide and inform faculty of available resources to easily adapt classes for service learning | On-going | Faculty incentives, resource development | Deans, Department Chairs | Increase community engaged meetings and events | The database captures whether projects were completed outside normal class activities, distinguishing curricular service learning from broader engagement. This information supports sharing best practices and planning community-engaged events. |
| **Goal 11: Increase alumni involvement in the college** | | | | | | |
| **11.1** | Partner with Alumni Association to determine active CBE alumni and establish baseline database | On-going | Alumni relations coordination, database development, communication tools | Director of Development, Alumni Relations, Staff | Baseline alumni database established | In partnership with the Alumni Association and University Advancement, a dedicated alumni database was established. For AY 2020–25, it documents 4,649 undergraduate and 1,088 graduate degrees conferred, 573 Alumni Association members (377 in Business Alumni Network), 460 donor transactions, 247 event registrations, and 1,361 outreach communications with tracked metrics. |
| **11.2** | Determine CBE strategies for engagement and increase alumni partners each year | On-going | Communication tools | Deans, Director of Development, Alumni Relations, Advisory Boards | Documented policy in CBE engagement for alumni | CBE adopted a formal Alumni Engagement Policy establishing five directives: an annual engagement calendar (minimum two CBE-hosted events/year), an alumni speaker/mentor pipeline, social media tracking (beginning Fall 2026), outreach segmentation strategies, and a tiered donor stewardship pathway. Policy subject to annual review beginning August 2027. |
| **11.3** | Monitor alumni involvement after graduation through exit surveys, newsletters, etc. | Annual | Communication tools | Director of Development, Alumni Relations, Staff | Increase participation in alumni contributions, exit surveys, newsletters | The 2022 Senior Survey (~195–207 respondents) found 77.8% satisfaction with the overall Cal State LA experience, 75.0% faculty approachability, and 69.7% quality of instruction. Over 80% rated intellectual preparation favorably. Areas for |

| # | Initiatives | Timing | Resources | Responsible Parties | Success Metrics | Status |
|---|---|---|---|---|---|---|
| | | | | | | improvement: community involvement (49.7%), faculty-student research partnerships (40.1%). |
| **Goal 12: Increase the social media reach of the College of Business & Economics** | | | | | | |
| **12.1** | Increase collaboration between CBE marketing communications team and faculty/staff for social media | On-going | Marketing specialists, social media management software | MarCom Specialist, Web Designer, CBE Staff | Social media accounts established across LinkedIn, Facebook, Instagram, X | Official accounts are active on LinkedIn, Facebook, and Instagram for sharing faculty achievements, student success stories, and program highlights. Work remains in progress to establish a presence on X (formerly Twitter). |
| **12.2** | Retain marketing specialists to manage and promote programs and communicate with the college | On-going | Marketing specialists | Deans, MarCom Specialist | Hiring/promoting staff into marketing specialist role | Three key roles now support this initiative: Graphic Designer, Marketing Communications Manager, and a Program Coordinator promoted to marketing specialist in October 2025. These roles reflect a strategic, incremental approach to building specialized marketing capacity. |
| **12.3** | Improved communication holistically across the college | On-going | Marketing specialists | Deans, MarCom Specialist | Increased mass communication across college | Instagram views grew from 96 (Summer 2023) to over 60,000 (Spring 2025); LinkedIn impressions reached 42,103. The CBE Newsletter launched Fall 2025, generating 2,000+ impressions per cycle. Totals: 184,000+ Instagram views, 84,600+ LinkedIn impressions, 4,000+ newsletter impressions. |
| **12.4** | Centralize social media management and use specialized software for consistency | On-going | Social media management software, communication coordination | MarCom Specialist, Web Designer, Staff | Implement specialized software for centralized social media management | The College utilizes university-provided OneDrive to store, organize, and manage social media assets including content calendars, graphics, and communication plans. This centralized approach ensures messaging consistency and supports team collaboration. |
| **12.5** | Establish relationships with student clubs' social media to build stronger online community | On-going | General Fund | MarCom Specialist, Student Leaders, Faculty Advisors | Social media engagement metrics increase over time for club activities | Instagram engagement rates average 39–53% during Fall/Spring terms. Interaction volume surged from 113 (Summer 2023) to 28,000+ (Spring 2025). As of April 2026: 2,224 Instagram followers and 12,385 LinkedIn followers, providing a strong base for amplifying student club activities. |

