

Strategic Plan
2015-2020

The David Nazarian College of Business and Economics
California State University Northridge

Vision 2020
“Breaking Out!”

Prepared by the Strategic Assurance Committee, Spring 2014

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I. Executive Summary

Introduction

This plan is the result of nearly eighteen months of retreats, meetings, interviews, discussions, presentations, and intensive consultation. The planning process (see Appendix A for description of the planning process) started with recognition of several stark realities: The College did not have a strategic planning process that informed activities in the departments and units; technological and pedagogical advances were transforming the delivery of higher education; budget cuts resulting from California's economic crises had permanently changed our funding model; in a highly competitive region we had not created distinction; but we also had excellent capabilities and our students and faculty had received national recognition (see Appendix B for the complete Situation Analysis). Through most of the planning period the Strategy Assurance Committee addressed these realities by adopting what we referred to as a "Southwest Strategy." This strategy built on our existing resources and capabilities to provide distinction and superior value with controlled costs and high efficiency.

The Nazarian gift allowed a radical change in our approach. In an environment of constrained resources, the gift provided both the motivation and means for the David Nazarian College of Business and Economics to transform itself to become a leader in business education in California and the country. The Strategic Assurance Committee has embraced this opportunity and revised the vision, mission, and strategic plan to emphasize two themes: (1) supporting and enhancing the existing programs of the College, (2) expanding into a few targeted activities that will allow the College to "break out".

Supporting the Base

Great business schools are built on a solid foundation of the traditional business disciplines. However, changes in the educational environment and years of underfunding provide many challenges for our current programs. It is important we continue to assure distinction and quality in our existing programs.

- Failure to meet our FTES target has resulted in reduced funding, fewer classes and larger class sizes. We need to appoint a college-wide task force to develop a plan to increase FTES and to improve student retention.
- Current Departments are underfunded in terms of faculty and staff. One reflection of this is the large class sizes and high student-faculty ratios. We need to make sure that new activities do not worsen these problems for existing programs and we must work to reverse these trends.
- The Gateway course is a central part of our core curriculum but remains difficult to staff due to its interdisciplinary nature. It needs to be given a permanent home with faculty dedicated to its mission and with the teaching responsibilities for faculty outside that department clearly specified.
- The internet offers both new challenges from online universities but also opportunities for the Nazarian College to improve the flexibility and efficiency of our course offerings. Currently, internet strategy is determined at the Department level; however, the Nazarian College needs to develop a unified approach to online, hybrid, and flipped classroom education.

- The Nazarian College needs to build its brand in the greater community by publicizing its activities, increasing its prominence in national rankings, and by reaching out to local high schools, community colleges, and “undecided” majors across campus.

Breaking Out

With the Nazarian gift, we can provide additional educational opportunities in the region that will allow CSUN to distinguish itself as a leading business school in the country.

- We recommend that our highest priority be student professional development. Preparing students for business careers should be the defining feature of a Nazarian College education. Establishing dedicated funding to provide non-curricular support for student professional development is central to this. It will allow for the realization of comprehensive professional development opportunities under the leadership of a Special Assistant to the Dean for professional development.
- There is also substantial community support to develop programs in two interdisciplinary academic areas
 - Southern California is a very dynamic economic region reflecting an entrepreneurial culture. There is significant community support to develop programs in entrepreneurship, including an undergraduate major and minor, an MBA concentration, and possibly a dedicated master’s degree.
 - Commercial real estate is an important part of the local economy and there are few regional programs. There is significant community support to back the development of a graduate program in commercial real estate and to increase the activities of the Center for Real Estate.

Given the size and structure of the Nazarian College, we wish to note that interdisciplinary programs are most successful when their organization and resource implications are carefully specified. We recommend that these issues be resolved before resources are committed. Also, positions allocated to these areas should be included as part of an explicit general faculty hiring plan, recognizing that the Provost has indicated that positions in those areas would be in addition to whatever lines would normally be allocated to the Nazarian College.

Ongoing Review

There are a number of other activities not covered in our report.

- The Graduate Programs are currently undergoing a separate review by an ad hoc committee.
- The assessment process for the core learning goals is being reviewed by the CMAP committee
- We do not address the question of what form the Nazarian College’s recruitment and support of international students should take but it remains an important issue.
- The structure, role and oversight of centers in the College needs to be clarified.

II. Mission and Vision

The Mission and Vision Statements are provided in a separate file.

