

HSU Academic Program Criteria
Academic Program in Business Administration

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

See the following 2 pages.

We will focus on four specific areas in the vision statement (VS) which our program supports:
(VS) ... *the individual citizen who acts in good conscience* We match this vision as follows:

Social and Environmental Responsibilities

Social and environmental responsibilities are essential elements of sustainable business management and are topics we weave throughout our curriculum. We also host the annual Chung-Watson lecture series in Business Ethics. Our 15th annual lecture was delivered by Gil Friend and was titled the State of Sustainability.

(VS) ... *commit to increasing our diversity of people and perspectives*. We match as follows:

Commitment to Diversity

Professional programs, such as business, provide a direct and quick improvement in economic status of their students upon graduation. This fact as well as the diversity of our faculty might be of interest to students of color particularly. Consequently, we see a larger percentage of students of color in the School of Business. According to WASC Theme II Action Team report, 31.3% of our students were students of color in 2006 (p. 5).

Commitment to International Education

Business can positively contribute to make the world a better place. We welcome international students in our program and we seek partnership with universities outside the U.S. to educate our students and prepare them for global employment. In summer 2008, 20 HSU students took advantage of a partnership with HEIG-VD (Haute Ecole d'Ingenierie et de Degestion du Canton de Vaud) in Switzerland to receive education in international business and inter-cultural communication.

(VS) ...*be exemplary partners with our communities*.... We match as follows:

Partnership through Economic Fuel which is a business plan competition for local college students and recent graduates. We have been an active partner in Economic Fuel competition from its inception in 2005 and have offered courses (Economic Fuel, Small Business Administration, and Business Plan Development) to prepare the participants for the competition. Additionally, Business faculty have served the team members as their advisors.

Development of the Institute for Entrepreneurship Education (IEE)

The HSU Institute for Entrepreneurship Education (IEE) was chartered in spring 2008 to fill the campus need for entrepreneurship education and collaborate with local area resources to better serve our campus and local community. The IEE's activities are divided into 3 parts:

curriculum, HSU campus outreach, and community connections. Due to the issue of space constraints, we will highlight only a few of many activities.

- Curriculum includes: Experiential learning, Service learning, Produce commercialization, and assisting across campus in folding entrepreneurship education into their current curriculum.
- HSU Campus Outreach includes: Entrepreneurship Faculty and Student Brown Bag Series; Entrepreneurship Student Club (cross-disciplinary student club); Sustainable Entrepreneur's Network (SEN); Economic Fuel Business Plan Competition Consulting where entrepreneurship students help other students with their business plans (part of a class); Student Business Incubator where entrepreneurship students help students with their business or business ideas (part of a class)
- Community Connections include: Entrepreneurship Alumni Network; Entrepreneurship Alumni Brown Bag Series; KHSU "Innovation & Entrepreneurship" Monthly Program; Nurture relationships with businesses and organizations who are clients and potential clients for service learning classes and community projects; Manage the process of working with the clients in classes and community projects, ensuring all costs are covered and encouraging donation to the SOB Trust Fund; Student Youth Education (part of a class); Student-Run Community Workshops & Consulting (part of a class)

(VS) *We will be stewards of learning to make a positive difference.* Examples:

Volunteer Income Tax Assistance Program (VITA)

The program lends a hand by connecting Business students looking for real-world experience and people looking for help with their taxes. Every year at tax time, HSU students provide help for both students and community members to prepare their IRS e-file tax return.

In the spring of 2007, Humboldt State University's VITA program served 175 people and filed 314 returns (164 federal and 150 state).

Student Managed Investment Fund (SMIF)

The School of Business faculty believes students learn best by doing. A student managed investment fund (SMIF) will enhance the professional education of business students at Humboldt State University by providing business students an opportunity to gain a real world experience in asset management. For the past three years, our students have managed a modest portfolio that is housed in the HSU Sponsored Programs Foundation.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_BA report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
BA	Business Administration	288	297	316	313	291	286	281	223
BAAC	Business Admin (Accounting)	16	4	0	0	0	0	11	42
BAEC	Business Admn (Economics)- DefunctF99	3	4	3	1	1	0	0	0
BAFI	Business Admin (Finance)	3	1	0	0	0	0	5	13
BAIN	Business Admin (International)	0	0	0	0	0	0	6	13
BAMG	Business Admin (Management)	8	4	2	1	0	1	19	41
BAMK	Business Admin (Marketing)	6	3	0	0	0	0	11	32
BASS	Business Admn (Education)	3	2	5	2	4	7	7	3
Total		325	312	325	316	295	293	339	365

Second Majors by Academic Year (exclusive of primary majors)									
Majors_overview_BA report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
BA	Business Administration	3	5	5	6	8	5	5	3
BAAC	Business Admin (Accounting)	0	0	0	0	0	0	0	1
BAMK	Business Admin (Marketing)	0	0	0	0	0	0	1	0
Total		3	5	5	6	8	5	6	4

Minors enrolled AY Average in Business Administration								
minors_enrolled_BA report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	2	3	3	1	2	2	0	1
Soph	2	3	4	6	6	3	5	1
Jr	12	11	6	5	13	11	6	10
Sr	46	33	31	34	27	29	31	32
Grad	2	2	1	1	1	1	1	1
	63	50	44	47	48	45	43	44

Majors by Sex and Ethnicity									
Majors_overview_BA report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	10	6	9	11	8	10	7	9
	Black	7	2	1	1	3	6	6	2
	Hispanic	15	12	12	13	9	13	17	20
	Native Amer	8	4	6	4	6	4	9	6
	Pacific Is	1	1	1	1	0	0	0	0
	White	89	84	83	84	75	71	69	67
	Other	5	6	5	6	10	10	13	20
	Unknown	12	15	22	21	14	17	16	15
sum		145	129	138	140	124	128	135	137
Male	Asian	9	5	2	1	4	5	10	8
	Black	11	17	16	19	16	16	24	29
	Hispanic	19	22	23	25	23	21	25	32
	Native Amer	3	4	2	1	1	1	6	4
	Pacific Is	1	0	2	2	4	2	1	2
	White	124	115	116	104	94	86	99	107
	Other	6	8	9	8	9	15	18	22
	Unknown	9	14	20	19	22	21	23	25
sum		181	183	188	177	172	165	204	228

Business Administration (with options) Degrees Awarded (incl. primary and second majors)									
degrees_awarded_B_BA report generated: 25-JUN-08									
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 06/07
Business Administration	59	66	59	68	82	78	61	42	
Business Admin (Accounting)	6	1	3	0	0	0	2	6	
Business Admin (Finance)	2	1	0	0	0	0	0	3	
Business Admin (Management)	3	1	1	0	1	1	0	3	
Business Admin (Marketing)	4	2	1	1	0	0	1	3	
Business Admn (Education)	0	0	1	0	0	0	1	0	
sum	74	71	65	69	83	79	65	57	

Business Administration Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)									
degrees_awarded_B_BA report generated: 25-JUN-08									
		AY	AY	AY	AY	AY	AY	AY	AY

