

California State University, Northridge
Academic Affairs

2014/15 PLANNING FORM

This form is intended to present the plans for the whole college. Please briefly describe the processes and actions that your college will undertake in 2014/15 and up to three years beyond that address the planning actions below and how these connect to Academic Affairs' priorities of **academic quality** (access, assessment, research, learning-centered, and ongoing programs), **student engagement** (advising, retention, graduation rates, student involvement in faculty research, and **shared values** (CSUN Planning Priorities, collaboration, IT Vision@2015, Campus Sustainability Plan, and revenue enhancement). Indicate how your plans include assessment.

Our planning is done in the context of overall university planning. In order to effectively integrate our planning efforts, please refer to the following:

- [CSUN Planning Priorities](#)
- [The Campus Sustainability Plan](#)
- [IT Vision@2015](#)

The planning document should be no longer than seven pages, using 12-pt Times new Roman font, including one page that reflects on the college's achievement of outcomes set in last year's plan.

Initial drafts are due by **November 1, 2013**; **final drafts** are due by **December 20, 2013**.

Please submit planning documents by uploading to myCSUNbox only. (Deans will be provided access to an Academic Affairs 2014/15 Planning folder in myCSUNbox.)

Planning Actions

1. Demonstrating Student Success (through access, advising, retention, graduation rates, student involvement in faculty research, and assessment)
2. Supporting New Faculty
3. Demonstrating Integrated Planning: Actions to Meet IT Vision@2015 and the Campus Sustainability Plan
4. Increasing Basic and Applied Research and Sponsored Programs
5. Increasing Revenue Generation
6. Creating and Maintaining Partnerships with the Community

COLLEGE/UNIT: College of Business and Economics

REFLECTION ON OUTCOMES FROM 2012/13 PLAN

Academic Quality. Indicative of the success of our advising efforts, the six-year graduation rate for traditionally under-served COBAE students starting at CSUN as freshmen in Fall 2006 was 41.2 vs. 29.9 for those who started in 2002, and the three-year graduation rate for traditionally under-served COBAE students transferring here in Fall 2009 was 52.8 vs. 42.1 for those who started in Fall 2005. During the last academic year, a Department of Education Title V grant supported a *Peer Learning Facilitators Program* and a *Discipline Based Freshman Connection Program*. Peer Learning Facilitators offered weekly one-hour workshop sessions to 1,501 students in lower-division Accounting courses. To improve retention, we offered three freshmen cohorts, where 120 enjoyed the benefits of peer and faculty mentors and a career advisor. COBAE implemented a new staggered assessment schedule for undergraduate business programs; the first set of student-learning objectives was assessed while the second underwent its first round of program review. Comparative analysis of grade distributions and student enrollment preferences and satisfaction scores in on-ground, on-line and hybrid sections of ECON 160, FIN 303 and MGT 360 revealed a pattern of strongest student performance in the upper part of the grade distribution and highest satisfaction in the hybrid format, with no material differences across delivery modes in DFU rates, providing evidence of quality in the College's hybrid offerings. To facilitate faculty attainment and maintenance of academic-qualification (AQ) requirements, COBAE provided three units of reassigned time per semester to qualified faculty and funded departments with \$1,000 per AQ faculty member for travel and other qualification-related activities. The Graduate Program provided additional resources to qualified graduate faculty. COBAE offered financial awards to three faculty members whose work was published in journals identified as high impact.

Student Engagement. A newly hired upper-division mentor guides upper-division students in our largest majors with coursework requirements and the timely filing of graduation applications – an addition we expect to improve graduation rates positively going forward. Our Career Advancement offices provided assistance to over 4000 students in 2012-2013; about 48% of student interns were offered full-time jobs. Nine faculty-student research collaborations led to publication in 2012-13, up from five the year before.

Shared Values. During a year of transition in the College, \$1.5 million in cash and commitments was secured from the Dean's Advisory Board, faculty, alumni, and friends. COBAE has invested significantly more into marketing graduate programs, but enrollment and revenue from the professional fee were affected by the restriction on Spring 2012 admissions. This loss of spring admissions reduced fee revenue and led to smaller-than-usual class sizes in some courses. This "hole" in our program will shadow us for at least the next year, with fewer students in the culminating courses. We hired a marketing-communications specialist, who has facilitated greater communications through social and traditional media. We broke into the *US News and World Report* Part-time MBA rankings last year and moved up this year.

2014/15 PLANNING FORM

1. **Demonstrating Student Success** (through access, advising, retention, graduation rates, student involvement in faculty research, and assessment)

COBAE plans to ensure student success by continuing and, in some cases, expanding proven programs. We will also pilot several projects that we expect to enhance retention and graduation rates. We will monitor student success in achieving learning outcomes through our established Assurance of Learning program.