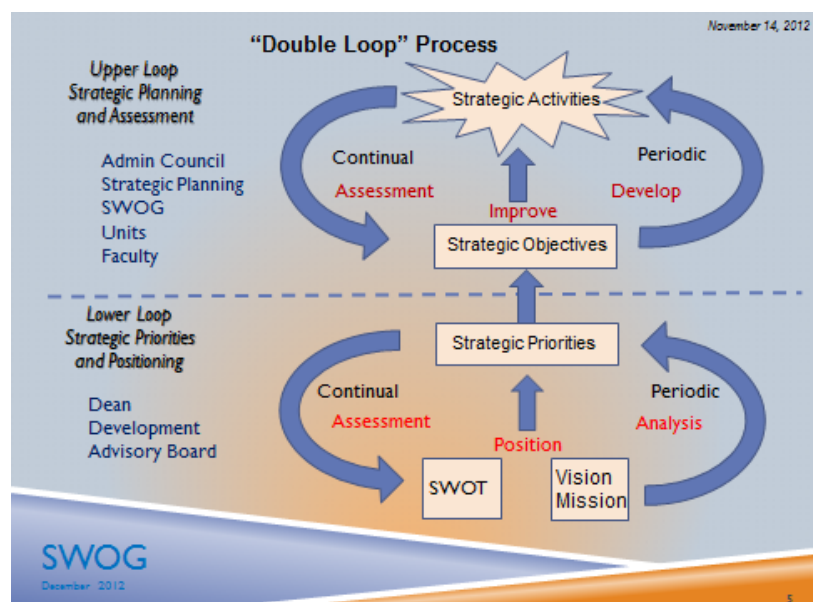
III. Strategic Planning Process

Over the last 18 months the Nazarian College has undertaken a comprehensive examination of its strategy planning process. This self-examination started with recognition of several stark realities: The College did not have a strategic planning process that informed activities in the departments and units; technological and pedagogical advances were transforming the delivery of higher education; budget cuts resulting from California's economic crises had permanently changed our funding model; in a highly competitive region we had not created distinction; but we also had excellent capabilities and our students and faculty had received national recognition

Part of this self-examination was the appointment of a Strategy Working Group (SWOG) to investigate the strategy planning process in the College, identify strengths and weaknesses in the process, and propose actions to improve the process. This involved a series of retreats and meetings of faculty, the Administrative Council, and the College Advisory Board to examine the strengths and weaknesses of the College, its vision and mission, and its strategic planning processes. SWOG engaged last spring in examining records and documents and interviewing faculty, staff, chairs, and unit directors to define current College planning practices and assess what has worked well and what has not. The main findings were:

- Departments (academic departments, support units, centers, offices) are engaged in planning. However, there is variability in effectiveness and quality across departments.
- College goals and priorities have been defined. However, these goals are not widely known or recognized and their relevance is not clear.
- There is no connection between the college goals and priorities and department planning and activities. College goals do not drive department activities; rather, department activities are used to justify college goals.
- As a result, planning is a retrospective process. Since there is no involvement in or recognition of college goals, any planning at the college level has no proactive effect on department activities

The Strategy Working Group recommended a complete overhaul of the strategy planning process. They recommended a "double-loop" process that separated strategy implementation and assessment from strategic positioning. The upper loop is focused on defining the strategic plan and priorities, on conveying



the plan to departments and units, and assessing the effectiveness of implementation. It would be implemented by a small, responsive, and action-oriented Strategy Assurance Committee. The lower loop is focused on examining and revising the long-term strategic positioning of the College. This would be accomplished by a Strategic Vision Committee that includes a wider set of stakeholders.

The findings and recommendations of the SWOG were widely disseminated and discussed in Spring 2013. In Fall 2013 the college faculty voted to approve replacing the existing Strategic Planning Committee with two new committees – the Strategy Assurance Committee (SAC) and the Strategic Vision Committee (SVC). These changes were incorporated in the Faculty Handbook. The SAC was formed in Fall 2013 and has worked through Fall 2013 and Spring 2014 to develop the Strategic Plan presented here. The SVC will be impaneled by the end of the Spring 2014 semester.

IV. Strategic Themes

Theme1: Student Professional Development and Career Success

Overview

We recommend that student professional development and career success be an identifying characteristic of undergraduate programs at the Nazarian College. We should develop a culture that focuses on student career success, implement curricular and non-curricular innovations to support this, and make it a priority for funding.