SEX	Ethnicity	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Female	Asian	4	0	2	1	2	3	1	1
	Black	0	0	0	0	0	0	0	1
	Hispanic	1	5	2	1	4	2	0	6
	Native Amer	1	0	3	1	1	0	0	0
	Pacific Is	0	1	0	0	0	0	0	0
	White	20	25	18	18	19	25	26	17
	Other	0	3	1	0	3	1	0	2
	Unknown	4	2	4	3	5	6	2	2
sum		30	36	30	24	34	37	29	29
Male	Asian	3	1	3	1	0	1	0	2
	Black	3	1	0	2	1	0	1	3
	Hispanic	0	2	2	6	5	8	5	2
	Native Amer	1	3	1	1	0	0	0	0
	White	33	23	25	31	37	26	21	17
	Other	3	4	1	1	3	1	3	2
	Unknown	1	1	3	3	3	6	6	2
sum		44	35	35	45	49	42	36	28

Minors Awarded by Year in Business Administration								
minors_awarded_BA report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Business Administration	49	44	57	44	35	33	28	29

2. FTES by Course Code

FTES taken in Business Administration classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_BA report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
BA	Lower-div	Business Administration	32.1	29.3	36.3	35.2	45.1	49.3
		Undeclared	3.2	3.0	3.2	3.8	4.6	4.5
		Business Administration-MBA	2.2	2.2	1.5	1.7	.8	2.8
		Psychology	1.3	.8	.7	.7	.4	2.4
		Liberal Studies-Recreation Adm	2.5	1.2	2.4	1.5	3.2	2.3
	Sub-total		53.3	45.4	54.9	56.8	66.4	74.6

FTES taken in Business Administration classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_BA report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
BA	Upper-div	Business Administration	85.5	98.0	83.0	91.4	100.0	103.8
		Liberal Studies-Recreation Adm	5.3	6.5	5.8	7.7	11.3	7.4
		Business Administration-MBA	2.4	5.0	3.6	1.9	1.9	5.1
		IS-INTL- International Studies	.8	1.7	1.4	1.8	1.2	2.9
		Economics	2.2	2.8	5.0	4.3	2.0	2.8
	Sub-total		115.3	129.6	110.7	126.2	131.7	138.7

FTES taken in Business Administration classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_BA report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
BA	All Levels	Business Administration	117.5	127.3	119.3	126.6	145.1	153.1
		Liberal Studies-Recreation Adm	7.8	7.7	8.2	9.1	14.5	9.7
		Business Administration-MBA	4.5	7.2	5.1	3.6	2.7	8.0
		Undeclared	4.1	5.0	4.4	5.3	5.6	5.9
		IS-INTL- International Studies	.8	1.7	1.6	2.2	2.0	4.4
Total			168.6	175.0	165.7	183.0	198.1	213.3

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
International Studies- International Business	BA 345 (3 units) BA 355 (3 units) BA 365 (3 units) BA 375 (3 units) BA 415 (3 units) BA 444 (3 units)	
Economics	BA 232 (4 units) BA 332 (4 units) Plus 18 units of business courses for Business Economics Pathway	
Applied Technology	Business Minor (18 units) including the following: BA 210 (4 units) BA 345 (3 units) BA 355 (3 units) BA 375 (3 units) BA 378 (3 units)	
Recreation Administration	Business Minor (18 units): BA 110 (3 units) BA 210 (3 units) BA 345 (3 units) BA 355 (3 units) BA 375 (3 units) BA 415 (3 units)	
Recreation Administration Field of Study	12 units of non-major courses required; does not constitute a Business Minor but does fulfill the requirement for a field of study.	
Natural Resources Planning & Interpretation	BA 210 (4 units) BA 345 (3 units) BA 355 (3 units) BA 375 (3 units)	

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

General Information

The data indicate that the School of Business is growing. The number of students enrolled in the School of Business has increased by 23.73% in just three years. During the same period our FTES has increased by 28.73% (165.7 in 2004/05 to 213.3 in 2007/08). The upward growth of FTES continues; fall 2008 FTES count is 244.2, which represents 17.4% increase from fall 2007.

As supported by the WASC Theme 2 group, the School of Business is quite successful in attracting “students of color” and female students to its program. The success is due to market forces, diversity of faculty at the School of Business, and our commitment to diversity in a broad sense.

Students of color form 31% of our total students. 26% of our graduates in 2006/07 were also students of color. One can conclude that the School of Business has a good graduation rate for its students of color.

Business Administration

As mentioned before, business options were reintroduced in 2005. As a result, most of our students graduated under the old curriculum in 2006/07. We expect to realize a decline in the general Business Administration degree as students under the old contract fulfill their contractual obligations and graduate. Conversely, we will realize a significantly increasing number of graduates in our option specific areas.

A large number of Chinese students from XISU (Xian International Studies University) and 1+2+1 program studying business at HSU. The number of Chinese students is expected to grow at HSU.

It is also important to notice that a few programs, particularly Recreation Administration, International Studies- International Business, and Economics form a strong demand for business courses from each of our options.

Business Admin (Accounting)

Most of the demand in this option is driven by external forces.

Business Admin (Finance)

Most of the demand in this option is driven by external forces

While this is not a specific Minor course option, many students with minor in business also take BA 260 (personal finance).

Business Admin (Management)

Internal demand for this option would be non-business majors who enroll in our newly formed Institute for Entrepreneurship Education.

BA 220 Leadership in Theory and Practice

While this is not a specific Minor course option, many students with minor in business also take BA 220. This course also attracts a lot of FIG (Freshman Interest Group) students.

BA 378 Small Business Management

This course attracts a large number of students who want to participate in the Economic Fuel competition.

BA 380 Business Plan Development

This course attracts a large number of students who want to participate in the Economic Fuel competition.

Business Admin (Marketing)

Most of the demand in this option is driven by external forces

Business Admn (Education)

The internal demand for Business Education is weak. Currently, a few students are enrolled in this program. However, HSU is one of the three CSU campuses (HSU, CSU Fresno, and Cal Poly Pomona) that offer Business Education and external demand is generated as a result of our credentialing waiver service that we offer.

Business Admn (International)

The internal demand for International option is quite strong. In addition to International Studies-International Business students, a large number of Chinese students from XISU and 1+2+1 program that attend HSU are studying International Business.

Business Administration Minor

There is strong internal demand for the business minor courses. This demand is due to a number of reasons: Not only do we have one of the largest minor programs at HSU; there is demand for students pursuing a field of study in business; a business minor compliments any non-business specific degree option; a business minor sets the student up to enroll in the Masters' program very easily.

Class enrollment in the minor classes actually exceeds what one would expect by just looking at the number of minor degrees awarded. For example, some departments, such as Recreation Administration, require 12 units of business classes to complete their requirement for

a “field of study” in business; students who are taking a field of study do not show up as Business Minor students on any reports.

For current undergraduate students of any discipline, the Business Minor with its natural segue into the MBA prerequisite fulfillment is a strong draw. After completing the 18 units of Business Minor coursework, students will graduate with a minor in Business, AND have the option of taking one additional course and thus fulfilling the pre-requisite courses for our MBA program.