Access. COBAE continues to run freshmen cohorts with special support services under the University's Department of Education Title V grant, an effort designed to enhance success for underrepresented populations in business. We are now in the fourth year of the five-year grant. During the last academic year, the grant supported two main activities: (1) targeting the failure rate in ACCT 220 and 230, 22 peer-learning facilitators offered weekly one-hour workshops to 1,501 students; (2) we offered three cohorts (two business and one pre-accounting) of the Discipline Based Freshman Connection Program in fall 2012, giving 120 incoming freshmen the opportunity to take COMP 100 as a group linked to ECON 175 and providing them with the benefits of a peer mentor, faculty mentor and career advisor. We plan to continue offering the same level of support under these two programs (although the peer and faculty mentorship will be offered in ECON 175 rather than COMP 100).

Advisement. The Student Services Center/Educational Opportunity Program Satellite plans to continue providing quality advisement services to all lower-division COBAE majors, new freshmen and transfers, international, probationary, disqualified, and EOP students. In addition, two recently hired peer mentors will assist professional staff advisors with our first-semester freshmen and transfer advisement sessions. The peer mentors will also continue assisting with the Early Warning System and Early Start initiatives. Performance in our Gateway lab and foundation courses is monitored to provide early warning as needed. Students with observed writing deficiencies are referred to the Learning Resource Center. We work closely with Liberal Studies on the hand-off of students redirected to that major. Students are redirected when there is a pattern of poor performance in business classes, including previously disqualified students who have multiple repeats of such courses. We will streamline the pre-enrollment and advisement of new international students not only to ensure enrollment in a full-time load but also to improve their academic success. Two new pilot projects that have been initiated to improve student retention rates will continue into next year: (1) second-semester freshmen will be advised in three-student sessions instead of the current forty-student groups to provide more individualized attention; (2) the focus of advising probationary students has shifted to helping students develop self-assessment skills in order to discover the issues that led to their difficulties and devise strategies to improve their academic status. In addition, COBAE provides mentorship opportunities to students who complete their Gateway or lower-division Economics (if majoring in Economics) requirements. The upper-division mentors provide career, professional-certification, graduate-program and major advisement. The mentorship opportunities are provided

primarily by department chairs. Last year, the College received funding for a permanent administrative analyst position to target juniors and seniors in high-demand majors as part of an ongoing effort to assist students in achieving timely graduation.

Tutoring & Supplemental Instruction. COBAE will continue to provide traditional, on-line and remedial (for student requesting a third enrollment in required courses) tutoring. Additional temporary funds were used to support specific learning-goal-related enhancements for our 300-level common-core classes held in large lecture halls. Each of our upper-division common core courses is also supplemented with a graduate assistant who helps the students individually or in small groups. We plan to increase our tutoring services to accommodate further needs. The Space Committee is currently collecting data from key individuals to find a new tutoring-service space that can maximize benefits to stakeholders by providing improved delivery and collaborative learning among students.

Career Advancement Training. COBAE's career-advancement offices provide students with individual assistance with resume writing, cover letters and mock interviews. They also provide students with professional-development workshops, bring companies to campus for information sessions and recruiting, hold guest-speaker events with industry experts, and manage all student internships. The newly expanded Career Education and Professional Development office includes three offices, three interview rooms, a conference room, and a reception area for students. In the fall of 2013, we will launch a new website that will streamline the process of establishing and managing academic internships and employer events. COBAE also houses The Ernst & Young Center for Careers in Accounting and Information Systems. This center will continue providing career and job-search services to students and alumni in the relevant disciplines.

Student Involvement in Faculty Research. COBAE has enhanced the Digital Measures faculty database to include a capability to highlight intellectual contributions reflecting collaborations with CSUN students. This capability will allow better tracking and celebration of student/faculty joint research. In 2012-13 there were nine reported articles with student coauthors, up from four the prior year.

Assessment. The new staggered assessment schedule described earlier will continue on schedule in subsequent years. A Closing-the-Loop Process Form will track activity by all relevant parties. In the coming year, we intend to improve the process by initiating the process earlier and creating a stricter calendar for completion of activity. In past years, different instruments used to assess the same SLO have produced divergent results in some cases. Assessment results from BUS 497 – a capstone course used for assessment for the first time in 2012-13 – differed substantially from results in other courses, indicating failure to meet benchmarks in two areas where other courses' assessment results had usually indicated success. In the coming year, we will investigate to find out why BUS 497 produced such different results. We will also develop common rubrics for the various SLOs, with assessment undertaken independently of the course-grading process and at a trait level that will facilitate closing the loop. The Curriculum Management and Policy and Graduate committees will manage the curriculum holistically, taking into consideration assessment results, as will the MBA Design and Bookends committees in their analysis of

and planning for the future of our graduate programs and undergraduate Gateway and Capstone experiences.