CSUN (and regional public universities in general) are in danger of being squeezed from below from low-cost online educational institutions and from above by high-cost/high-reputation institutions with levels of support we cannot match. A student career focus allows the College to distinguish itself and provides a distinctive market position that is consistent with our mission and level of resources. This is a high-valued-added activity which will have support from both students and the business community.

The Ernst & Young Center for Careers in Accounting and Information Systems shows how external support can be leveraged to provide a range of career services to students and can serve as a partial model for what can be done.

Goals

The bottom-line goal is for students to be successful in their careers; however, this is difficult to directly evaluate and so we use proxy goals that emphasize process and satisfaction.

- Enhance the Office of Career Education and Professional Development to increase workshops and support of service learning opportunities.
- Create a dedicated fund to support the Center’s operations.
- Promote more students to complete internships. (For 2012-13, the total number of interns was 611 out of 5,890)

- Ensure that 100% of students will have at least one one-on-one meeting with a professional in the Center.
- Develop a series of workshops, seminars, and other activities addressing student career preparation and professional development
- Encourage more students to participate in the various career professional development activities in the Center, such as workshops, networking events, etc.
- Add capabilities to provide services and support to graduate students
- Provide high quality career services that students characterize professional development as a positive part of their CSUN experience.
- Establish better connections between students after they graduate from CSUN.
- Enhance student preparation for careers in the global economy through broad availability and support for focused travel experiences, international internships and study abroad programs.
- Increase student participation and placement in leading regional and national competitions in each major and program.

Implementation

- Increase and accentuate Career Education opportunities
 - Fall 2014: Hire a Special Assistant to the Dean, allocate space, set up faculty oversight committee.
 - Spring 2015: Special Assistant to the Dean hires staff, begins to set up programs.
 - Fall 2015: Full slate of programs offered.
- Increase the career focus of the curriculum by:
 - Having a discussion of careers as part of each business core course.
 - Provide service learning opportunities that give students hands-on experience in providing business solutions to companies.
 - Offering additional elective courses in business communication, for example a course that focuses on oral communication skills to make students effective communicators in interviews, meetings and group presentations.
 - Offering elective courses focusing on career skills
 - Embedding professional licensing/certification requirements into the degree requirements
- Identify a staff member to focus on and develop capabilities to serve graduate students
- Integrate an emphasis on student career success in all internal and external communications to faculty students and prospective students beginning immediately upon the approval of this plan.
- Establish a system that tracks the College graduates and their placement.
- Develop a mechanism to coordinate the various international initiatives and programs within the college.
- Departmental and program chairs/directors and faculty identify relevant leading regional and national competitions and plan mechanisms for increased student participation.
- Engage alumni and professional associations / organizations in student career development

Theme 2: Integration and Interdisciplinary Programs

Business is an interdisciplinary activity and business schools should reflect that. However, the organizational structure of COBAE is not interdisciplinary and so interdisciplinary programs must be designed in such a way to bridge that gap. Most programs in COBAE are organized around Departments with one department responsible for complete administration of each program. The advantage of having a program associated with a Department is that there is a *de facto* program champion (the Department Chair) who has experience in the area. There is also a set of faculty who are responsible for developing and teaching the discipline specific courses and have experience and enthusiasm for the field and support the mission of the program. The Department Chair is given the responsibility and has the *authority* to assign faculty to courses. When the management of a course or program is distributed across several entities there is no clear responsibility for defining or supporting it or its objectives. The lessons from management of BUS302, PACE and the no-option BS in Business Administration degree must be applied in the modification of existing courses or the development of new interdisciplinary programs.

Expansion into New Interdisciplinary Programs

The two new programs suggested in this report -Entrepreneurship and Real Estate Development - are inherently interdisciplinary and so before development progresses too far, they need to address several organizational issues.

Recommendations:

- Successful programs have champions. For academic programs, this is ideally a senior faculty member. Identifying this person must be a priority for any new program.
- A program should develop an affinity group of faculty who are committed to the objectives of the program and who will be teaching the courses.
- Any new program must have a department home. For undergraduate programs, the Department Chair would be responsible for coordination of program modifications, scheduling classes, finding rooms, dealing with student issues, and all the administrative overhead associated with a program. For graduate programs, the Department Chair would work with the Director of Graduate Programs.
- There must be a clear understanding about course staffing. Either the courses are under a Department Chair with the ability to schedule faculty or there is an understanding among participating departments about which courses will be offered and how many sections.
- FTES is one of the primary drivers of resources and faculty positions; however, faculty teaching BUS courses remove resources from Departments to generate FTES that is not returned to the associated Departments. Courses should be associated with the Departments responsible for teaching them.
- Programs that require multiple new faculty lines should make their requirements clear and they should be incorporated into a general hiring plan looking out five years,

recognizing that the Provost has indicated that positions in those areas would be in addition to whatever lines would normally be allocated to the Nazarian College.