For these reasons, there are interdependencies for the Business Minor program which cannot easily be tracked through the Analytic Studies process. For example, when a list of students by minor for the Fall 2008 semester was generated through the Banner system, 42 students were identified. When comparing the names of these students to those enrolled in the three minor courses we are offering this fall, the following result was shown:

BA 345:	88% of students enrolled (22/25) were NOT business minor students
BA 355:	77% of students enrolled (27/35) were NOT business minor students
BA 375:	83% of students enrolled (19/23) were NOT business minor students

This constitutes significant demand for the business minor courses.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Business Administration

External demand for business is very strong. Business graduates receive some of the highest starting salaries nationally. According to NACE, Business graduates received the following salaries in 2008:

Accounting	\$48,085
Finance	\$48,547
Management	\$45,915
Marketing	\$42,053

The high salary is clearly a sign of high demand for business discipline.

No matter where you look, the evidence points to an upsurge in business education by domestic and international students. Business programs also give students considerable flexibility to pursue many different jobs upon graduation. This aspect of business education is of particular interest to students of color.

Business Admin (Accounting)

The external demand for accountants is very strong. The Sarbanes-Oxley Act of 2002 has imposed new government regulations and oversight on public firms that has resulted in a significant rise in demand for accountants. The strong external demand for accounting is the reason for high starting salaries for accountants nationally.

Local accounting community also has a strong demand for accountants. Given the high starting salaries for accountants (\$48,085 according to NACE), the local community has a difficult time to hire accountants from outside Humboldt County. As a result, the local community strongly relies on HSU to train accountants for them. Consequently, we have seen a surging interest in our accounting option in recent years. Currently, 42 students have declared *Business Admin (Accounting)* as their option and our accounting courses have unprecedented enrollment in fall 2008:

BA 250	Financial Accounting	73 students
BA 252	Management Accounting	54 students
BA 450	Intermediate Financial Accounting I	39 students
BA 453	Tax Accounting	36 students

Business Admin (Finance)

The external demand for finance is also very strong. Banks, insurance companies, and investment firms are particularly interested in finance majors. The subprime mortgage debacle in the US has also created a significant demand for financial literacy. This is particularly important for college students who need to manage their financial affairs. Our BA 260 (Personal Finance) had 38 students in fall 2007.

Business Admin (Management)

Management is a popular option in business nationally and locally. Many universities in the US and foreign countries are introducing entrepreneurship and leadership programs in response to demand for such expertise. Management is also the most popular option at HSU. Fall 2008 enrollment in our management courses is a good indication of demand for this option:

BA 370	Introductory Management	52 students
BA 414	Strategic Management	40 students
BA 412	Social Environment of Business	51 students
BA 470	Management Theory	36 students
BA 472	Change Management	32 students

Business Admin (Marketing)

Today, professional marketers are represented throughout the USA in all industries, in public and private enterprises, not-for-profit organizations, and the education sector. Marketing professionals are the custodians of the most important assets in any organization: customer relationships, brands and information. Salaries for marketing professionals are highly competitive have been increasing steadily in recent years.

These facts are also reflected on the number of students studying marketing at HSU. The enrollment in our Marketing classes in fall 2008 is quite strong.

BA 340	Principles of Marketing	54 students
BA 444	International Marketing	21 students

Business Admn (Education)

As mentioned before, the demand for business education is weak. HSU is one of the three CSU campuses that still offer this option. The number of students enrolled in this option has always been below 10.

Business Admn (International)

The business world is now global. Those searching for jobs need to be more aware of the world around them, rather than just being technically able. The growth of Asian countries means that candidates need to be more politically and culturally minded.

The demand for international business is strong globally. Many international firms are recruiting business majors with international background. A large number of XISU and 1+2+1 program students study international business at HSU.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

The school's commitment to teaching effectiveness can be measured in part by:

- Course evaluation scores
- Departmental responses to low evaluation scores
- Regular meetings to sample successful courses and discuss ways to incorporate “best practices” in the department
- Conferences and workshops attended to increase faculty teaching effectiveness

Course evaluations: The School of Business evaluates every faculty in every class they teach every semester. For spring 2008 semester, mean overall departmental scores from class evaluations ranged from 4.0 to 4.4 (4 = ‘good,’ 5 = ‘excellent’) in each category. There is no overall university score available.

Sample student comments from spring 2008 evaluations include:

- “Information from this class has been extremely useful for my BA 414 project as well as for my job.”
- “This class really helped me to become a much more sustainable manager in the new sustainable business world.”
- “Great quality; fully explained information and taught us skills we needed to succeed....”
- “The grading was fair and the assignments were fun especially the ‘Management in the News’ papers...”
- “It’s a good class which provides a lot of information. The lecture is tied to the text material closely and also extended.”

Departmental responses to low scores on evaluations: lecturer responses may include a non-satisfactory departmental chair evaluation; responses to professors may include mentoring and additional training.

Regular meetings: Members of our faculty have a dinner meeting at least once per semester to discuss successful courses and share ways to improve teaching effectiveness.

Conferences and workshops attended by faculty designed to increase teaching effectiveness over the past seven years are illustrated in the table on the following page.

Engagement in Professional Development for Teaching	03/04	04/05	05/06	06/07	07/08
AACSB Conference (Assessment)				Sims	Mortazavi
Academy of Management – Designing Business School courses	Duron				
Accessibility Workshop (ADI initiative)					Chen Mortazavi Duron
Access to Excellence Conference				Mortazavi	
American Marketing Association, Summer Educators’ Conference	Sims	Sims	Sims		
American Marketing Association, Winter Educators’ Conference				Sims	
Center for International Business Education & Research (CIBER) Conference		Mortazavi			
Financial Management Association Meeting		Mortazavi			
HSU Departmental Assessment Workshop				Mortazavi	
Microsoft Office products – updates (PPT and Doc.)				Duron	Duron
Myths & Realities of Globalization		Mortazavi			
Sloan-C International Conference on Asynchronous Learning			Mortazavi		
WASC Conference (Assessment)				Mortazavi	
Western Academy of Management	Duron				
Writing Across the Curriculum		Mortazavi		Sims	

- Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Full Time Tenured Track and FERP faculty members are shown in the table below. It is important to note that we have also included a table for our Lecturers following this table. Their information should also be considered.

TENURE/ TENURED TRACK/FERP

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	22%	31%	31%
At least one funded grant or contract related to scholarship	0	0	16%
Invited participant or leader of workshops, expert panels, or task forces	44%	31%	31%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	22%	31%	31%
Professional service activities at a regional or national level	22%	46%	31%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	44%	62%	62%

- Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

Drs. Thomas, Ramnarayan, and Yang have published in the period 2005-2008.

Drs. Thomas, Ramnarayan, Yang, and Mortazavi have made several presentations

Dr. Mortazavi and Thomas have served multiple college and university committees.

Dr. Mortazavi presented at Oxford University in August 2004 and had a peer-reviewed publication in 2004. Additionally, he has a book scheduled for publication in 2008-2009.

It is important to note a few things:

- We have a high percentage of FERP faculty. When presented as a percentage of FERP to Tenure Track faculty, the data is as follows: 05/06 = 33% of professors were on FERP program; 06/07 = 33% of professors were on FERP program; 07/08 = 17% of professors were on FERP program

2. We have two highly qualified lecturers who have their Ph.D. and have also published, made presentation, participate in faculty governance, etc. They are dedicated teachers who contribute significantly to our success and it is important that their Scholarship and Creative Activities/Service be included as evidence of faculty quality. The data for these two lecturers is presented here as a separate table.

