

**HSU Academic Department Reports - Business**  
**September 30, 2008 - Program Prioritization**

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The departmental reports provide context for the academic programs administered by the department, and will be considered in conjunction with the program reports for final program ranking. This report is to be completed by September 30. Use 12-point Times New Roman with 1.5 line spacing.

I. Departmental History, Mission, and Goals

*Insert the department mission statement and the department goals. In addition, provide a brief (2 page limit) overview of the departmental history with emphasis on the last 5 years.*

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See attached two pages

## **MISSION:**

The School of Business mission is to provide an entrepreneurial, hands-on, applied learning experience through close student interaction with faculty and the community, with a commitment to sustainable social, environmental, and economic development.

We welcome students from Humboldt County, the State of California, and the world who share our values.

To achieve a hands-on, applied learning experience, the School of Business has established the following objectives:

1. Provide opportunities for entrepreneurial development through internships, consulting, and service learning components embedded within our curriculum.
2. Foster close student interaction between students, and with faculty and the community through small class sizes and open door policies, team-centered projects and classroom activities, and interactions with the Humboldt County business community
3. Weave social, environmental and economic responsibilities in all that we do through incorporating ethics and sustainability topics in classroom and business-related activities.
4. Cultivate academic scholarship primarily oriented toward accomplishing the above pedagogical objectives. Faculty's instructionally-related applied (problem driven) scholarship activities are an integral part of our school's commitment to teaching excellence.

**GOALS:** We have two types of goals: curricular goals which match to HSU goals as well as strategic goals for the future growth of our department.

Curricular Goals: (1) To educate students who think analytically; (2) To educate students who select and apply appropriate skills from a repertoire; (3) To educate students who communicate and relate humanely and effectively; (4) To educate students who embrace change and lead creatively; (5) To educate students to understand and appreciate local and global diversity

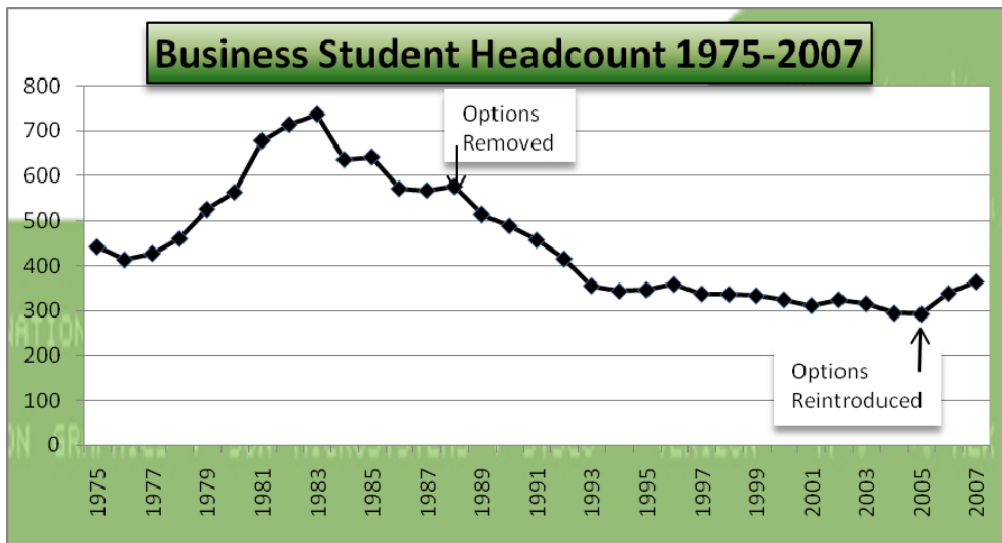
Strategic goals set in the spring of 2007:

- Create entrepreneurship focused MBA program. This goal is currently in progress.
- Establish the Institute for Entrepreneurship Education. This goal was achieved in fall 2008.
- Expand the accounting option based on external and community demand. This goal has been achieved.
- Development of Pre-MBA certificate program for international students. This certificate could be used as a gateway to our MBA program. This goal is in progress.
- Development of online courses with the long term goal of offering a Pre-MBA certificate online; progress has been made in this area.

