

## College Planning Form

College:

Business and Economics

Planning Coordinator:

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### 1. Briefly explain how your plans relate to your college's mission/vision.

*Click on shaded area to begin.*

Our annual budget plans and initiatives are derived from our College mission, our new vision, and our recently completed strategic planning priorities. Given the uncertain nature of potential budget reductions, we will be flexible in our response in planning, including how we manage faculty reassigned time. For example, if we eliminate 50% of the reassigned time for faculty research, we could reduce our costs of part-time hiring by \$400,000.

Our plans and initiatives described below support our mission/vision and our strategic plan priorities primarily by focusing on three interrelated areas:

**1) High Quality Education:** We continue to focus our resources on making our programs more learner-centered through assessment and on doing a better job of advising, informing, and serving our students. We encourage faculty to experiment with differing pedagogies, including innovative online/hybrid courses. This experimentation is supported by the use of assessment. We are beyond the stage where assessment is simply a measurement process; we are using assessment to improve our curriculum, to find out what is working well, and to find better ways to help our students learn.

Growth of our internship program and other programs of excellence provide students with unique opportunities to apply learned concepts and help us improve our community involvement. Two of our largest degree programs, Marketing and Management now require internships of all their majors. We continue to dedicate resources to the Business Honors Program in order to serve our most capable students and to attract top students from across the region. At the graduate level, our long range priority is to grow and improve our current evening MBA program and develop new master levels programs.

**2) Faculty Development:** We continue to promote scholarly research and involvement in professional organizations. We are well along the path to establishing an academic culture where faculty are actively involved in scholarly research not simply to satisfy requirements of AACSB (although that is important) or to gain promotion/tenure (and we do want our new faculty to be promoted/tenured), but because maintaining and improving our faculty's human capital/intellectual capital will help our faculty be better teachers, mentors, advisors, and colleagues. This culture of research and teaching is key to attracting and retaining high quality faculty. Our research emphasis on applied and pedagogical research fits with our plans for more innovative teaching.

**3) Community Partnerships:** We continue to build strong ties to the business community. Our new Advisory Board is helping us raise money, building programs of excellence for our students (e.g., Dinner for Eight), and bringing more guest speakers into the classroom. We believe greater involvement of executives in the classroom and more effective use of our internship and service learning programs will help us graduate students who are better prepared to use what they have learned and better prepared to make significant contributions in business and society. Additionally, building community partnerships and involving business executives in our programs should help us achieve greater development and fundraising success.

We will be using the College MOU and Foundation Accounts to help provide marketing and publication support, to support our honors program, our internship program, and, in some cases, to support faculty development, research and travel. Total expenditures from the College MOU and Foundation accounts are estimated at \$100,000 plus. In these interesting budget times we will give priority to raising new sources of funds, maintaining programs of excellence for our students, improving our graduate programs, building an adequate level of staff support, and supporting our long term strategic priorities, including our support of faculty research.

## 2. ACADEMIC QUALITY

### a) Assessment

Explain the progress that the college has made—and will make—in assessment: Identifying performance outcomes, setting benchmarks, assessing against them, using results, etc.

The College of Business and Economics is strongly committed to the improvement of student learning through the assessment of our undergraduate and graduate programs.

All of our degree programs have an established set of learning goals. Every program uses embedded measures of student learning in core courses, and collects stand-alone (e.g., ETS-MFT and CLA exams) and indirect (i.e., employer, alumni, and student satisfaction surveys) measures of student performance.

The following is a summary of what the College has accomplished in the past year:

- 1) Every degree program uses course embedded measures of student learning.
- 2) Faculty in 18 courses collect embedded measures using a variety of instruments (e.g., multiple-choice and essay exam questions, class projects, case analysis, and formal oral presentations).
- 3) Some 33 program learning goals are assessed.
- 4) BSBA and MBA programs revise their learning goals.
- 5) New Masters in Taxation program develops and measures all of its learning goals.
- 6) BUS 302L micro and macroeconomics exams are revised and updated in WebCT.
- 7) Administer the CLA us BUS 497 sections as requested by IR.
- 8) Eight assessment reports were distributed to the College's Administrative Council, Strategic Planning, and Curriculum Review and Policy Committees.
- 9) Assurance of Learning section of the Fifth-Year Maintenance Report was distributed to the Accreditation Steering Committee and shared with our AACSB advisor, Don Bates.