LECTURER INFORMATION			
Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	50%	50%	(1 article being researched/drafted)
At least one funded grant or contract related to scholarship	0	0	50%
Invited participant or leader of workshops, expert panels, or task forces	100%	100%	0
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	0	0	0
Professional service activities at a regional or national level	100%	100%	100%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	50%	0	0

Drs. Vizenor and Duron have published in the period 2005-2008. Dr. Vizenor received a grant in 2007-2008. Drs. Vizenor and Duron have participated in workshops and panels in 2005-2008. Drs. Vizenor and Duron served professionally at both regional and national levels in 2005-2008. Dr. Vizenor served on one university level committee in 2005-2006.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

The School of Business was one of the departments identified by the WASC Theme 2 group as having good overall retention rates and as having a significantly high percentage of students from underrepresented groups in our program. WASC representatives were guests at our faculty meeting in April 2008. Excerpts from that discussion are relevant in answering this question and are summarized below:

Discussion from faculty revealed that we do not target “under represented student groups,” when addressing students and helping them to achieve their potential. We identified many reasons for our success, including:

Diversity of our faculty (gender and cultural diversity); Marketability of our program; Time we take with our students; Requirement that students see advisor to obtain their registration code; Attention given to ensure students meet their GE; Proactive in identifying potential problems with students schedules; We’ve created good academic contracts; Students are issued a copy of their academic contract; We make the time to bond with our students; Student participation in clubs is encouraged

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

(Faculty diversity within the program is a factor and is included above)

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes

Describe how written and oral communication skills are included in your program.

Written and oral communication skills are integrated in our curriculum through required reports and presentations beginning in our lower division classes (example BA 210, Business Law), continuing through the core requirements (Business Ethics, Finance, Management, and Marketing courses) and culminating with strategic analysis and presentations in our capstone course, BA 414 “Strategic Management.”

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

Provide 2 examples of how you have used results of assessment of your program’s student learning outcomes to adapt, enhance, or affirm your program’s curriculum.

As discussed in section III.B.4, we have been identified by WASC theme 2 an example of a successful department in attracting and retaining students of color. Additionally, our assessment tests show that our graduates are within or above the mean scores of other business students. Please reference section III.A.1 and the department report for details. We will continue to assess our student outcomes, strive to meet student needs and continually review processes.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

The School of Business has become a member of AACSB (Association to Advance Collegiate Schools of Business). Seventeen CSU business programs are accredited by the AACSB. Additionally, three CUS business programs are in pre-accreditation stage, and three are non-accredited (HSU, CSU Monterey Bay, and the California Maritime Academy). The School of Business is exploring the possibility of accreditation by the AACSB. Faculty sufficiency is by far the most important criterion for accreditation by the AACSB. The AACSB classifies faculty as either academically qualified (AQ), or professionally qualified (PQ), or others.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

In May 2006, the School of Business Undergraduate Program underwent an in-depth marketing review. The resulting marketing plan lists concise recommendations to attract more students from each of the identified target markets. These recommendations have been driven by extensive research that covers topics such as current HSU business student satisfaction and what potential students look for when selecting a business program. Many of these recommendations have already been implemented and are briefly summarized on the last page.

5. Interactions between graduate and undergraduate programs (if applicable)

If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

As indicated earlier in this report, School of Business has designed a one-year MBA program for HSU undergraduate students to enhance their marketability; our MBA is not dependent upon an undergraduate degree in business. The interaction between it and our undergraduate program is our business minor program. Students who receive a minor in business have already met all but one of the prerequisite courses for the MBA. A high percentage of our MBA students have undergraduate degrees other than business.

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

Business Admin (Accounting)

The Accounting students work in the VITA class, described earlier in this document.

Business Admin (Finance)

The Student Managed Investment Fund is run by students interested in the area of finance. It will enhance the professional education of business students by providing an opportunity to gain a real world experience in asset management. As a result, they will have an advantage in the job market upon graduation from Humboldt State University.

Business Admin (Management)

Entrepreneurship; as indicated earlier, the IEE will be part of the management option

Business Admin (Marketing)

Unique to HSU is our Marketing Research class. We offer a marketing research course during spring semester in which our students conduct marketing research for businesses and organizations in our community. Our student teams design and implement the research projects and at the end of the semester, they write comprehensive research reports and present their findings to their clients, just as a marketing research firm would do.

Business Admin (International)

The School of Business has established an important affiliation with and HEIG-VD (Haute Ecole d'Ingenierie et de Degestion du Canton de Vaud) in Switzerland. In summer 2008, twenty HSU students received excellent education in International Business-Intercultural Education in Switzerland and Italy. In summer 2009, 20 Swiss and Italian students will come to HSU for a summer program in entrepreneurship and leadership. This rotation is intended for the next 10 years.

Business Administration Minor

The uniqueness of or minor is the interaction with the MBA, discussed earlier.

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

Research & Creative Activities:

The faculties of the School of Business have been involved in the following activities with **their** students:

- Marketing Research; the undergraduate students enrolled in BA 446 conduct marketing research for local organizations and businesses. Over 60 businesses have participated in our Marketing Research courses. A sample of businesses include: Arcata Economic

Development Corporation, Beau Pre Golf Course, Eureka Main Street, Fire and Light, HealthSPORT, Lost Coast Brewery, Lost Coast Communications, Sequoia Park Zoo.

- The HSU VITA site is the largest site in Humboldt and Del Norte counties, and the only IRS-certified site to provide complex tax returns.
- Annual Student Nights at the Humboldt-Del Norte Chapter of the California Society of CPAs; each year Dr. Thomas creates a panel of local CPAs and a panel of students to engage in a question and answer presentation.
- Faculty participation in a joint presentation at the North Coast Education Conference with students.
- Student participation in Humboldt County's Economic Fuel competition.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute.

Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

Affiliation with HEIG University in Switzerland:

The School of Business has established an important affiliation with and HEIG-VD (Haute Ecole d'Ingenierie et de Degestion du Canton de Vaud) in Switzerland. In summer 2008, twenty HSU students received excellent education in International Business-Intercultural Education in Switzerland and Italy. In summer 2009, 20 Swiss and Italian students will come to HSU for a summer program in entrepreneurship and leadership. This rotation is intended for the next 10 years.

Other affiliations, some are mentioned elsewhere in this document: Institute of Entrepreneurship Education, Economic Fuel Business Plan Competition, Affiliation with Oaxaca University in Mexico, Affiliation with Xian University in China, The 1+2+1 program, Business Advisory Council creates affiliations with many community business members, Affiliation with Becker Review Course (CPA, CFA, & CIA Exams) and Gleim Review (CPA, CIA, CMA). Becker comes to campus annually, makes a student presentation and awards up to four

scholarships for the CPA review courses. Gleim has licensed us to provide courses on the computer labs for student reviews.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

The department is badly in need of faculty office space, rooms for larger smart classrooms, basic office support needs such as quality copier, paper, and more administration support.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

The School of Business utilizes local business owners and entrepreneurs as guest speakers in classes, conducts full scale marketing research for local for-profit and non-profit businesses, and governmental agencies, provides student interns, integrates tours of local companies, participates as volunteers in HSU Day of Caring, and utilizes Economic Fuel business plan event and the SBDC (Small Business Development Center). Please reference the table on the next page for summary data.