The Case of Gateway

Gateway (BUS 302 and lab) was modeled on the MBA Gateway course (GBUS 600). It was originally designed to be team-taught by two faculty members from different departments and to build a variety of skills including teamwork, oral and written communication and the case method, using interdisciplinary cases covering the lower-division core (accounting, economics, statistics and business law). In addition, the course was also intended to promote a “COBAE spirit” among the students. The lab attached to the course required students to pass tests on the lower-division core topics. Gateway is a co/prerequisite for all upper division courses for business majors.

The course has evolved over time as team teaching has been dropped and various additional topics have been included, among them ethics, strategic management and coverage of the COBAE options. In general, Gateway remains a relatively expensive course to offer (40-student classes vs. the 165-student classes common in the upper-division core) with an overloaded mission.

The primary difficulty with Gateway is staffing. It is, generally, an unpopular course with faculty, which at one point led it to be taught primarily by part-time faculty. In an effort to reverse this, Departments were each required to provide faculty for a certain number of sections, but this has not solved the problem as Department quotas are not being met and it remains an unpopular assignment with most faculty. One of the major difficulties is that faculty are being required to teach far outside of their field, regardless of what their field is. A Gateway faculty member should have a good knowledge of accounting, statistical methods, written communication, and teamwork, among other things; a valuable but uncommon mix.

Management of BUS302, by contrast, is distributed across several entities, with no individual fully responsible for defining or supporting its objectives. Scheduling and staffing of classes is the responsibility of the SOM department, although SOM subject matter is not a particularly large part of the course; operational responsibilities for the curriculum are the responsibility of the Gateway committee, which has one member from each Department; determination the learning goals of the course has tended to be done on an *ad hoc* basis reflecting input from Admin Council, the Curriculum Management and Policy Committee and various parties involved in assessment; staffing of the course is negotiated by the various Department Chairs and the Associate Dean.

Recommendations:

- The Dean, in consultation with Admin Council and the faculty, needs to address the organizational issues inherent in Gateway, in particular, how the course will be staffed by faculty dedicated to its mission. One approach could be assigning the course to a Department. Faculty would be hired or assigned by the department to be the primary instructors for the course. Alternatively, an affinity group of interested faculty could be developed to support the course.

- CMAP and the director of assessment must clarify which learning goals are central to Gateway and then trim down the secondary goals to avoid topic overload. Since the topics covered in the course will likely determine the appropriate faculty to teach the course, this should be done in conjunction with our first recommendation.
- The Gateway committee should develop a curriculum that focuses on the learning goals determined by CMAP

Theme 3: Entrepreneurship

Overview

Entrepreneurship has emerged as a distinct discipline in recent years, recognizing both the importance of the field to the US economy and the unique theory and skills associated with it. Universities and business schools across the country have initiated centers and programs in entrepreneurship, including several in California. The Nazarian College has a long history providing entrepreneurial skills and has many highly successful entrepreneur alumni. However, the Nazarian College does not have a coherent Entrepreneurship program in its curriculum. Being a late entrant we have the opportunity to build on our existing expertise as well as learning from the experiences of other programs and to identify and adopt best practices. The objective of the entrepreneurship initiative is to develop a leading edge center and curriculum that will be put us at the head of the field in California.

Goals

- Develop an undergraduate entrepreneurship program that will:
 - attract and serve majors from across the campus.
 - attract and serve business students focused on a career in start-up organizations and bringing entrepreneurial skills to existing organizations.
- Develop a graduate entrepreneurship program targeting professionals engaged in entrepreneurial activities or seeking the knowledge and skills to engage in entrepreneurial activities, and graduate students in business and other disciplines with entrepreneurial aspirations.
- Strengthen the existing college entrepreneurship center (i.e., Wells Fargo Center for Small Business and Entrepreneurship) by
 - providing varied experiential learning opportunities that will enhance and enrich the entrepreneurship curriculum
 - serving as an interdisciplinary resource for best practices in pedagogy and application
 - fostering academic-practitioner relationships and related scholarship
 - actively partnering with other centers to
 - hosting academic/professional conferences and a speaker series highlighting entrepreneurs at various stages of business development both domestically and globally.
 - providing students with training and experience as entrepreneurship consultants or interns domestically and internationally
 - sponsoring a funded Venture Launch Competition in partnership with the Business Honors Program