The College and the University has made a substantial financial commitment to our assessment process. Six units of release time are provided every semester to one faculty member who serves as the College Assessment Director. Additionally, the College pays for various tests and surveys (e.g., EBI Student Satisfaction Survey is \$2,800 annually; ETS-MFT is \$4,000 annually). These cost commitments will continue in the future.

The College uses assessment data to improve student learning. A survey of employers (in spring 2005) revealed the importance of communications skills when hiring, and their concerns about our graduates' writing skills. Additionally, the College had faced considerable difficulties in staffing and managing its lower-division business communications course. After careful planning and discussions with English faculty, the business communications course (BUS 205) was moved to the English Department (ENGL 205) in fall 2008.

Additionally, the College pays for specially trained teaching assistants (at a cost of \$12,500 per semester) to grade and provide feedback for the MKT 304 writing intensive strategic marketing plans. The MKT 304 writing requirement has been an important part of the College assessment program because it is part of the upper-division core (shared by all our undergraduate business programs) and it allows an assessment of students' writing skills *and* critical thinking skills.

The College continues to improve our direct measures of student learning. For example, the Gateway Steering Committee plans to work with the head of WRAD on campus in spring 2009 for additional ways to measure and improve our students' writing skills. The BUS 302 course currently requires an in-class ethics essay which receives separate grades for content and writing. Additionally, the MGT 360 instructors have created embedded measures for ethics and teamwork and will begin collecting data this fall

## 2. ACADEMIC QUALITY *(continued)*

### b) The Learning-Centered University

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

Following is a brief plan of action in which learner-centered activities are progressing.

- 1) Continued assessment and enhanced use of results to inform program improvements and learner-centered outcomes.
- 2) Innovative use of auditorium sections of core classes. Support of TAs, expanded tutoring services and extended access to Marketing and IS labs is essential in maintaining the appropriate level of personal interaction with students and the ability to assign “learner-centered” assignments.
- 3) Longitudinal assessment of student interests and needs to support “learner-centered” concepts requires ongoing focus on student needs, capacity and learning strategies. This includes both input and output information. Ongoing assessment activities could include validity tests on BUS302L exams as well as core class impact on performance in our capstone courses (BUS497A and 497B).
- 4) Enhance and expand critical experiential learning activities (BUS491, 497A, 497B), our Internship courses 498 or 494 series and our graduate field studies program. Two departments, Marketing and Management, now require their majors to complete an experiential field internship (498). The College provides some of the highest levels of internship opportunities throughout the university which enhances active student involvement and increases student reflection on both theoretical and applied aspects of business. Nurturing these internship activities requires substantial faculty and staff resources.
- 5) Expand and integrate department and OSSA advisement activities. This includes some faculty reassignment to work with OSSA to subsequently train faculty colleagues within their departments. We are also moving to implement an early warning system for our incoming freshman students to help ensure their degree progress.
- 6) Support learner-centered concepts in the College by establishing appropriate student/staff ratios.

With regard to item 6 above, the College has the highest student (major)/staff ratio in the University. We are reconfiguring the College to better support our core work and better serve our students. Departmental offices share a heavier workload now, especially during registration periods when hundreds of students are unable to register through SOLAR, and departments must issue permission numbers. For SP09, the College has implemented an online student waiting list application for several core classes to speed up the process of adding students to available class sections. The College repurposed several staff members and a department coordinator and committed to hiring an additional department support assistant in 2007-2008, and did so. In 2009-10, we would like to make permanent the new ASA position, with appropriate base funding.

Any “learner-centered” strategy is dependent on qualified faculty. We need additional tenure-track faculty to replace departures, support increases in program offerings and an increasing student population. In order to address student learning in any capacity, the College must recruit and retain faculty members who have the ability to handle different course formats, class sizes, changing technology, and pedagogical adjustments to meet the needs of our students. The College requests approval and funding for two tenure-track faculty positions for searches during the 2009-2010 AY. Over the 2008-2010 academic years the College is projected to lose approximately ten tenure-track faculty positions.