Other student opportunities include accounting students regularly attending the local CPA Society dinner meetings. Also, two classes offered extra credit to students who created training plans, trained for, and ran the Avenue of the Giants 5k or half-marathon races. The process of setting & achieving goals and creating plans for achieving them is of crucial importance. The class then made parallel's with coursework.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Guest Speakers (# of speakers, name of instructor)	1- Vizenor	1- Lancaster 1- Vizenor	9 – Fults 15- Vizenor Many speakers present at B&E Club meetings	1 – Chen 3 – Duron 6 – Fults 4 – Vizenor	3- Chen 4- Duron 1- Lancaster 4- Vizenor Many speakers present at B&E Club meetings
Marketing Research (# of full-scale reports)	8 businesses	10 businesses	4 businesses	4 businesses	5 businesses
Student Internships				3 students (Humboldt Crabs & Red. Coast Jazz Festival)	2 students with Humboldt Crabs
Company Tours			-Wing Inflatables	-Wallace & Hinz -Sun Frost Ref. -Whit McLeod Furn. -Mad River Brewing	-Sun Frost Ref. -Whit McLeod Furn. -Mad River Brewing -Holly Yashi -Fire & Light
Volunteering				FIG students, HSU Day of Caring, cleaned Samoa Beach	FIG students, HSU Day of Caring at World Shelters
Students Interviewing Local Business Owners			3 businesses, compare & contrast presentation in class by students	3 businesses, compare & contrast presentation in class by students	3 businesses (as last year) FIG students chose one business, same process
Economic Fuel			Students regularly attend presentations by Economic Fuel	1 class co-taught with CR instructor Same as 05-06	Students regularly attend presentations by Economic Fuel
SBDC			3 consultants conducted “Business Basics Series” over the course of the semester	Students used the counseling services of the SBDC to write their business plans.	

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Data is presented by core, option, and minor courses. Core courses are common to all major options; the minor has stand-alone course requirements except for one course common to the major core; the International option is comprised of courses contained in other options.

Note: The difference between the two columns of each table in this section is the one required course in Economics at both the major and minor levels.

Student Units

CORE COURSES (lower and upper division)

Total required Program SCUs	40	Required Program SCUs in the primary Course Code	36
-----------------------------	----	--	----

ACCOUNTING OPTION

Total required Program SCUs	24	Required Program SCUs in the primary Course Code	20
-----------------------------	----	--	----

FINANCE OPTION

Total required Program SCUs	24	Required Program SCUs in the primary Course Code	20
-----------------------------	----	--	----

INTERNATIONAL OPTION

Total required Program SCUs	24	Required Program SCUs in the primary Course Code	20
-----------------------------	----	--	----

MANAGEMENT OPTION

Total required Program SCUs	24	Required Program SCUs in the primary	20
-----------------------------	----	--------------------------------------	----

		Course Code	
MARKETING OPTION			
Total required Program SCUs	24	Required Program SCUs in the primary Course Code	20

BUSINESS MINOR			
Total required Program SCUs	18	Required Program SCUs in the primary Course Code	15

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Data is presented by core, option, and minor courses, as above.

CORE COURSES (lower and upper division)

Total Required Program WTUs	41.2	Required Program WTUs in the primary Course Code	37.2
-----------------------------	------	--	------

ACCOUNTING OPTION			
Total Required Program WTUs	24	Required Program WTUs in the primary Course Code	20

FINANCE OPTION			
Total Required Program WTUs	24	Required Program WTUs in the primary Course Code	20

INTERNATIONAL OPTION			
Total Required Program WTUs	24	Required Program WTUs in the primary Course Code	20

MANAGEMENT OPTION

Total Required Program WTUs	24	Required Program WTUs in the primary Course Code	20
-----------------------------	----	--	----

MARKETING OPTION

Total Required Program WTUs	24	Required Program WTUs in the primary Course Code	20
-----------------------------	----	--	----

BUSINESS MINOR

Total Required Program WTUs	18	Required Program WTUs in the primary Course Code	15
-----------------------------	----	--	----

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Data is presented by core, option, and minor courses, as above.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for CORE Courses	WTU for Major Option Accounting	WTU for Major Option Finance
396.7	0	201.7	24	24

WTU for Major Option International	WTU for Major Option Management	WTU for Major Option Marketing	WTU for Business Minor
24	24	24	15

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

*Service to GE and other Academic Programs: Enter the total number of WTU that were used **over the past 2 years** to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)*

*WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer **over a two year period** to accommodate progress toward degree for your program students.*

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the “Total” entry will not sum to the total. 2) Do not pro-rate WTU’s by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

In order to be consistent with prior material, we will present data by core, option, and minor courses. Estimations are approximate; as an academic department without any GE or remedial courses, all staff time is academic in nature. Note that we are interpreting the totality of the staff function (budgeting, scheduling, student support, CMS, lecturer hiring responsibilities, etc.) as requirement to support the major program and its options. In other words, we exist for an academic function; therefore all staff time in allocated to academic support.

CORE COURSES

	Major Program
Percents of Staff FTEF	30%

ACCOUNTING

	Major Program
Percents of Staff FTEF	10%

FINANCE

	Major Program
Percents of Staff FTEF	10%

INTERNATIONAL

	Major Program
Percents of Staff FTEF	10%

MANAGEMENT

	Major Program
Percents of Staff FTEF	10%

MARKETING

	Major Program
Percents of Staff FTEF	10%

MINOR

	Major Program
Percents of Staff FTEF	10%

(NOTE: the remaining 10% of FTEF is attributed to the MBA program, which is another report)

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
BUSINESS	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	1	1.00	1	0.20	1	1.00	1	1.00	1	1.00
Total	1	1.00	1	0.20	1	1.00	1	1.00	1	1.00

NOTE 1/31/05: We were searching for a new ASC and had temporary help in the office during this period.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$1,600
Instructional Supplies	\$8,200
Temporary Help (graders, lab assistants, GA's, etc.)	\$5,000

5. Program Investments – accreditation [if applicable]

The School of Business is in pre-accreditation phase that requires membership in the AACSB at a cost of \$2,200 per year.

B. Gross Revenues

Revenue			
DEPARTMENTS COMPLETE THIS SECTION	05/06	06/07	07/08
Fundraising/donations	30,366	12,400	16,615
Extended Education	2,000	2,800	2,300
Student fees			
Instructionally Related Activities (IRA)	4,107		
Instructionally-related grants		1,750	
Grants and contracts to P.I.s			
Other revenues	700	620	560

Provide an explanation for how these revenues support the academic program.