Flipped Classrooms. Flipped classrooms have been piloted in SOM 306, a quantitative/analytical course. By delivering lectures via screen captures, class time is now spent on value-added activities such as answering questions, trouble shooting, problem solving, critical thinking, real- and virtual-world applications, and case studies rather than on teaching basic concepts. No class sessions are canceled in a flipped classroom, while all lectures are delivered online. Pilot statistical analysis indicates that a flipped classroom, when implemented in a quantitative/analytical course, outperforms its substitutes. We will continue to improve pedagogy by developing more animated solved assignments, before- and after-class quizzes, and problems and cases for in-class practice.

2. Supporting Faculty Development and Currency

During the last two years, we have hired a total of six new faculty members (3 in 2012/13 & 3 in 2013/14). Offices, including new technology tools such as a new computer, are prepared prior to arrival of the new faculty. Each new faculty member is assigned a faculty mentor to provide additional support beyond that already provided by the department chairs (e.g., course content, teaching and course materials). Part of the mentorship program is to encourage new faculty to engage in collaborative research projects with senior faculty. The new faculty are given release time for the first two years with a workload of 2/3. In addition, the new faculty members participate in only limited service during the first year.

All faculty members are encouraged to maintain a clear and acceptable level of intellectual contributions reflecting currency in their teaching disciplines. Each department has developed a list of high-impact journals and COBAE provides rewards for publishing in them. Faculty publishing in a “premier” journal will receive a \$2,500 award for each publication. Faculty publishing in a “high quality” journal will receive \$750 for each publication. Those meeting the criteria for academic qualification (tracked continuously through a Digital Measures database) are given three units of release time per semester and travel support for conference participation and board service.

To promote research by new faculty, COBAE provides financial support of \$7,500 per summer for the first two years. The department of Accounting and Information Systems matches this financial support for new hires in accountancy. To encourage continuous improvement in the areas of teaching, research and service, the department of Accounting and Information Systems grants rewards to individual faculty members who meet requirements in each. The department also provides rewards for leadership such as serving as program directors and faculty advisors for student clubs.

To support high-quality research, COBAE recently subscribed to the Wharton Research Data Service (a leading comprehensive, internet-based data and research service used by academic, government, non-profit institutions and corporations) and to Qualtrics (an advanced survey design, collection & analysis software program).

3. Demonstrating Integrated Planning: Actions to Meet IT Vision@2015 and the Campus Sustainability Plan

COBAE plans to emphasize two IT Vision@2015 goals: expanding online programs and piloting emerging technologies.

To improve the efficiency of classroom usage and to increase flexibility of scheduling, COBAE has moved or is moving a number of high-enrollment courses to an online or hybrid format. Classes offered in hybrid versions include: ECON 160, ECON 161, FIN 102, FIN 303, MGT 360 and MKT 304. Classes offered in fully online versions include: ECON 160, ECON175 (under development), FIN 302, FIN 303, and MKT 100. The Marketing department is developing a hybrid version of its new GE course, MKT 350. At the graduate level, the MSA program includes hybrid courses by design. In addition, at least four GCBA/MBA courses are utilizing flipped and/or hybrid components with high student satisfaction. Overall, in Fall 2013, roughly 10% of FTES are being offered online (including the online portion of hybrid classes).

E-texts are used in a number of classes and continue to be encouraged across the college. The Business Law Department requires that all required courses have e-texts as an option. An audit of MBA and MS Accountancy syllabi in 2012-2013 showed that all texts had an electronic version available. Faculty members are encouraged to make the electronic ISBN or link primary on the syllabus and CMS.

In support of the myCSUNtablet initiative, the Graduate Business Programs launched an experimental implementation to evaluate usage and satisfaction with tablets and other devices. All MBA students are advised they are expected to have a device (i.e., laptop or tablet) for use in classes, and were offered a grant to subsidize the cost of a new iPad. The MS Accountancy program awarded grants to new students to fund the cost of an iPad mini, and iPads are required of all students in the 2013-2014 cohort. Pre-implementation measures were collected of students in all four graduate programs (including MS Tax and GCBA) that will benchmark expectations, usage, ownership and satisfaction. Measures will be collected at midyear and year end to assess students' (changed) expectations and ownership and satisfaction of use in the program. Faculty will be surveyed at each semester end about usage and satisfaction with the program.

Sustainability

The College has been an active participant in the Sustainability Institute and one graduate business course (GBSU 502) was included in the graduate certificate passed by the campus in 2012. Sustainability will be submitted as a concentration in the MBA program in 2013-14, and the Sustainability Institute hopes to offer certificate courses as early as Spring 2014. Several departments plan to participate in sustainability audits.