ACC = Accreditation Committee; DEPTS = CBE Departments; AB = Advisory Boards; DSSA = Dean of Students & Student Affairs; CETL = Center for Effective Teaching & Learning; MarCom = Marketing Communications; DEI = Diversity, Equity & Inclusion

# APPENDICES

## Appendix A – University Strategic Plan Summary



STRATEGIC PLAN

CAL STATE LA

**MISSION**

Cal State LA transforms lives and fosters thriving communities across greater Los Angeles. We cultivate and amplify our students' unique talents, diverse life experiences, and intellect through engaged teaching, learning, scholarship, research, and public service that support their overall success, well-being, and the greater good.

**VISION**

Cal State LA will be internationally recognized as the premier comprehensive public university in greater Los Angeles. We are dedicated to delivering cutting-edge academic programs that prepare students to be innovative leaders in both their professional and civic lives and to serving the public good through initiatives that engage local, regional, and global communities in mutually beneficial partnerships.

**VALUES**

**Students First** – We put our students' academic success, career-readiness, and well-being at the center of everything we do.

**Pushing Boundaries** – We set ambitious goals to challenge and inspire us, benefitting our role as L.A.'s premiere comprehensive public university.

**Engagement, Service, and the Public Good** – We foster meaningful, collaborative relationships that contribute to the public good among the University community, alumni, and local, regional, and global communities.

**Diversity, Equity, and Inclusion** – We cultivate diversity, expect cultural competence, and actively seek perspectives and engagement from all constituents in our community, to develop just and equitable expectations.

**Student Engagement** – We encourage our students to take ownership of their own campus experiences by seeking opportunities that promote inclusion, a sense of belonging, and leadership.

**Engaged Teaching and Learning** – We cultivate and amplify our students' unique talents, diverse life experiences,and intellect through engaged teaching, learning, scholarship, research and vibrant student life.

**Academic Distinction** – We foster and promote academic distinction through innovation, academic rigor and the pursuit of lifelong learning.

**Community of Scholars** – We foster a community of scholars among faculty and students engaged in research,scholarship, and creative accomplishments.

**A Culture of Excellence** – We encourage and expect all members of our University community to pursue academic, professional, and personal excellence.

**Transparent Collaborative Decision-Making** – We make data-informed, evidence-based decisions and are collaborative and transparent in our approach and communication.

**Mutual Respect** – We are committed to cultivating a supportive and accepting environment where each of us commits to fostering a culture of respect for all.

**Academic Freedom** – We promote academic freedom and professional ethics.

STRATEGIC PRIORITY AREA:
**ENGAGEMENT, SERVICE, AND THE PUBLIC GOOD**

*Overall Goal: Graduate civic-minded students equipped for and committed to engagement, service, and the public good*

**Key Initiatives:**

- Develop cross-campus capacity to support civic learning
- Increase alumni involvement in and loyalty to Cal State LA
- Increase and strengthen community outreach partnerships
- Become L.A.'s premier educational anchor institution and contribute to the overall well-being of the region
- Expand service learning opportunities
- Foster a thriving and progressive region through meaningful collaborative partnerships among and within the University, alumni, and communities of the greater Los Angeles area
- Promote global awareness and strengthen international partnerships and opportunities

**How will we know we are making progress – example metrics:**

- Increase the number of service learning opportunities
- Increase alumni participation
- Increase faculty participation and expertise in civic engagement

STRATEGIC PRIORITY AREA:
**STUDENT SUCCESS**

*Overall Goal: Create a positive, holistic student experience with a clear and timely path to a high-quality degree*

**Key Initiatives:**

- Cultivate and affirm an asset-based mindset and practice in everything we do, one that honors our students' unique talents, diverse life experiences, and intellectual curiosity
- Ensure course availability
- Ensure a rigorous, challenging, and high-quality education for all students
- Provide proactive, consistent, and quality advising and academic support
- Foster a vibrant and enriching campus life, including opportunities for greater involvement in student leadership, athletics, clubs, and activities
- Promote access to and utilization of student wellness services
- Strengthen transition-to-career support services, including increasing internship and mentoring opportunities
- Expand student-alumni networking and mentoring opportunities
- Ensure effective staffing to support student success
- Promote strategic thinking and implement effective practices that engage distinct student communities