Donations support our Student Managed Investment Fund, cover costs associated with student assistants (graders), donations to Business & Economic Club, student events to promote retention, assessment tests, instructional supplies, and augments our meager OE account as necessary. We received a \$10,000 donation in 05/06 from the Webb Foundation to support various enterprises such as the Student Managed Investment Fund, distinguished lecture series and visiting speakers, and community outreach programs and internships.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	BA	21.51	25.16	21.99	24.61	23.93	26.92
FTEF	BA	7.84	6.96	7.54	7.44	8.28	7.94

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

The School of Business has one of the highest SFRs at HSU during 07/08. The school's SFR of 26.92 is higher than the SFR for all three colleges and the university as a whole. The school's SFR has increased by 25.15% in the past five years while its FTEF has increased by only 1.2%.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

The sections in IV.A.2 were completed as required; however it should be stressed that the School of Business curriculum is designed to allow students to graduate in four years with 120 units of coursework. Great care is taken to offer core and option courses to maximum efficiency and timely graduation of our students. Our four year pathway is shown below:

Freshman Year			
Fall		Spring	
Courses	Units	Courses	Units
GE Lower Div. Area A (Eng. 100)	3	GE Lower Div. Area A (Comm. 100)	3
GE Lower Div. Area B	3	GE Lower Div. Area B (Lab Science)	3
ECON: 210: Prin. of Economics	4	GE Lower Div. Area C	3
BA 210: Legal Env. of Business	4	GE Lower Div. Area C	3
Elective 1 unit course	1	GE Lower Div. Area D	3
Total Units	15	Total Units	15

Sophomore Year			
Fall		Spring	
Courses	Units	Courses	Units
GE Lower Div. Area A (Critical Think.)	3	GE Lower Div. Area B	3
BA 232: Introductory Statistics	4	GE Lower Div. Area D (DCG course)	3
BA 250: Financial Accounting	4	GE Lower Div. Area D (Am. Institut's.)	3
GE Lower Div. Area C (DCG course)	3	BA 252: Management Accounting	4
Total Units	14	GE Lower Div. Area E	3
		Total Units	16

Junior Year			
Fall		Spring	
Courses	Units	Courses	Units
GE Upper Div. Area B	3	GE Upper Div. Area C	3
BA 340: Principles of Marketing	4	GE Upper Div. Area D	3
BA 360: Principles of Finance	4	Business Option course (for major)	4
BA 370: Principles of Management	4	Business Option course (for major)	4
Total Units	15	Total Units	14

Senior Year			
Fall		Spring	
Courses	Units	Courses	Units
BA 412: Social Environ. of Business	4	American Inst. Gov't. course	3
Business Option course (for major)	4	Business Option course (for major)	4
Business Option course (for major)	4	Business Option course (for major)	4
GE Elective	4	BA 414: Capstone	4
Total Units	16	Total Units	15

The table below shows the total WTUs required to offer our current program for the existing number of students in the School of Business.

<u>Fall 2008</u>	<u>WTU</u>	<u>Spring 2009</u>	<u>WTU</u>
11 (4-unit) core courses	45.2	11 (4-unit) core courses	45.5
8 (4-unit) option courses	32	14 (4-unit) option courses	56
5 (3-unit) minor courses	18	3 (3-unit) minor courses	9
TOTAL WTUs			205.7

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

Budget cuts have resulted in elimination of multiple sections of most core required courses. The result is much larger class sizes for our core courses and unmet student demand.

The following table shows that enrollment in our lower and upper division classes have increased significantly between the academic year 2004 and 2008.

Enrollment in Business Administration

	Fall 04			Spring 05			Fall 07			Spring 08			Fall 08		
	Sections	Enrollment	Average	Sections	Enrollment	Avg.	Sections	Enrollment	Avg.	Sections	Enrollment	Avg.	Sections	Enrollment	Avg
Lower Div.	6.0	234.0	39.0	6.0	234.0	39.0	7.0	334.0	47.7	5.0	258.0	51.6	7.0	374.0	53.4
Upper Div.	16.0	422.0	26.4	18.0	439.0	24.4	19.0	516.0	27.2	21.0	575.0	27.4	18.0	618.0	34.3
Total	22.0	608.0	27.6	24.0	673.0	28.0	26.0	850.0	32.7	26.0	841.0	32.3	25.0	992.0	39.7

The school's average enrollment has increased as follows:

- Lower division classes have increased from 39 to 53.4
- Upper division classes have increased from 26.4 to 34.3
- Overall classes have increased from 27.6 to 39.7

Despite the larger class sizes, our students have a difficult time enrolling in necessary courses in the business program, which ultimately affects their time to graduation. According to the "Closed Sections Report" from Analytical Studies, in fall 2008, seven sections, six of which are

core courses, are overenrolled (represented by a negative number of seats available) and have unmet demand (represented by students who have clicked the notify button and have not successfully registered for the course). The current large number of students in our core courses will affect the enrollment in our option courses as well as time to graduation in the near future.

The courses referred to are:

Courses	Seats now available	Unenrolled requests
BA 210 (Law)	-5	9
BA 360 (Principles of Finance)	-12	3
BA 370 (Intro to Mgmt)	-5	2
BA 450 (Intermed. Acctg.)	-5	1
BA 232 (Intro to Stats.)	-2	5
BA 252 (Mgmt. Acctg.)	-8	1
BA 340 (Principles of Mktg.)	-7	4

E. Additional Data

Course Offerings Profile in Business Administration (AY 00/01 - AY 07/08) class_offerings_BA report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	24	23	24	22	23	24	25	27
Sections Enrolled	36	32	35	31	33	34	38	40
Average Section Enrollment	24	26	23	27	24	27	25	26
Distinct Courses Enrolled in Business Administration by Level (AY 00/01 - AY 07/08) class_offerings_BA report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	5	6	6	5	5	5	5	6
Upper-div	19	17	19	18	18	19	20	22
Total	24	23	24	22	23	24	25	27
Sections Enrolled in Business Administration by Level (AY 00/01 - AY 07/08) class_offerings_BA report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	10	10	10	9	10	10	10	12

Upper-div	26	22	25	23	23	25	28	28
Total	36	32	35	31	33	34	38	40
Avg Section Enrollment in Business Administration by Level (AY 00/01 - AY 07/08) class_offerings_BA report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	26	29	28	27	28	32	34	34
Upper-div	23	24	21	27	22	25	22	22
Total	50	53	49	54	50	56	56	56
FTES in Business Administration by Course Level (AY 00/01 - AY 07/08) class_offerings_BA report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	52.9	56.0	53.3	45.4	54.9	56.8	66.3	74.6
Upper-div	131.9	113.8	115.3	129.6	110.7	126.2	131.8	138.7
Total	184.8	169.8	168.6	175.0	165.7	183.0	198.1	213.4

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections. Distinct Courses count each distinct SUBJ/Course-number combination enrolled. All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Our program was revised in 2004/2005 and it is much better to consider data after that date. These tables show clearly that our distinct course enrollment has increased from 23 to 27.

Please note that the yearly data in the above tables should be adjusted by removing the activity classes that are associated with distinct lecture courses, cross-listed courses, and a few internship and directed study courses taught by volunteer faculty.

See table in section IV.D: "Enrollment in Business Administration" for an accurate count by the department for 04/05 and 07/08.

Even with the data presented in this template, the enrollment in business classes, both lower and upper division sections have increased from 04/05 to 07/08 despite fewer resources available.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in Business Administration (AY 00/01 - AY 07/08) class_offerings_BA report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 student enrolled	2	3	2	3	4	2	5	1
Lecture only sections	28	25	26	25	25	26	28	28
Lab/Activity only sections	5	5	5	6	8	7	8	9
Other modes and combinations	3	3	4	1	1	1	3	3

As noted above, lab and activity sections are associated with distinct lecture classes and should not be counted as independent sections requiring additional resources. Sections with one or two students are usually internship and directed study courses taught by volunteer faculty.

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

Please note that since we have 7 “options” (general business administration, accounting, finance, international business, management, marketing, and minor), and we are allowed 2 pages per option in which to respond, we will take up to 14 pages to answer this section. Some responses will apply to the department in aggregate, with specific options addressed as appropriate.

