FINANCE STUDENT
SHARES COB EXPERIENCE

PUBLISHED MARCH 3, 2021

**COB FINANCE STUDENT SHARES
EXPERIENCE AND ACCOMPLISHMENTS**

for 'Business Statistics', which gave me first

firm, as well as Boeing, an aerospace company,

ments or corporate finance would look like. After

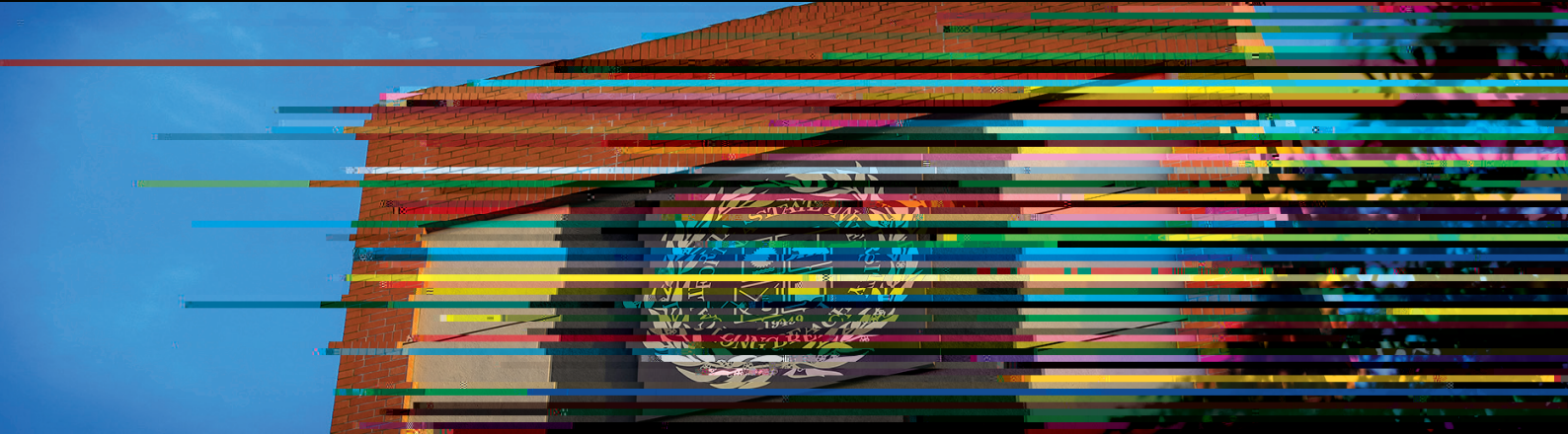 *Niklas Augustin will begin his Finance Ph.D. at the University of Missouri, Columbia in Fall 2021.

FINANCE STUDENT SHARES COB EXPERIENCE

of my first three jobs."

CSULB College of Business Experience and Accomplishments

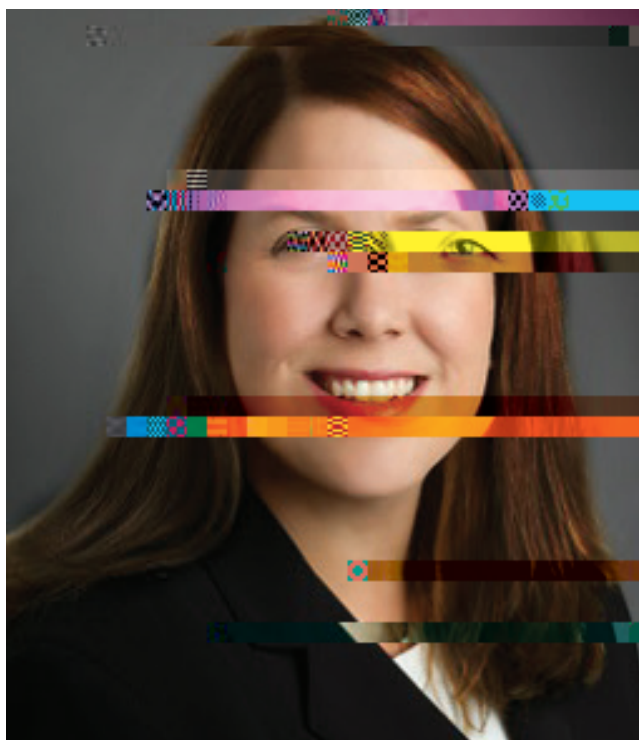*world of finance. Seeing the changes that they*

them flourish even after I leave CSULB. Additionally, I know that students benefit great