In support of the College's mission of service learning and community engagement, a team of MBA students, as part of an MBA Consulting Project, is developing a business plan to support the inventor's funding requests for green-energy technology.

4. Increasing Basic and Applied Research and Sponsored Programs

As COBAE continues to grow its graduate programs, Graduate Faculty will continue to receive additional support for course and program development to allow them to meet higher expectations of research productivity. The Graduate Committee is developing policy on research incentive awards.

The College plans to encourage continuation and support of current contracts for: (1) evaluation studies with City of Los Angeles Housing and Community Development Department, (2) needs assessment and training for the California Legislative Counsel, (3) evaluation of City Workforce Centers for the Los Angeles, (4) matching CSUN student records with California's Base Wage file to estimate the value of a college education and seek to extend their method to other CSUs, UC and the community college system, (5) executive training for BB&T Bank, (6) estimation of the effects of the great recession, gasoline price volatility, demographics, and other factors on vehicle travel for the Center for California Studies and the California Senate Office of Research, and (7) estimation of the impact of economic policy uncertainty on exchange rate volatility. The total for the above-funded projects is approximately \$475,000. Further, COBAE supports the needs of its current \$5,000,000, 5-year Title 5 grant from the Department of Education that it co-administers with the College of Health and Human Development and encourages its continuation.

Continuing the practice of recent years, research-active faculty (at least two publications in the past five years) will be provided three units of reassigned time each semester to bolster this productivity. Also, COBAE will continue to provide annual awards for outstanding publications in basic, applied and pedagogical journals and our graduate programs will continue to provide awards for outstanding publication and outstanding teaching among our Graduate Faculty. This year COBAE will continue to implement its new financial recognition awards for publications in "impact journals" (last year three such awards were given).

5. Increasing Revenue Generation

COBAE's new dean has met individually with a majority of Advisory Board members and is active in all aspects of the College's fundraising efforts. We are focused on a variety of efforts for the upcoming year to continue to engage high-level prospects. The College's new marketing coordinator's duties include facilitating a monthly electronic newsletter going out to all COBAE alumni with a valid email address.

The College has embarked on an ambitious marketing campaign to drive graduate enrollment as well as help improve our rankings and national recognition. A pilot of a Graduate Programs Open House in October 2013 attracted more than 60 prospective students. More such events will be held going forward and a streamlined version will be considered to taking on the road to targeted corporate locations.

An ad hoc faculty committee will recommend MBA curriculum innovations by end of the academic year to make the degree program more attractive to students and employers. We continue to examine opportunities for new specialized masters, graduate certificates and strategic partnerships in areas such as health informatics, marketing analytics, real estate and financial planning.

6. Creating and Maintaining Partnerships with the Community

Wells Fargo Center for Small Business and Entrepreneurship

The Center is balancing academic excellence with best practice to achieve maximum success and recognition within the small-business community in the San Fernando Valley. It continues to prepare students to take leadership business positions. The Center hopes to develop further partnerships with internal university departments and outside organizations.

Bookstein Institute and VITA Program

The Bookstein Institute and Volunteer Income Tax Assistance (VITA) Program will continue to offer service-learning opportunities to undergraduate accounting and graduate tax students. The Institute will help to train 10 undergraduate accounting and graduate tax students to facilitate educational workshops on payroll tax to small-business owners in the community, will represent 100 low-income taxpayers facing controversies with the IRS, will facilitate 20 educational tax seminars to low-income, small-business owners, and immigrant taxpayers and will submit two applications for external funding from the U.S. Treasury Department to support the activities of the Bookstein Tax Clinic. The VITA Program, the oldest and among the largest in the nation (preparing returns for some 3000 taxpayers in 14 locations in the Greater Los Angeles area this year) will continue its student training and community service.

The College of Business and Economics

In 2014-15, the College will continue the rapid growth in the engagement of external stakeholders. The College will continue the successful Accounting & Information Systems and college-wide “Meet the Firms” activities, again increasing the numbers of students, alumni, and employers. We anticipate over 100 firms and over 500 students participating. The College’s internship program continues to grow in numbers and reputation. We will soon implement a new state-of-the-art website to increase capacity in the numbers of companies and students served, enhance the experience and satisfaction for all parties, and increase efficiency in processing, responsiveness and risk-management compliance.

The College has had enormous success with its Professor for a Day program. In 2013 we had nearly 100 speakers over a two-day period speaking to nearly 4000 students. We will continue the event and hope to grow it to twice a year.

The College will continue to grow its graduate consulting-project program, creating added opportunities for graduate students to act as consultants, adding value to firms in the region and demonstrating the quality of our students and their capabilities outside of the classroom.