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

All students in our program have a common set of lower and upper division core courses as well as option-specific courses. Additionally, we have a stand-alone Business Minor program which has course specific requirements. To ease in understanding our capacity, we have presented data reflecting the current areas of our programs as you see below.

The School of Business is essentially at maximum for lower and upper division core courses, with a moderate amount of room for growth in option specific and minor courses with existing resources. As a result of the way data is displayed, “Graduates per year” is not appropriate for all tables. Appendix A is attached for reference in determining how current FTES and current capacity are determined.

If The School of Business is going to grow, we need to grow at the core level. Under current conditions the core courses will become a bottleneck for our students.

Lower Division Core Courses Capacity of 0 FTES	Graduates per year	FTES in the major option per year
Existing	N/A	125.1
Maximum capacity with existing resources	N/A	125.1

Upper Division Core Courses Capacity of 2.1 FTES	Graduates per year	FTES in the major option per year
Existing	N/A	100.3
Maximum capacity with existing resources		102.4

Accounting Option Capacity of 8.5 FTES	Graduates per year	FTES in the major option per year
Existing	10*	23.5
Maximum capacity with existing resources		32.0

Finance Option Capacity of 20 FTES	Graduates per year	FTES in the major option per year
Existing	6*	12
Maximum capacity with existing resources		32

International Business Option Capacity of 12.0 FTES	Graduates per year	FTES in the major option per year
Existing	3*	20
Maximum capacity with existing resources		32

Marketing Option Capacity of 12.8 FTES	Graduates per year	FTES in the major option per year
Existing	7*	33.1
Maximum capacity with existing resources		45.9

Management Option Capacity of 17.3 FTES	Graduates per year	FTES in the major option per year
Existing	7*	25.3
Maximum capacity with existing resources		42.7

Minor Option Capacity of 5.0 FTES	Graduates per year	FTES in the major option per year
Existing	31*	41.4
Maximum capacity with existing resources		46.4

*NOTE: Since options are relatively new to our curriculum, 31 students graduated with the “general” business degree in 07/08.

2. If your program is at maximum capacity, proceed to question 2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

Upper and lower division courses in the School of Business are essentially at capacity. For fall 2008, enrollments classes are in rooms with a capacity of 50 students and many classes are exceeding classroom capacity. Unless more sections are opened up, students will be denied access.

The Accounting option has room for growth. Steps taken to grow the program include listening to the needs of local CPA firms and strengthening our curriculum to meet their needs. Other activities include strengthening ties with the local accounting community, faculty who have been active members in the local CPA society and who present at their meetings, securing associations with two firms which administer Accounting exams (CPA, CFA, CMA, CIA exams), providing free tax assistance to low income individuals. It is important to note that enrollment in Accounting option courses in Fall 2008 has continued and we have experienced a large surge in FTES in this option.

Our Finance option has room for further growth with existing resources. This program is one of the smallest of our options but interest is growing. International students in particular are drawn to this option. Furthermore, with growth and promotion of our Student Managed Investment Fund, more students will find this an interesting option.

Our International Business option has some room for growth with existing resources. Interest in this option comes from our international students and our diverse faculty. Steps taken

include the Swiss program and Chinese students from both Xian and the 1+2+1 program (see section III.B.1 for details).

Our Management option has some room for further growth with existing resources. This is the most popular option in our program. Steps taken include the establishment of the Institute for Entrepreneurship Education in Spring 2008 and ongoing collaboration with Economic Fuel Business Plan Writing competition. To that end, we are now offering two courses, “Small Business Management” and “Business Plan Development” to help our students in general as well as Economic Fuel participants. We hope these activities bring the importance of management and entrepreneurial education to the attention of the campus and the community at large. We have introduced an Advanced Sustainable Management course into the curriculum that has proven to be quite popular.

Our Marketing option has some room for further growth with existing resources. Steps taken include replacing an “Online Marketing” course that had low enrollment with a new course in “Marketing Communication,” as well as our involvement with Economic Fuel (see above paragraph).

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

We expect a significant increase in demand for business education over the next five years. Our expectation is quite reasonable due to (a) high starting salaries for business majors, (b) program impaction within the CSU system, (c) an entrepreneurship focus, (d) Institute for Entrepreneurship Education, and (e) accounting option demands. By creating a competitive business program in a differentiating environment (university location and low class size, faculty-student interaction), we have a competitive advantage to attract a large number of new students to our business program.

A. Salary: The following table is extracted from the National Association of Colleges and Employers' salary survey for 2006/07.

	<u>January 2007</u>	<u>January 2006</u>
Accounting	\$46,508	\$45,723
Finance	\$49,500	\$46,138
Marketing	\$41,323	\$36,260
Management	\$40,408	\$30,500
International Business	\$38,389	\$35,889

The significant change in salaries over one year might indicate a positive shift in demand for business education.

B. CSU Impaction: Most of the business programs in the CSU are already very large with minimum capacity to absorb additional students. Furthermore, our MBA program is very attractive to traditional students. Combination of these factors might be the reason for an increase in the number of applicants to our program.

Fall Applications and Enrollments (Analytical Studies)

	2002	2003	2004	2005	2006	2007	Average
Fall Applications		390	552	626	747	775	1070
Growth Rate		41%	13%	19%	4%	38%	23%
Fall Enrollment		94	92	107	105	121	
Yield		24%	17%	17%	14%	16%	17.6%

The number of applications for fall 2007 represents 38% increase over 2006. Based on a conservative yield of 15%, the School of Business will have 161 new students next year. In 2006, we awarded 80 degrees. Consequently, the student headcount in the School of Business will go up by 80 students next year. At this rate, the enrollment in the School of Business over the next five years will be:

Projected Enrollment				
AY	Headcount	Graduates*	New Students*	Total Students
06/07	365	91	161	435
07/08	435	109	152	478
08/09	478	120	167	526
09/10	526	132	210	605
10/11	605	151	242	696
11/12	696	174	278	800

*Assumptions:

- Graduation rate of 25% of total student headcount, based on historical data
- New student estimate of 161 for AY 07/08 is based on current application data. Projected rate of 35% of total student headcount for subsequent years is a conservative estimate based on the number of applications for fall 2007.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

Reintroduction of business options has been very effective to attract more students to business program. Business also benefits from a national surge in demand for business degree as well. However, our faculty resources are adequate to meet the demand:

<u>Fall 2008</u>	<u>WTU</u>	<u>FTEF</u>
11 (4-unit) core courses	44	
8 (4-unit) option courses	32	
3 (4-unit) MBA courses	12	
5 (3-unit) minor courses	18	
<u>Spring 2009</u>		
11 (4-unit) core courses	44	
14 (4-unit) option courses	56	
3 (4-unit) MBA courses	12	
3 (3-unit) minor courses	9	
<u>Summer 2009</u>		
2 (4-unit) MBA courses	8	
	-----	-----
Total	235	9.8

Current Faculty Resources

Dr. Ken Bond 0.5 FERP, retirement spring 2010
Dr. Gail Fults 1.0
Dr. Saeed Mortazavi 1.0
Dr. Sujata Ramnarayan 1.0 on Leave 2008/09
Dr. Michael Thomas 1.0
Total tenured/tenured track/FERP 4.5