## 2. **ACADEMIC QUALITY** *(continued)*

### c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised. Pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

The College of Business and Economics plans to provide the following incentives for faculty research:

- 1) \$750 per faculty member per year for travel to present papers at conferences and research/development expenses.
- 2) Three \$1000 awards for basic, applied, and pedagogical research.
- 3) A total of \$5000 for graduate faculty research awards.
- 4) Three units of release time given to faculty each semester who are academically qualified (published two refereed journal articles in the past five years plus evidence of continuing scholarly activity). This could be potentially reduced due to budget constraints.
- 5) From \$10,000 to \$15,000 in monetary grants for research (administered by the College Research and Grants Committee).
- 6) One Faculty Research Fellow awarded in the College each academic year. The recipient is given nine units of release time for one semester to focus on research.
- 7) Many faculty members submit research proposals to compete for university funded sabbaticals.
- 8) Accounting and IS funds \$1000 per faculty member per year for travel & research/development (this is in addition to the College allocation). Each faculty member is also awarded \$1,000 for each refereed journal publication. This faculty rewards program is funded by private donations.

#### **Existing Grants and Contracts**

- 1) The *Management and Organizational Development (MOD) Center* has contracts with many City, County and State government agencies to provide instructional services to employees.
- 2) The *Masters of Business Administration (MBA) Program* incorporates field study projects for students as their culminating experience. Involves six or seven clients with a \$1,250 stipend paid to each faculty advisor. Clients are encouraged to contribute \$2,500 to help cover costs.
- 3) The *San Fernando Valley Economic Research Center* has 18 corporate sponsors for funding of various research projects.
- 4) The *Colmer Volunteer Income Tax Assistance (VITA) Program*, in which several hundred CSUN students participate, has received a \$5,000 grant from the CSUN Instructionally Related Activities for the 2008-09 academic year.
- 5) The *Wells Fargo Center for Small Business and Entrepreneurship* coordinates field study projects for students with area organizations with funding of \$25,000 per year and is currently looking for support for an endowed faculty position in Entrepreneurship.
- 6) The *Global Supply Chain Management Program* has received a \$165,000 grant from the Department of Education to improve the academic teaching of the curriculum in the field of global supply chain management.
- 7) The *Bookstein Institute for Higher Education in Taxation* has received a grant from the U.S. Department of Treasury to support activities relating to the Low Income Tax Clinic, involving our students from Accounting 442.
- 8) The *Ernst & Young Community Engagement Initiative* is the result of a gift of \$151,000 which funds (a) E&Y Seminar in Professional Leadership, (b) community college outreach, (c) mentorship, (d) scholarships, and (e) *Business Honors Program* case competition and ROPES team building event.
- 9) The *Ernst & Young Center for Careers in Accounting and Information Systems* is the result of a gift of \$500,000 from E&Y (with a pledge for matching from the local office) which will fund the center for five years.
- 10) The *Pushkin Endowment for the College Internship Program*. This endowment provides funding of \$25,000 a year for the administration and operational costs of the Internship Program.

#### **Anticipated Grants and Contracts**

- 1) The *Ernst & Young Community Engagement Initiative* will apply for renewal in spring 2009 for another two years of funding (\$151,000) effective fall 2009.
- 2) The *Colmer Volunteer Income Tax Assistance (VITA) Program* will apply for a \$5,000 grant from the CSUN Instructionally Related Activities (IRA) Trust to help cover (2009-10) program expenses.

## 2. ACADEMIC QUALITY *(continued)*

### d) On-Going Programs

What changes do you anticipate? In particular, how will academic change entail more than growth? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation? **How will you reduce costs to students? How are you engaging in partnerships with the community?**

1) We continue to emphasize and expand classroom activities involving experiential learning. We integrate hands-on learning throughout the curriculum including case study analysis (BLAW, SOM), simulations (MGT, MKT), service learning (BLAW, MKT, IS), and student consulting projects (MKT, MBA). We support our small business consulting courses (BUS 491, GBUS 691) that provide service to local small businesses in partnership with the Wells Fargo Center for Small Business and Entrepreneurship.