**How will we know we are making progress – example metrics:**

- Increase retention and graduation rates
- Reduce disparities in graduation rates
- Reduce average numbers of units earned by graduation to more closely align with the number of units required for the degree

STRATEGIC PRIORITY AREA:
**WELCOMING AND INCLUSIVE CAMPUS**

*Overall Goal: Nurture a welcoming and inclusive campus where students, faculty, and staff thrive and community is honored and cultivated*

**Key Initiatives:**

- Foster Golden Eagle Pride for all members of the University community
- Streamline and improve administrative processes and leverage cutting-edge technology
- Realize the promise of diversity and inclusive excellence across the University
- Increase effective communication, shared planning and goals, and collaborative decision-making among students, faculty, staff, and administration
- Increase the number of welcoming and healthy spaces on campus
- Ensure faculty and staff hiring that reflects and contributes to a diverse and inclusive community
- Bolster faculty and staff professional development
- Continue to invest in upgrading and improving buildings and infrastructure

**How will we know we are making progress – example metrics:**

- Reduce time and complexity needed to complete key processes
- Increase number of faculty and staff professional development opportunities
- Increase educational opportunities to enhance cultural competencies
- Increase the diversity of the faculty

STRATEGIC PRIORITY AREA:
**ACADEMIC DISTINCTION**

*Overall Goal: Provide high-quality undergraduate and graduate programs and investment in faculty who are uniquely committed to educating a diverse student body*

**Key Initiatives:**

- Promote inclusive pedagogical approaches that address the distinct values, beliefs, and cultures of our students
- Build academic programs that transcend disciplinary boundaries
- Promote engaged teaching and learning
- Promote the teacher-scholar model by supporting faculty research and creative projects, and engagement with the community
- Support diverse learning approaches, pioneering and innovative curricula, and faculty-student research opportunities
- Promote ample opportunities for faculty to advance effective teaching practices
- Recruit and retain more tenured and tenure track faculty
- Recognize and support faculty and staff who contribute to the academic success of our students

**How will we know we are making progress – example metrics:**

- Increase the number of programs that meaningfully engage in program review to improve student learning and ensure high-quality degree programs
- Increase support for faculty research, creative accomplishments, and scholarship
- Increase the number of publications, scholarly and creative work, and grants
- Increase the tenured/tenure-track faculty to student ratio