- Finally, the School of Business is exploring the possibility of AACSB accreditation. 17 CSU business programs are accredited by the AACSB. CSU-Dominguez Hills is actively pursuing accreditation with the site visit in 2008. As a result, Humboldt State's School of Business is one of the remaining five programs that are not accredited; it currently has membership status only.

## HISTORY:

In early 1980s, the School of Business had in excess of 700 students.



After a mild drop in enrollment in 1983, the enrollment was quite stable during 1986-88. During this time, the School of Business was offering several options: Accounting, Finance, General Business, General Management (Operations Management, Large Organization Management, and Small Business Management), Personnel Management, and Marketing. This structure changed in **1988**, when the School of Business shifted toward a generalist point-of-view in its curriculum by removing options, thus moving away from traditional business programs offering specializations (options) in accounting, finance, management, and marketing. The 1988 curriculum provided a broad business education relying on expanded lower and upper division core courses, and reducing the number of required option courses. This shift had two important consequences. The first was a significant drop in the number of business majors. Second, faculty attrition resulted due to retirements and enrollment problems.

The School of Business revised its curriculum in **2005** and reintroduced meaningful options in Accounting, Finance, Marketing, Management, and International Business. The curricular revision seems to be very effective since the number of business majors have gone up from 295 in 2004/05 to 365 in 2007/08 which represents 23.73% growth rate.

II. Departmental Faculty and Staff

<b>Business Dept Instructors -- AY Average Count of Appointments</b> facpos_BUS report generated: 22-FEB-08						
<b>Appt Category</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lecturer	10	4	8	11	8	8
Assist Prof	3	1	0	0	2	2
Assoc Prof	0	0	1	2	2	2
Professor	7	6	6	4	3	3
Volunteer	0	1	1	1	0	1
<b>Total</b>	<b>19</b>	<b>11</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>15</b>

<b>Business AY average FTEF (time base totals)</b> facpos_BUS report generated: 22-FEB-08						
<b>Appt Category</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lecturer	4.38	2.21	3.55	4.69	3.72	3.23
Assist Prof	3.00	1.00	.00	.00	2.00	2.00
Assoc Prof	.00	.00	1.00	1.50	1.50	1.50
Professor	6.50	5.50	5.50	3.00	3.00	3.00
Volunteer	.00	.04	.07	.02	.00	.02
<b>Total</b>	<b>13.88</b>	<b>8.74</b>	<b>10.11</b>	<b>9.21</b>	<b>10.22</b>	<b>9.74</b>

<b>Business department release/assigned time</b> facpos_BUS report generated: 22-FEB-08						
<b>Assignment Description</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Excess Enrollment (=>75)	.00	.00	.00	.03	.07	.03
New Preparations	.00	.00	.00	.10	.52	.10
Non-Traditional Instruction	.00	.00	.80	.80	.00	.00
Instr Experimt Innov/Research	.00	.00	.00	.00	.00	.10
Advising Responsibilities	.16	.16	.16	.10	.34	.00
Instr-Related Comm Assignmts	.40	.20	.40	.40	.40	.10
Calif Faculty Assoc Activities	.00	.20	.00	.00	.00	.00
Dept Chair AY, Leaders/Dir.	.31	.31	.31	.30	.30	.50
Dept Chair - 12mo	.38	.38	.38	.30	.30	.40
Other State Funds	.00	.00	.00	.00	.10	.00
Grant: Academic	.00	.00	.00	.00	.50	.00
External non-State Funds	.00	.00	.00	.00	.50	.00
<b>Total</b>	<b>1.25</b>	<b>1.25</b>	<b>2.05</b>	<b>2.03</b>	<b>3.03</b>	<b>1.23</b>

Personnel (At least .5 FTE)