**Benefits:**

- Increases the ability of our students to apply concepts learned
- Serves the learning needs of experiential learners
- Makes student centered learning pedagogy explicit in our curriculum
- Responds to regional employer needs for applied business skills
- Delivers value to the community (non-profits and small businesses), building partnerships

**Resources:** Faculty time in preparation, project management, and evaluation; ongoing TA support.

2) We continue to expand and professionalize the internship and placement programs, including growth in number of internships offered, number of students completing internships, number of faculty mentoring internships, creation of MBA Internship program, number of firms partnering with the College in recruitment of business students.

**Benefits:**

- Provides students with opportunities to apply concepts learned (experiential learning)
- Creates and sustains community partnerships
- Responds to regional employment need
- Enhances student and alumni satisfaction and reputation of University and College

**Resources:** Internship director, E&Y Center for Careers in Accounting and Information Systems (supported by E&Y endowment) staffing, time of faculty and Graduate Office staff.

3) We continue the improvements to our MBA program, including managed student body growth to optimize student satisfaction and scheduling efficiencies. Continue marketing, outreach and recruitment activities. Continue development of self support graduate programs.

**Benefits:**

- Attracts high quality students and mid-career executives; enhances reputation of University and College, as well as development opportunities.

**Resources:** Faculty assignments to graduate courses, marketing and recruiting expenses of about \$20,000. All costs covered by revenue generated by GCBA program or FTES.

4) We engage in coordinated efforts to reduce textbook and course materials costs for students. We encourage faculty to use text choices available in other formats, e.g. as pdf's on-line, priced per chapter, or using older text versions (as appropriate and when available) as alternatives for new hardcopy texts. We have syllabi available on department websites and have committed to common calculators and clickers.

**Benefits:** Reduced costs of attendance for students

**Resources:** Minimal time of staff and faculty for coordination of efforts.

See attached spreadsheet detailing additional cost savings to students.

### 3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

- 1) This year, improvements were made to the College infrastructure that will benefit students in the foreseeable future.
  - a) JH 2113: Expansion of OSSA office; addition of confidential advising space (\$50,000, COBAE).
  - b) JH 2214: Improvements to the HCVT Tax Library (\$25,000, donation from HCVT, LLP). Used for Ernst & Young Seminar for Professional Leadership and for Beta Alpha Psi tutoring.
  - c) JH 2119: The student associations' "club room" and VITA (Volunteer Income Tax Assistance) program space were remodeled (VITA to meet IRS privacy requirements) (\$15,000 COBAE; \$30,000 Department of Accounting and Information Systems).
  - d) JH 2224: Ernst & Young Center for Careers in Accounting and Information Systems (\$45,000, E&Y grant) includes three interview rooms, student computer work space, Center Director office.
- 2) Advisement in the College of Business and Economics has been identified through assessment as requiring improvement. The Office of Student Services & Advisement (OSSA) and the Associate Dean's Office have implemented new procedures to improve satisfaction and increase retention and graduate rates.
  - a) One additional advisor. Securing permanent funding for this position is a primary objective.
  - b) The Office of the Associate Dean is working to monitor adherence to course pre-requisites.
  - c) Expansion of the Freshman Business Success cohorts is planned in an effort to increase retention.
  - d) Registration of freshman during their required first semester advisement session to increase compliance with recommended levels of reading, writing and mathematics coursework.
  - e) Screening of seniors for graduation readiness prior to their formal application for graduation.
  - f) The College will offer advisement for continuing CSUN students declaring COBAE majors.
  - g) Elimination of "Business Administration undeclared" as a major declaration. This should reduce course selection inefficiencies and allow students to complete a course of study in less time.
  - h) Mentoring training implemented for all OSSA staff to establish supportive relationships with students.
- 3) The College participates in the CSUN New Freshman Orientation, Majors Fair and Preview Day.
- 4) Honors students and Beta Alpha Psi (accounting) offer tutoring.
- 5) Mentor Program for Freshmen: University EOP and OSSA/COBAE have developed a proposal for College approval (cost \$4,770 to be funded by University EOP the first year). This proposal is currently on hold due to OSSA staffing changes.
- 6) Faculty Involvement.
  - a) Probationary student advisement has shifted to OSSA while advisement/mentoring after the major is declared has been moved to faculty (including mentoring for graduate school).
  - b) The Departments of Marketing and Management require 3-units of internships. The other departments in COBAE allow internships to complete their degree requirements. The College Internship Office will increase its role in finding and qualifying internships for students.
- 7) Various departments in the College will continue to be involved in K-12 outreach programs and efforts to deal with high failure rate classes.
- 8) The MBA program communicates with students and other stakeholders through monthly e-newsletters. This year, the MBA program will redesign an improved website (cost of \$5,000 to be funded through revenue generated through the GCBA MOU), relaunch the Masters in Business Speakers Series, and launch social networking sites on Facebook and MySpace.