JULY 2016

***Figure 8: University Strategic Plan Summary***

# Appendix B – CBE Strategic Plan Summary

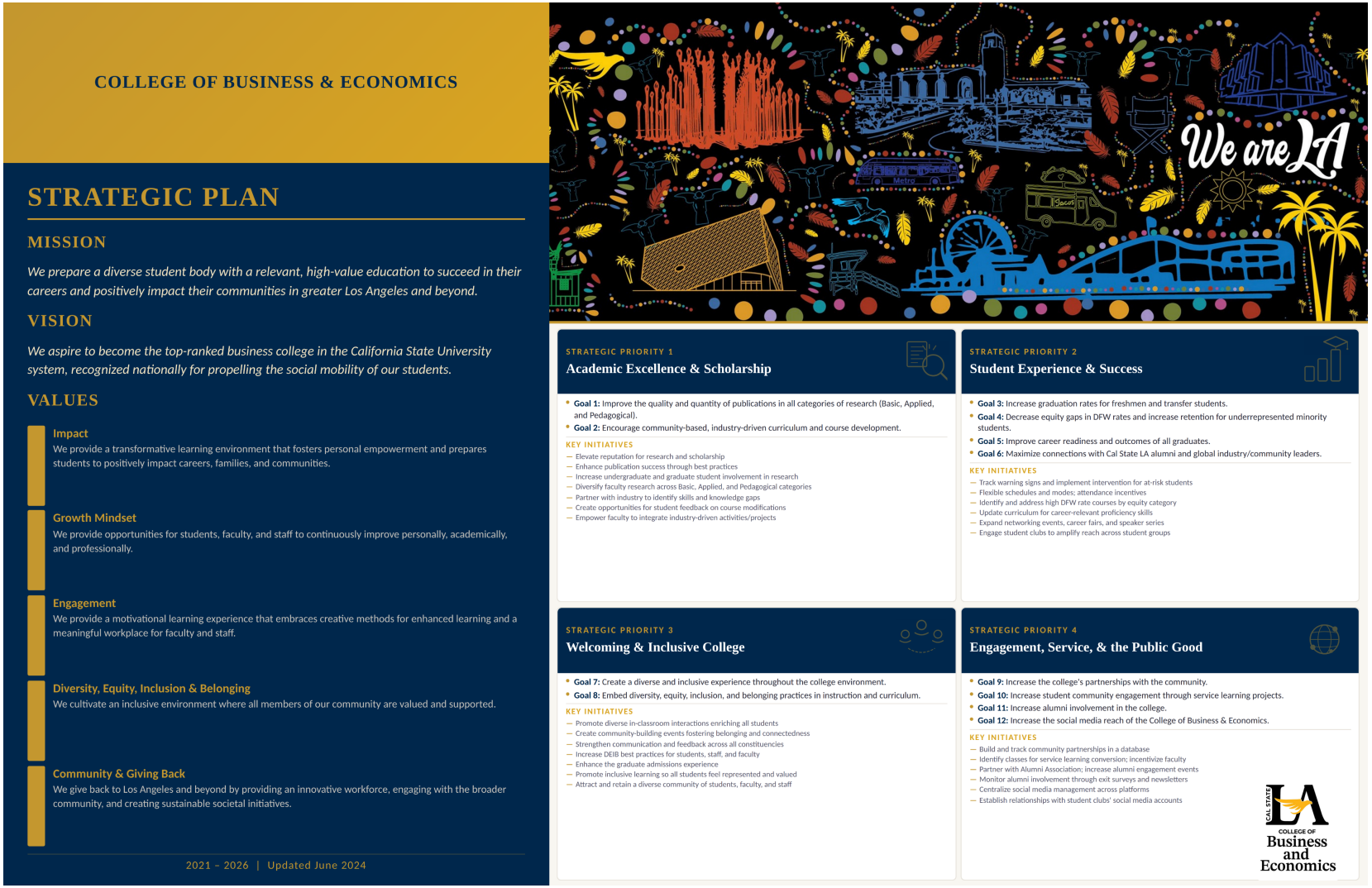



***Figure 9: CBE Strategic Plan Summary***

## Appendix C – Strategic Planning Committee Roster

# Strategic Planning Committee — AY 2021–2026

The following members serve on the CBE Strategic Planning Committee. Members designated with (WG) also serve on one or more Strategic Planning Working Groups.

**Table 8: Strategic Planning Committee Roster (AY 2021–2026)**

| NAME | TITLE / ROLE |
|---|---|
| **Dean's Office / College Leadership** | |
| Tye Jackson | Dean, College of Business and Economics |
| Priscilla Romkema | Interim Dean, College of Business and Economics |
| Seiji Steimetz | Dean, College of Business and Economics |
| Ramon Castillo | Interim Associate Dean, College of Business and Economics |
| Aimee Lim (WG) | Dean's Office |
| **Accounting Department (ACCT)** | |
| John Cooper (WG) | Faculty |
| Minyoung Noh (WG) | Faculty |
| Pallavi Jindal | Faculty |
| **Economics & Statistics Department (ECON)** | |
| Marco Del Angel (WG) | Faculty |
| **Finance, Law & Real Estate Department (FIN)** | |
| Charles K. Danso (WG) | Faculty |
| Haejung (Audrie) Na | Faculty |
| **Information Systems Department (IS)** | |
| Pamella Howell (WG) | Faculty |
| Arun Aryal (WG) | Faculty |
| Shilpa Balan (WG) | Faculty |
| **Management Department (MGMT)** | |
| Pooya Tabesh (WG) | Faculty |
| Monica M. Sharif (WG) | Faculty |
| Ellen Drost | Faculty |
| Min Shi (WG) | Faculty |
| **Marketing Department (MKT)** | |
| Maryam Tofighi (WG) | Faculty |
| Mine Ucok Hughes (WG) | Faculty |
| Shikha Upadhyaya | Faculty |
| Santor S. Nishizaki | Faculty |
| Somak Banerjee | Faculty |
| **Career Placement** | |
| Zeidy Cabrera (WG) | Staff |

| NAME | TITLE / ROLE |
|---|---|
| **Graduate Staff** | |
| Jane Ratan (WG) | Graduate Staff |
| **Student Advisement** | |
| T. Fox | Director of Student Success and Advising |
| CJ (Casimiro M.) Tolentino (WG) | Staff |
| **Staff** | |
| Belem Enciso (WG) | Staff |
| Stephanie Pell (WG) | Staff |
| Marcy R. De La Cerda | Staff |
| **External / University Partners** | |
| Harkmore Lee (WG) | UNIV PaGE Dean |
| Karin E. Brown | VP and Dean of Graduate Studies |
| **Students** | |
| ASI BE Representative 1 | Student Representative |