- sponsoring focused workshops for women entrepreneurs in consultation with the Department for Gender and Women’s Studies and the Women’s Research and Resource Center and leading women entrepreneurs
- providing training and workshops for entrepreneurs, including promoting business opportunities for minorities, thereby leveraging CSUN’s status as a certified Hispanic and Asian-American/Native American/Pacific Islander Serving Institution
- sponsoring focused workshops for minority entrepreneurs in consultation with the Pan African Studies Department, the Department of Chicana/o Studies, the Small Business Administration and leading minority entrepreneurs
- collaborating with the China Center and other international centers on campus to provide students with opportunities for global entrepreneurship.

Implementation

- Conduct a search for an acknowledged expert in entrepreneurship to direct academic programs and the Center for entrepreneurship and Innovation in Summer/Fall 2014 for Spring 2015 start
- Conduct a professional search for a coordinator in Fall 2014 for Spring 2015 start
- Appoint a “working group” Advisory Board of faculty and business leaders in Summer 2014 to direct searches and provide start-up guidance
- Begin program development and curricular planning for the undergraduate minor and graduate certificate/MBA in 2014 with a target launch date of Fall 2016.
- Develop curriculum and program for an undergraduate major in the 2014-15 AY with a targeted launch date of Fall 2016.

Theme 4: Real Estate Program

Overview

In our competitive area, there is only one face-to-face graduate program in real estate; the remaining programs are only available online. The one face-to-face program, at USC, is considerably more expensive than a program offered by CSUN would be. There would be a demand for such a program and offering it would distinguish our Graduate programs from our competitors. In addition there has been considerable interest from alumni and supporters in funding a graduate program in Real Estate.

Goals

- Undergraduate Program Enhancement
 - Modernize the BSBA Real Estate Option to focus on real estate professional certification.
- Graduate Program Development
 - Interdisciplinary program with courses offered by academic faculty and professionals in real estate, business law, management, finance, economics marketing, accounting, entrepreneurship, geography and urban studies.

- Curriculum in real-estate principles, development law, negotiations, finance, taxation, land-use economics, investment, marketing, accounting, ethics, communication, sustainability, entrepreneurship and entitlements.
- Culminating Project
- Revitalization of Existing Center for Real Estate
 - Serve as a networking hub for students in the graduate and undergraduate real estate programs, faculty and professionals in the industry.
 - Foster faculty-professional relationships and related scholarship.
 - Host academic/professional conferences and a speaker series to benefit students and the community.

Implementation

- Existing undergraduate major, now housed in the Business Law department, is being revised. Focus is on preparing students for either the California agent or broker exam. Target for submission of curriculum changes for approval is Fall 2014, with a target implementation date of Fall 2015.
- A committee of interested faculty formed in Spring 14 is starting to develop the graduate curriculum and plans to establish an advisory group. Target for submission of curriculum is Fall 2014, with a targeted launch date of Fall 2015.
- Hiring plan will commence in the 2014-2015 academic year with searches for two faculty members, one of which to serve as the graduate Real Estate program coordinator. Because of the interdisciplinary nature of the programs, a formal mechanism will be established to coordinate not only the hiring of new faculty but also the needs of departments whose existing faculty will support the programs. Additional faculty will be hired over the next three years as needed.
- Create advisory board in Summer 2014.
- Outreach will occur continuously over the period of this plan to attract major donor support from alumni and supporters in commercial and investment real estate.

Theme 5: Online Education

Overview

One of the current challenges facing the Nazarian College is competition from outside providers of online courses and increased pressure from the CSUN administration to improve the efficiency of classroom usage and to increase flexibility of scheduling by offering more online and hybrid courses. Outside providers of online classes include other 4-year universities both public and private and for-profit universities. The Nazarian College currently offers a number of online and hybrid classes in both the undergraduate and graduate program. In Fall 2013 roughly 10% of FTES were offered online (including the online portion of hybrid classes).

At the current time individual departments and faculty members decide what format they wish to offer a class in and how it should be developed. The University now requires that these courses be made accessible to learning disabled students but it remains unclear exactly what this means. It does suggest the need for a college wide policy on online instruction.

Goals

- The Nazarian College will have a College-wide online strategy.
- Material in online, hybrid and conventional courses will be accessible.
- The Nazarian College will have a policy for evaluating online courses transferred from other universities to ensure that students are meeting the appropriate learning goals and sufficient measure are taken by that university to prevent cheating.