Assuming 75% tenured/tenure-track faculty and 25% lecturers, we need $9.8 * 0.75 = 7.35$ tenured/tenure track faculty to serve our current students. Considering the projected growth in the school of Business, we need to hire based on the following calculation:

Current SFR	27
Projected Headcount in 2011/12	800
FTEF	29.62 (800/27)
75% tenured/tenure track faculty	22.21

We are recruiting two new tenure-track faculty in 2008/09. Assuming that we fill these positions, we will have 6.5 tenured/tenure track faculty in 2009/2010. Therefore, we need 16 more tenure-track faculty in the next three years.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

The above analysis shows that our resources are inadequate for the current number of students in our program. Assuming 6.5 tenured/tenure-track faculty in 2009/2010, 10% increase, $6.5 * (1.10) = 7.15$, will be sufficient to serve our current students (365 students). With 20% increase, $6.5 * (1.20) = 7.8$ or 1.3 additional FTEF and an SFR of 27, we could serve 35-50 additional students.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

Assuming an SFR of 27, 10% reduction, - 0.65 FTEF, we could serve 20 fewer students. 20% reduction, or -1.3 FTEF, means 35-50 fewer students. Our ability to successfully recruit additional faculty will be further diminished as well. Our instructors are currently paid way below market rate when compared to positions they qualify for in the private sector.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

Eliminating Business will be catastrophic for HSU. A large number of our freshmen declare business as their major upon entry to the university. Assuming that HSU will lose even 50% of business students, that means about 200 students and more than 100 FTES.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

ENTER COMMENTS HERE

Please reference next page for our additional information

VI. Additional Information continued from section III.C.4

Curriculum:

- Design a specific degree program in Accounting, offering intermediate and advanced classes focusing on preparing students to pass the CPA exam
- Investigate creating concentrations in Real Estate, Entrepreneurship and International Business
- Work with the community to develop more internships, increase the level of applied knowledge and student satisfaction
- Increase breadth of class offerings, scheduling flexibility and distance learning opportunities
- Offer a one semester certificate program in Sustainability, available for both undergraduate and graduate students
- Prepare students for post-graduation job searches by conducting professional mock interviews
- Investigate obtaining additional accreditation specific to the School of Business

Networking:

- Focus on building a strong relationship with College of the Redwoods business faculty, academic advisors and transfer students
- Focus on building a strong relationship with academic advisors and business teachers in all local area high schools
- Create a synergistic relationship with the local business community by holding focus groups, mixers and integrating their business methods into in-class lectures
- Integrate with local business organizations such as Rotary and the Association of Certified Public Accountants
- Utilize the Business and Economics Club to motivate and encourage students to participate outside of the classroom environment
- Create a fiduciary relationship between the business community and students by creating a series of sponsored annual academic scholarships
- Investigate capitalizing on the opportunities presented by LOHAS

Marketing:

- Create a branding strategy for the school of business by naming the program after a distinguished alumnus or faculty member
- Redesign and develop a modern and appealing web site

HSU *Vision Statement*

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.

Section V.A.1 Maximum Capacity Table for Business

Data based on enrollment in Fall 2007-Spring 2008 academic year

Course Type	Course Number	Max. Class Size	# of sections per year	Unit Value	Current Enroll.	Enroll. Growth with existing resources	Existing FTES ((current enroll. * unit value)/15)	Growth Potential with existing resources FTES ((Enrollment Growth * unit value)/15)	Maximum Capacity with existing resources (existing FTES + Growth Potential FTES)
CORE COURSES									
Lower Div. Core	BA 210	60	2	4	179	0	47.7	0.0	47.7
	BA 232	40	2	4	81	0	21.6	0.0	21.6
	BA 250	40	2	4	108	0	28.8	0.0	28.8
	BA 252	40	2	4	101	0	26.9	0.0	26.9
Totals					469	0	125.1	0.0	125.1
Upper Div. Core	BA 340	40	2	4	89	0	23.7	0.0	23.7
	BA 360	40	2	4	79	0	21.1	0.0	21.1
	BA 370	40	2	4	95	0	25.3	0.0	25.3
	BA 412	30	2	4	52	8	13.9	2.1	16.0
	BA 414	30	2	4	61	0	16.3	0.0	16.3
Totals					376	8	100.3	2.1	102.4
TOTALS FOR CORE COURSES					845	8	225.3	2.1	227.5

MINOR COURSES									
Minor	BA 345	40	2	3	86	0	17.2	0.0	17.2
	BA 355	40	1	3	46	0	0.0	0.0	0.0
	BA 365	40	1	3	31	9	6.2	1.8	8.0
	BA 375	40	2	3	86	0	17.2	0.0	17.2
	BA 415*	20	0.5	3	4	16	0.8	3.2	4.0
TOTALS FOR MINOR COURSES					253	25	41.4	5.0	46.4

* BA 415 is cross listed with BA 410

** Do not confuse optional courses with OPTION SPECIFIC courses

Section V.A.1 Maximum Capacity Table for Business -OPTION SPECIFIC Courses

Data based on enrollment in Fall 2007-Spring 2008 academic year

Option	Option Specific Courses	Max. Class Size	# of sections per year	Unit Value	Current Enroll.	Enroll. Growth with existing resources	Existing FTES ((current enrollment * unit value)/15)	Growth Potential with existing resources FTES ((Enroll. Growth * unit value)/15)	Maximum Capacity with existing resources (existing FTES + Growth Potential FTES)
OPTION SPECIFIC COURSES BELOW									
Accounting	BA 450	30	1	4	25	5	6.7	1.3	8.0
	BA 451	30	1	4	15	15	4.0	4.0	8.0
	BA 452	30	1	4	30	0	8.0	0.0	8.0
	BA 454	30	1	4	18	12	4.8	3.2	8.0
Totals for Accounting Option					88	32	23.5	8.5	32.0
Finance	BA 460	30	1	4	11	19	2.9	5.1	8.0
	BA 462	30	1	4	10	20	2.7	5.3	8.0
	BA 464	30	1	4	12	18	3.2	4.8	8.0
	BA 468	30	1	4	12	18	3.2	4.8	8.0
Totals for Finance Option					45	75	12.0	20.0	32.0
International	BA 410	30	1	4	29	1	7.7	0.3	8.0
	BA 444	30	1	4	26	4	6.9	1.1	8.0
	BA 464	30	1	4	12	18	3.2	4.8	8.0
	BA 475	30	1	4	8	22	2.1	5.9	8.0
Totals for International Option					75	45	20	12.0	32.0
Marketing	BA 332	30	2	4	67	0	17.9	0.0	17.9
	BA 443*	30	0	4	15	15	0.0	4.0	4.0
	BA 444	30	1	4	26	4	6.9	1.1	8.0
	BA 446	30	1	4	13	17	3.5	4.5	8.0
	BA 448	30	1	4	18	12	4.8	3.2	8.0
Totals for Marketing Option					139	48	33.1	12.8	45.9
Management	BA 310	30	1	4	36	4	9.6	1.1	10.7
	BA 401	30	1	4	21	9	5.6	2.4	8.0
	BA 470	30	1	4	14	16	3.7	4.3	8.0
	BA 472	30	1	4	16	14	4.3	3.7	8.0
	BA 475	30	1	4	8	22	2.1	5.9	8.0
Totals for Management Option					95	65	25.3	17.3	42.7

