

Collaborative Partner: Fresno State – Accounting

Project #7a: Fresno State Accounting/ Finance Pathways

Pathway(s): Accounting

Project Summary

Fresno State with the Collaborative partners will be executing their proposal (attached) to support the “Fresno State Accounting/Finance Pathways” project to create an ecosystem to support student success to earn bachelor’s degrees in Business Administration, with Accounting or Finance Options. To achieve this, the program has four activities: (1) providing DEI training tailored to social issues of high relevance to business and then integrating this training into the curriculum and advising, (2) providing more clarity and specificity for the ADT in business, (3) developing a micro-internship program that allows far more students to participate in this high impact experience, and (4) offering an “Introduction to Craig School of Business” (1 credit) during the summer to narrow the equity gap by boosting the preparedness of transfer students.

Transfer students make up a significant portion of Fresno State’s Craig School of Business student body. For example, in fall 2019, the Craig School had 276 new freshmen and 273 new undergraduate transfer students. In fall 2018, the Craig School enrolled 297 new freshmen and 252 new undergraduate transfer students. In fall 2017, the Craig School enrolled 307 new freshmen students and 338 new undergraduate transfer students. The three Fresno area community colleges provide the majority of transfer students to the Craig School of Business, for example 68.8% of all transfer students in fall 2019. A CSU systemwide ADT exists in business, but students who arrive at the Craig School of Business with the ADT are not positioned to finish up at the Craig School with only 60 units. The system wide ADT needs increased clarity and specificity to work well for students on our specific campuses. The Fresno

K16 Collaborative program addresses this high need: providing clarity and specificity to the ADTs and improving advising about ADT pathways to enable students to make key choices so they only have to earn 60 units when they transfer to the Craig School.

The Craig School student body like that of the university’s service area is majority-minority, with the three largest groups being Hispanic (40.8%), White (27.9%), and Asian (12.1%) in fall

2019. Moreover, 59.7% were PELL Grant eligible and 65.2% were first generation students in fall 2019. The Craig School recently established a Task Force on Inclusion and Social Impact to address the needs of its majority minority, first generation, and/or low-income student body, a need also reflected in new AACSB accreditation standards and in the Craig School's participation in the United Nations Global Compact. For this project, the Craig School will bring in DEI experts to deliver an on-going DEI training series to faculty and staff. Faculty will then align their courses with equity needs and best practices as well as advisors will align their work more with equity needs and incorporate best practices. The Task Force on Inclusion and Social Impact will evaluate and give direction to the work of DEI undertaken by faculty and advisors. Moreover, the Craig School will offer the "Introduction to CSB" one-credit course during the summer to further narrow the equity gap for boosting preparedness for transfer students.

Finally, funds will be used to create a micro-internship program that can open up the internship experience to a broader range of students at varying levels of preparedness, especially during the pandemic and its recovery that has placed stress on many regional employers. Internships have been proven to create job offers for our students. The university's Career Center conducts an "Outcomes Survey." The results show an internship resulted in a job offer for 37.5% (2019) and 30.6% (2018) of all bachelor degree recipients. The results are even better for the Craig School. This summer, our students on internship had an 85% full time placement rate (22/26).

Project Progress Report

DEI Training & Curriculum Alignment. Invited two exceptional trainers for this spring including Dr. Michelle Hebl and Dr. Eden King who study interpersonal (subtle) discrimination, have presented testimony to the Equal Employment Opportunity Commission and known for translating science into practice. These trainers are scheduled for April sessions and will speak on "Why Diversity & Inclusion Matter" and "Why and How Biases Permeate Organizations." With respect to curriculum alignment training, we have identified an evidence-based program "Inclusive Teaching for Equitable Learning) that is highly regarded (created by Association of College and University Educators) that we can offer in the fall, with additional support and facilitation by key faculty leaders. We are currently developing a survey to measuring current perceptions of students with respect to inclusivity and belongingness.

Micro-Internships. Implemented a pre-experience course spring 2021 to attract and prepare business students for micro-internship experiences in the summer and/or fall semester. The student feedback so far has been very positive and encouraging for summer or fall placement in an internship or microinternship course. Developing professional development curriculum to wrap around micro-internship experiences for summer and fall. Two units – Student Experiences (Internships, Mentorships & Organizations) and Solutions Hub (consulting center that is our outward facing arm for developing projects for students) are working in

collaboration to develop potential projects for micro-internships from clients. Developing process for screening requests, project templates, and other strategic areas. Currently exploring the possibility of projects generated from CAREs funding with Fresno Chamber of Commerce.

Developing CSB 50 (Introduction to the Craig School) for Summer Session. Two courses have been scheduled for this summer. The course is being designed for intensive delivery (it is normally a fall and spring course) that will include a combination of lecture and activities, with a heavy emphasis on participation. The content is being developed with special topics and activities for transfer students. A marketing campaign is being developed for our orientation days (Dog Days) to encourage enrollment.

Business Advisor Network. Advisors are in discussions with Clovis Community College to develop a blueprint for transfer agreements between campuses. In the planning stage for a virtual gathering with business advisors at our partner Community Colleges. We plan to send materials (e.g., mousepads, stickers) to the advisors in advance of the virtual meeting to reinforce the key courses to take to enhance transfer students' readiness.