Implementation

- *Led by the Dean*, the Nazarian College will develop a College-wide strategy for online instruction that will address the following questions:
 - Are online courses consistent with the goals of the college? Should we continue to offer online instruction?
 - Should we expand the size of our online offerings? Make an attempt to reach a market outside of CSUN? Do we want to offer a fully online degree, either undergraduate or graduate?
 - Should we continue to allow instructors to develop their own material in whatever way they want or should we have a standard format for these classes? A common format could reduce cost of making courses accessible and help market program to the outside. If we do this will this format be developed by an outside professional or internally and at what cost?
 - Are there workload issues that we should consider at the college level? Should we hire part time and or full time instructors who teach only online? Should we place any limits on how many courses a faculty member teaches online? How do we allocate online and hybrid courses if the demand to teach them is greater than the supply? If captioning is required it will make switching instructors costly.
- The Nazarian College will establish an Instructional Design capability by appointing an IT director to assist faculty to develop courses and pedagogy that maximizes the benefits of online instruction
- The Dean and Associate Dean in association with the University will determine standards for accessibility. It will be the responsibility of the Department Chairs that all online content will meet these all university accessibility requirements. The Dean will identify sources to fund accessibility accommodation of all online material.
- The CMAP Committee will develop a procedure for assessing the quality of online courses offered in the College to assure the quality of the student experience is maintained or enhanced by online delivery.
- The CMAP Committee will develop a policy for permitting transfer and substitution of online courses from outside organizations. We will do outreach to departments, advisors and students to inform them about courses that won't be accepted.

Theme 6: Enrollment and Budget

Overview

After several successive years of budget cuts, state funding of the CSUs has apparently hit bottom. However, it is clear that there has been a long-term shift in the model for how public universities will be supported in California and it is unlikely that funding will return to previous levels. In addition, The College has missed its FTES target in recent years, despite enrollment growing generally at CSUN. Failure to meet target will result in reduced funding from the University causing additional financial stress.

Prudent management of the budget in previous years has resulted in the College having sufficient “carry forward” to provide a cushion for the next couple of years. However, due to budget cuts resulting from missing FTE targets, we have had to rely on the carry forward this year to support our programs. The College must act now to increase enrollment to put the budget on a sustainable basis and avoid additional budget cuts in the future.

In addition, this report has identified several opportunities to improve business education at CSUN. Given the budget situation, these activities will have to be funded by increases in external support, and so the College needs to prioritize its targeted funding needs and then work with the local community to determine available support. As funds from the Nazarian gift become available and new programs are initiated, it is essential that the budget be strategically managed to assure continuity of existing and new programs.

(More detailed budget information is provided in the Situation Analysis, Appendix B)

Goals

- Meet FTES target in 2014/15 without a reduction in standards.
- Increase enrollment along with FTES target in years beyond 2014/2015 if the revenue associated from the increase in target exceeds cost of additional students.
- Build a funding campaign around supporting student career development including the establishment of an endowment which will generate sufficient income to support those programs in the future (see the Student Professional Development and Career Success theme for more details).
- Increase to 75% the percentage of Nazarian College graduates contributing at least once in their lifetime, with a target of 25% alumni donating annually. Emphasize building a connection with the alumni rather than the dollar amount of donations.
- Increase unrestricted donations.

Implementation

- The Dean will appoint an *ad hoc* committee to investigate the cause of the decline in business enrollment and make recommendations on how to increase the attractiveness of the business majors.
- The College Marketing Coordinator will work with the Director of Development to develop a plan to communicate gifting opportunities to current students and recent graduates.
- Institutional Advancement will initiate a \$15 million campaign to secure in private philanthropy support from individual donors, foundations and corporations in order to fully fund the implementation of CSUN’s David Nazarian College of Business and Economics strategic plan, meeting the demand for high-quality business education and workforce development for our region.

Theme 7: Branding

Overview

It is important to develop a brand that captures the quality of our programs in order to draw employers to the College and also assist with recruiting students and faculty. The naming of the College through the gift from David Nazarian gives us a special opportunity to refine and promote our brand.

Goals

- Create a development plan to leverage the Nazarian name and initial gift to increase fundraising and to create an endowment that will provide the College with a significant and stable source of funding.
- Develop and implement a focused strategic branding and communication plan to increase the College's visibility and the clarity and consistency of its brand image and upgrade the marketing coordinator position to a level commensurate with the skills and effort needed for its implementation.
- Develop the staffing and information system required to collect and maintain the data for the annual surveys of major ranking organizations; analyze the criteria employed by major ranking organizations and incorporate them into College assessment activities and curricular planning.