#### 4. SHARED VALUES

Enumerate and explain your major projects. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports. **What efforts are underway in your college to articulate and incorporate sustainability as a core value that underlies your college's academic programs?**

The College of Business and Economics believes that partnerships with the community are a vital activity. These partnerships offer our students experiential learning opportunities that distinguish our programs. Further, the community recognizes our faculty for the expertise brought to the community. Specifically, we operate a number of centers and programs that connect faculty and students with local residents, organizations, and businesses:

- 1) The **Wells Fargo Center for Small Business and Entrepreneurship** involves students, under the direction of faculty, to provide project work and consulting services to the University, organizations and businesses. The Center received over 150 business applications for services, had 22 students participating actively in the center activities, and produced 7 client presentations.
- 2) The **Colmer Volunteer Income Tax Assistance (VITA) Program** allows students to get community service learning opportunities by providing tax information and income tax preparation services to the local community at no charge. In the previous year, VITA involved over 200 students and served over 1,600 clients.
- 3) The **Bookstein Institute for Higher Education in Taxation**, among other activities, provided a clinic for low-income individuals with tax controversies that involved over 60 accounting students and 95 low income taxpayers.
- 4) **The Center for Management and Organizational Development (MOD)** is engaged in a number of projects with for profit organizations to supplement its extensive work with the public sector. In the previous academic year MOD has taken on a number of new projects along with continuation of ongoing activities. MOD continues to provide administrative and academic support for the Los Angeles County Learning Academy.
- 5) The **San Fernando Valley Economic Research Center** and the **Center for Real Estate**, partner with the community for an annual economic summit each spring, the last one drawing in excess of 500 attendees.

Other centers and programs include (but are not limited to) the Center for Financial Services and Insurance, the Center for Quality and Productivity Education, and the Center for China Finance and Business Research.

The College is also working to increase the connection between students, businesses, and the University through a number of activities:

- 1) We are developing our ability to maintain contact with our alumni in order to gather feedback about the effectiveness of our educational programs and to maintain mutually beneficial relationships.
- 2) Enrollment in Business internships increased from 127 in AY 2006-2007 to 404 in AY 2007-2008. Work continues on improving resources to match students seeking internships with organizations seeking interns. The Departments of Management and Marketing now require completion of an internship for all their majors and is coordinating with the Internship Office to integrate its process with that of the Internship Office. The internship program is supported in part (\$20K) by the Pushkin Endowment.
- 3) The College of Business and Economics Advisory Board, consisting of approximately 28 business and community leaders, provides guidance to the College and helps build connections between the College and the business community.
- 4) The development of a job placement program within the College remains a priority. This would provide a convenient location and a program closely tied to the other activities and facilities of the College and an important service for our students and community. The establishment of the Ernst & Young Center for Careers in Accounting and Information Systems is helping the College meet this goal.
- 5) The College of Business and Economics is an active participant in the campus Institute of Sustainability and a member of the Department of Management now serves on the Campus Core Green Committee. We are actively involving students through three courses: Environmental Economics (undergraduate), Strategic Issues in Sustainability (undergraduate), and a graduate course in the Management of Sustainability. In addition, we are mentoring business honors students in their program to improve recycling on campus.