(SCPD) is one of the most influential organi
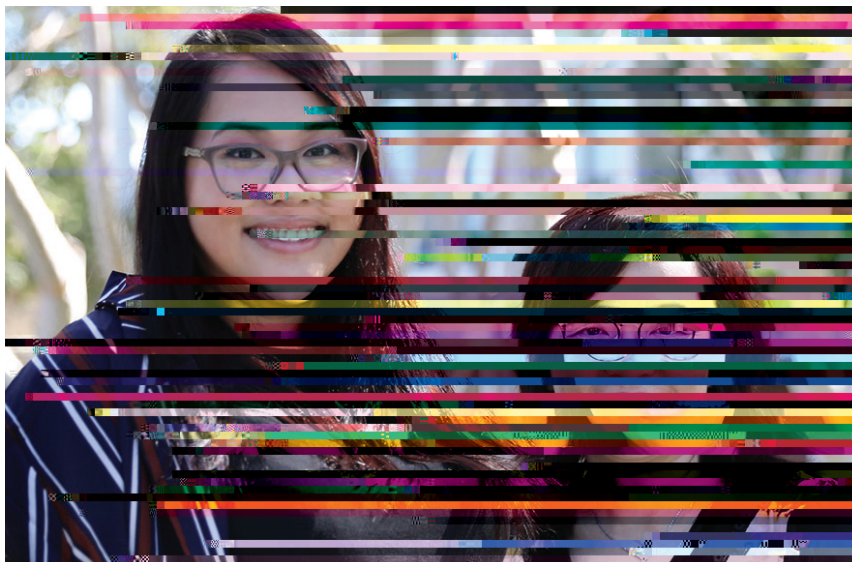
ADOPTING AGILITY IN TEACHING

PUBLISHED APRIL 1, 2021

The College of Business at CSULB responded to the rapid online course conversion due to COVID-19 with care and concern over the student learning experience. This time-sensitive study rates students' experience and satisfaction with their online education.

ADOPTING AGILITY IN TEACHING

The results identify student satisfaction is highly correlated to content coverage and interaction of online learning technologies with a preference for a combination of BeachBoard, Zoom, e-mails, and publisher's website. Graduate students prefer project-based experiential designs and as students mature in their educational journey, an upward trend of satisfaction with online learning may be attributed to maturity and years of study.

The evolvement of web-based technology, growing competition among higher education institutions, and learner acceptance of distance learning have fostered widespread support for the online teaching and learning paradigm. While prior studies examine student perceptions and satisfaction within the online education system, this study aims to deeply investigate the students' experience after a large-scale two-week institutional emergency course conversion mandate.

The study systematically reviews students' experience with four aspects of online learning:

1. The adequacy of instructional designs;
2. The effectiveness of technology;
3. The appropriateness of the online learning material and
4. The integrity of online assessment and testing tools

To implement innovative changes in the online education system and achieve versatility and sustainability over time, higher education must address the critical aspects of online teaching and learning found in our study. Our survey offers a way to include "learners' voices" while shaping academic, administrative, and legislative policies on distance learning programs. Ultimately, our f ndings illuminate ways to innovate online pedagogies toward building a quality learning experience. We hope these advances will foster the lifelong learner mindset we aim to see in our students as they opt to continue conveniently participating in our evolving online education system post-COVID-19.