# Appendix D – CBE Organizational Chart

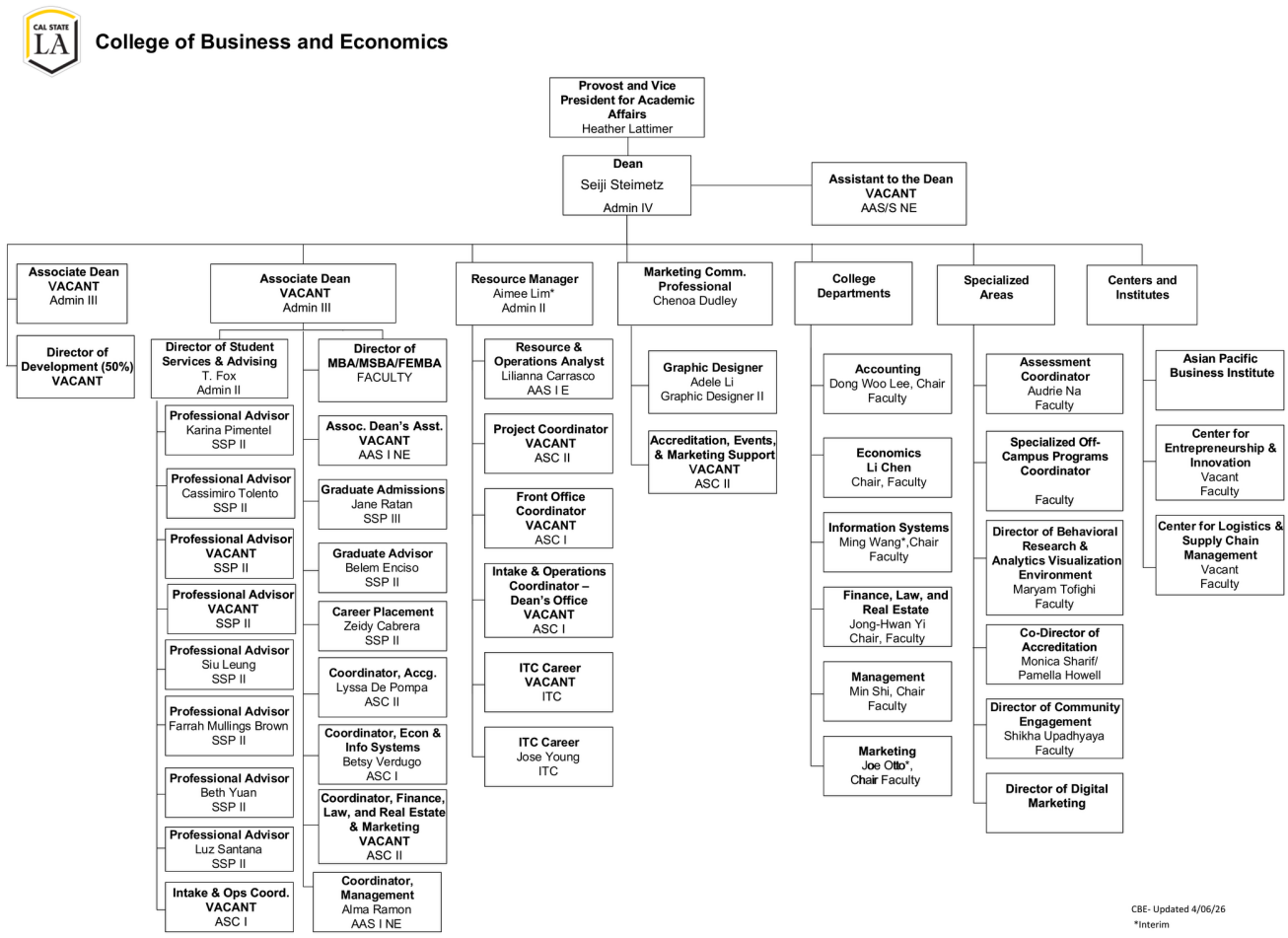



***Figure 10: CBE Organizational Chart***


LA
CAL STATE LA
HOLLYWOOD
We're LA