Implementation

- Spring 2014: Hire a second Director of Development. Work with David Nazarian and CSUN marketing personnel to design a fundraising campaign.
- The College marketing coordinator will collaborate with CSUN marketing personnel to develop a branding and communication plan in summer 2014, with implementation thereafter as stipulated in the plan. Included in this will be a plan to market the College to local high schools and community colleges.
- Develop the instruments needed to collect rankings data in spring 2014 and collect data annually beginning with the graduating class of 2014 (supported with hiring of an additional student worker in the Associate Dean's Office)
- The CMAP Committee will analyze ranking criteria in fall 2014; the Assessment Director will develop processes and rubrics for measuring the College's performance on ranking criteria in Spring 2015; departments and programs use assessment results to design and implement ranking-related improvements in the 2015-2016 AY.

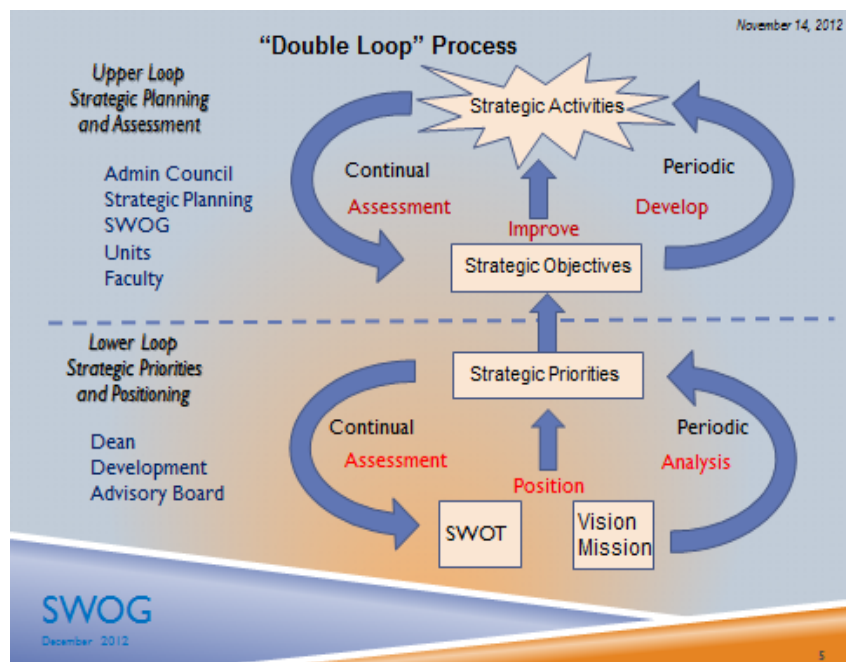
Appendix A: STRATEGIC PLANNING PROCESS

Over the last 18 months the Nazarian College has undertaken a comprehensive examination of its strategy planning process. This self-examination started with recognition of several stark realities: The College did not have a strategic planning process that informed activities in the departments and units; technological and pedagogical advances were transforming the delivery of higher education; budget cuts resulting from California’s economic crises had permanently changed our funding model; in a highly competitive region we had not created distinction; but we also had excellent capabilities and our students and faculty had received national recognition

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The Strategy Working Group recommended a complete overhaul of the strategy planning process. They recommended a “double-loop” process that separated strategy implementation and assessment from strategic positioning. The upper loop is focused on defining the strategic plan and priorities, on conveying the plan to departments and units, and assessing the effectiveness of implementation. It would be implemented by a small, responsive, and action-oriented Strategy Assurance Committee. The lower loop is focused on



examining and revising the long-term strategic positioning of the College. This is a periodic activity that would be accomplished by a Strategic Vision Committee that includes a wider set of stakeholders. This is consistent with the 2013 AACSB standards: *These standards insist on the periodic, systematic review and possible revision of a school's mission, as well as on the engagement of appropriate stakeholders in developing and revising the mission, expected outcomes, and supporting strategies.*

The findings and recommendations of the SWOG were widely disseminated and discussed in Spring 2013. In Fall 2013 the college faculty voted to approve replacing the existing Strategic Planning Committee with two new committees – the Strategy Assurance Committee (SAC) and the Strategic Vision Committee (SVC). These changes were incorporated in the Faculty Handbook. The SVC will be impaneled by the end of the Spring 2014 semester. The SAC was formed in Fall 2013 and has worked through Fall 2013 and Spring 2014 to develop the Strategic Plan presented here.