CONTROL ON ONLINE GAME ADDICTION
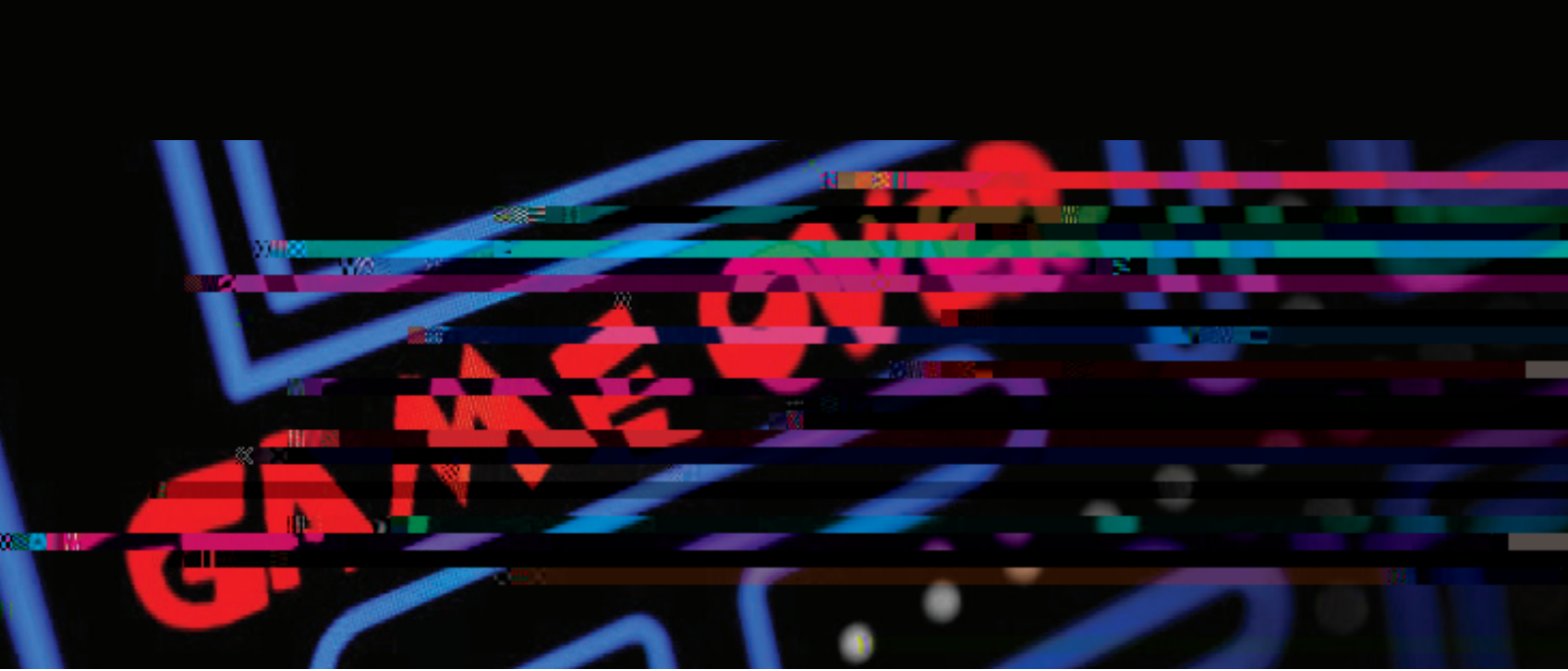
PUBLISHED APRIL 2, 2O21

The achievement and escapism gaming motivations are predictors of the psychological ownership of the virtual gaming world.

Online gaming is one of the fastest-growing industries. There have been major evolutionary changes in technology in recent years. Disruptive technologies such as virtual reality, augmented reality, and artifcial intelligence have changed the dynamics of gaming and its consequences. In addition, the covid-19 pandemic has pushed more people to online games and virtual worlds. Our study examines the infuence of gaming motivation and primary-secondary control on online game addiction. Our fndings shed light on this alarming issue and provide several practical implications. For example, our fndings show that escapism and achievement are positively associated with psychological ownership of virtual gaming worlds which leads to online game addiction. In other words, people are motivated to play online games in pursuit of escape and achievement. We also fnd that those who tend to control people around them are more likely to addict to online games.

CONTROL ON ONLINE GAME ADDICTION

Our results provide several practical implications, detailed in the paper. For example:

For educators: we recommend incorporating achievement and escapism types of games dhies aＦes ors.ICTION

COLLEGE OF BUSINESS
FISCAL OPERATIONS THROUGH THE COVID-19 PANDEMIC

Having just assembled her new Fiscal Operations team, Jeanine Pociask, College of Business ASM, expected 2020 to be a year of growth and learning; 2020 delivered and then some.

In January 2020, newly hired fiscal operations team along with longstanding ASM Jeanine Pociask began their journey into 2020 with high hopes. After only one month in the new positions, came the news of COVID-19 being more serious than anyone had anticipated. Federal and local government agencies imposed restrictions that inevitably resulted in CSULB community adapting to a new remote work environment to ensure safety for all campus employees. This left us with a unique set of circumstances to continue onboarding. Office procedures shifted dramatically with the COVID-19 pandemic as the fiscal team needed to transition to new work processes, modes of communication and collaboration. This was accomplished by incorporating Microsoft teams, Zoom meetings, and shared documents into our day-to-day operations.

As time moved forward and with no end to the virus in sight, the fiscal team had to ensure that departmental procedures were still completed in an accurate, efficient, and timely manner. This meant taking on a hybrid bi-weekly work schedule where we continued to report to campus throughout the pandemic. Important items such as payroll timekeeping, lecturer & student hiring, additional payment processing such as; the Summer Faculty Development program through ATS, all had to be completed while we continued learning our new jobs. Although only visiting campus twice per week, considerable progress was made through teamwork in an

effort to maintain college operations. Improved systems and procedures were implemented that would enable a smoother workfow for all involved. Through the support of the university, the fscal team was able to facilitate the purchase of improved technology to ensure all staff and faculty had the necessary equipment to deliver quality instruction and support to our students.

In addition to limited resources that came with working from home, as the virus continued to spread across the world and with unprecedented levels of disruption in everyone's environment, employees were worried about their family's health and job security. Not only did people fear the virus itself, but also with the ever-increasing level of unemployment outside our university, naturally, many on campus were concerned whether we would meet the same

fate. The fscal team engaged in discussion about these real world issues and level of uncertainty that the COVID-19 pandemic had brought about. Leading by example, ASM Pociask was able to develop psychological safety within the team and continue to reinforce high engagement in daily activities. She encouraged the team to work beyond their comfort-zone to continually strive for self-improvement which continues to be part of the process today.

What many on campus have learned from 2020 was that although unexpected situations may arise, we have the capacity for responsiveness, fexibility, and improvisation. The future may not currently be as clear as everyone would like, change should not be feared but embraced to ensure challenges are met appropriately and the best path forward is found.

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