<b>Name</b>	<b>Position</b>	<b>Description of Specialty and Key Contributions (no more than 100 words per person)</b>
Dr. Ken Bond	FERP Professor	<b>Social Environment of Business and Statistics</b> Active in teaching Introductory Business Statistics, Intermediate Business Statistics, and MBA Statistics courses
Dr. Shari Duron	Lecturer (0.8)	<b>Business Strategy and Management</b> Active research and teaching faculty. She teaches Business Strategy, Change Management, and International Management courses
Dr. Gail Fults	Professor	<b>Management and Accounting</b> Active in teaching Management, Social Environment of Business, Accounting (lower and upper division courses), and Sustainability courses
Ms. Debi Johnson	ASA II (0.50)	<b>Business and Applied Technology Departments</b> Supports the joint office for both departments, web site update, first point of contact for students
Dr. Saeed Mortazavi	Professor	<b>Finance, International Business, and Economics</b> Active in research (Rational Choice Theory and Islamic Economics and Finance), service, and teaching multiple courses in above areas. He Chairs the School of Business and the HSU Academic Senate
Ms. Gina Pierce	ASC II	<b>Business and Applied Technology Departments</b> Runs the joint office for Business and Applied Technology and provides faculty and student support
Dr. Mike Sims	Lecturer (0.73)	<b>Marketing and Management</b> Active in teaching Marketing and Management course
Dr. Mike Thomas	Associate Professor	<b>Accounting</b> Active in research in the field of Management Accounting, service to the university, community, and profession, and teaching mainly accounting courses at all levels
Dr. Nancy Vizenor	Lecturer (1.0)	<b>Marketing and Management</b> Active in service to HSU and the business community (marketing research and economic Fuel). Directs the Institute for Entrepreneurship Education, and teaches Management, Marketing Research, Small Business Management, and Business Plan Development

### III. Recruitment and Retention

*Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?*

#### 1. Recruitment

The School of Business has established a close relationship with Arcata High School. Lori Brier, Arcata High School Accounting teacher is a member of our Advisory Council. Reintroduction of options, particularly accounting, has had a positive impact on Arcata High School administrators. School of Business' Bancroft Scholarship is also a good incentive for local High school graduates to pursue

business degree at HSU. This scholarship awards over \$40,000 annually to Humboldt and Del-Norte county students with preference given to accounting majors.

The School of Business has also established a close relationship with the College of the Redwoods business program. The two programs collaborate with each other in Economic Fuel competition; we have offered Economic Fuel classes taught jointly by HSU and CR business faculty, CR business faculty are invited to our events such as Chung-Watson Lecture series, and participate in our Advisory Council.

## 2. Retention

Historical one-year retention rates for the first-time freshmen and transfer students are presented below:

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Freshmen	71%	87%	79%	68%	70%	76%	62%	60%	67%	73%
Transfers	68%	79%	84%	78%	89%	62%	91%	83%	68%	82%

We offer a few comments about the data above:

- Retention rates are higher for transfer students. This makes perfect sense since most of business courses are upper division courses. Most freshmen do not take business classes during their first year at HSU.
- Retention rates are improving after reintroduction of business options in 2005. The School of Business has been very cognizant of its retention rates. To that end, we have introduced a few interventions to improve these rates:
  - The School of Business has established a “Student Recognition Night.” During this event we invite all our students to an early evening social gathering with faculty and we provide food and soft drinks. During this event, we recognize the recipients of scholarships (Bancroft, Jeld-Wen, and Jackson), and provide information about the Business and Economic Club, the Institute for Entrepreneurship Education, and demonstrate our students’ marketing research projects.
  - Our faculty advisors are recommending at least one business class to the freshmen cohort in order to introduce them to business program as soon as possible.
  - Despite the fact the business faculty has one of the heaviest advising responsibility on the campus, we regularly meet with our students and through early intervention we encourage them to stay in the program and we help them succeed in this program. These interventions seem to work pretty well. We observe an improvement in our retention rates after 2005.

Students in the School of Business are so satisfied with our program that we do not lose students to other programs at HSU. However, we do attract students from other programs at HSU to our program. According to Analytical Studies Group data, the net change of major because of major changes since 2003 is positive for the School.

	Total	Men	Women	Undergrad	Post Bac	AM-IND	Black	Hisp	White	Unknown
BUS	35	24	11	25	10	-3	1	7	14	5

While we have gained net 35 students in this period, we have only lost three students to other programs.

#### IV. Learning, Curriculum, and Assessment.

*List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.*

The School of Business has aligned its goals with HSU's goals for its students. By the time our students graduate they have effective oral & written communication skills; they have subject matter competency; they know the importance of social, economic, and environmental responsibility.

Student learning assessment is measured utilizing various tests which cover both business-specific and general skills, and writing assessment. Three standardized tests and a writing skills assessment are utilized to accomplish these assessments. Specific details are outlined below.

For standardized tests, assessment results are deemed favorable when HSU student mean values exceed population mean value. When scores fall below, evaluation and reconsideration of our teaching methods, curriculum content, etc. in the deficit area will be addressed and plans will be made to increase our teaching effectiveness.

Writing is assessed through the portfolio approach. Student writing samples are collected in the BA 412 senior level class and are analyzed by a business department 'reader' and a second 'reader' to reduce any bias that may be present.

**Business Major Field Test: Used to measure subject matter competency.**

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The Educational Testing Service (ETS) Major Field Test in Business is designed to measure students' knowledge, depth and breadth, in business. Since 1993, our department has administered this test every spring to senior students enrolled in the capstone business class. With no exception, HSU's mean score has been above national average (population mean). For the academic year 2006-2007, 447 institutions participated; results are summarized below:

Total number of examinees: 37,217

Number of HSU examinees: 44

Population overall mean: 153.1

HSU overall mean: 157

Population standard deviation: 13.9

HSU standard deviation: 17

Specific subject matter data breakout data:

<b>Subject Matter</b>	<b>HSU Mean Score</b>	<b>Population Mean Score</b>
Accounting	59	50.3
Economics	54	47.6
Management	55	55.2
Quantitative	53	46.5
Finance	62	55.6
Marketing	56	52.6
Legal & Social	48	46.1
International	62	54.3

## **CSU BAT Test: Used to measure subject matter competency**

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The California State University Basic Aptitude Test is similar to ETS Major Field Test; it is a new test designed by the CSU to measure skills specific to business. The School of Business administers the BAT test in fall semesters. Between the BAT and the MFT test, all graduating students are assessed every year in subject matter specific areas. This is a new test for the School of Business and we participated in the fall 2007 test with three other CSU campuses. The School of Business has the second highest mean value when compared to similar universities (Bakersfield, San Marcos, and Stanislaus). The results are summarized below:

Total number of examinees: 275

Number of HSU examinees: 25

Population overall mean: 45.2318

HSU overall mean: 49.0000

Population overall standard deviation: 10.02550

HSU overall standard deviation: 11.60886

Specific subject matter data breakout data:

<b>Subject Matter</b>	<b>HSU Adjusted Mean Score</b>	<b>Population Adj. Mean Score</b>	<b>HSU Standard Deviation</b>	<b>Pop. Standard Deviation</b>
Accounting	50.5000	51.6364	22.67295	23.09442
Economics	47.0000	46.9091	22.90151	20.86170
Management	64.6672	66.0606	18.20580	19.30524
Statistics	44.0008	39.1515	20.90656	21.46521
Finance	41.5000	39.1818	20.95382	19.66331
Marketing	64.5700	64.4667	20.66809	18.80264
Bus Law	50.8564	49.0351	18.47854	19.98254

## **MAPP Test: Used to measure general education**

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The ETS Measure of Academic Progress and Proficiency (MAPP) test is designed to measure general education skills in four areas- critical thinking, reading, writing, and mathematics. The School of Business gives the MAPP test to its freshman class and the senior class on alternate years. For fall 2007, the senior class was assessed; 77 institutions participated and the results are summarized below:

Total number of examinees: 25,080

Number of HSU examinees: 19

Population mean: 449.24

HSU overall mean: 447.32

Population standard deviation: 9.36

HSU standard deviation: 18.99

Although HSU mean was slightly below national average, the difference was not statistically significant.