The Strategy Assurance Committee employed a very deliberate process to develop the Strategic Plan. This started with a series of meetings, retreats, and exercises involving the faculty and staff, Administrative Council, and Advisory Board to identify both the objectives of the College and our operating constraints. These exercises resulted in development of the guiding documents for the plan: the Situational Analysis (Appendix B) and the Vision and Mission Statements. The Situational Analysis identified two factors the College must contend with. First, we operate in a very competitive location. Students have a wide selection of educational providers from which to choose, including prestigious public and private universities, low cost online and local universities and training institutes, and other CSU's. Second, our financial model had been redefined and we were likely to face budgetary constraints for the foreseeable future.

To address this, the SAC initially adopted a "Southwest strategy." This approach focused on providing our clients, students and business, what was most valued and could be delivered with existing resources: skills and knowledge required for successful careers.

Development of the plan was informed by the 2013 AACSB Standards. The introduction to Section 2 of the Standards defines the requirements for the Strategic Plan: *a quality business school has a clear mission, acts on that mission, translates that mission into expected outcomes, and develops strategies for achieving those outcomes.* The plan clearly starts with a mission statement that "articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved" (Standard 1). Strategic management is clearly intended to be a mission-driven process, with the mission providing both direction and distinction. With this objective, new mission and vision statements were proposed by the committee. These statements were modified through consultation with the college faculty, staff and administration that included intensive discussion on the objectives of the College and how we serve our students. The final statements provide distinction, which distinguishes us in our highly competitive environment, and direction for strategic decisions.

Following the “Southwest strategy,” the SAC initially proposed a limited set of strategic themes that operationalized the mission with one new initiative, career preparation, while maintaining several initiatives from the previous plan. However, the availability of new funding from two sources radically changed this approach. First, Harvey Bookstein, a long-time supporter of the college, expressed interest in supporting expansion of the Real Estate program. Second, David Nazarian provided a significant contribution that renamed us the David Nazarian College of Business and Economics. This new funding allowed expanding the Strategic Themes to include new initiatives.

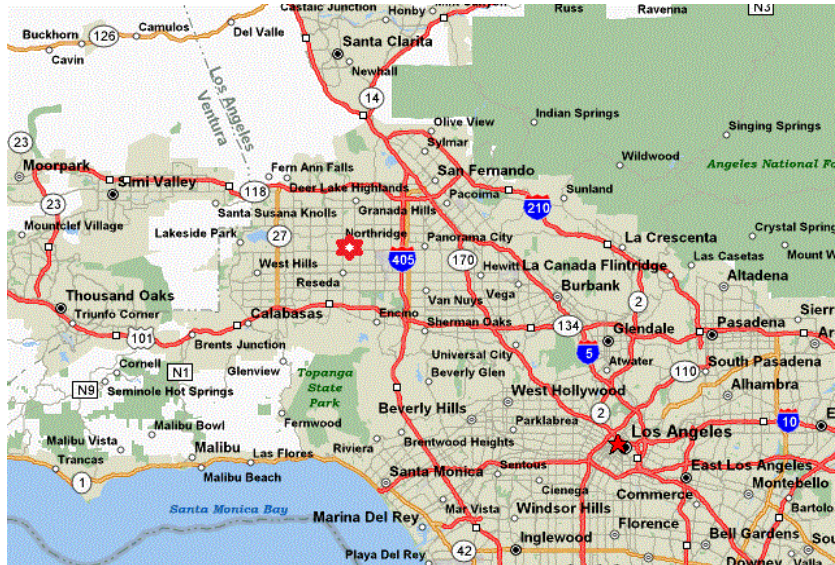
As a result of the new funding, the approach changed from a conservative “Southwest strategy” to an ambitious “Breaking Out” strategy. However, the themes also include recognition of the need to support and strengthen our existing programs and to ensure that administrative support was given to the new initiatives. Seven themes were developed and presented to the faculty, staff, and administration for review and discussion. After consultation, the Mission Statement, Vision Statement, and Strategic Themes presented here were approved.

Appendix B: SITUATION ANALYSIS

External Environment

California State University, Northridge (CSUN) is situated in the San Fernando Valley in the northern part of the City of Los Angeles. Current full-time equivalent student (FTES) enrollment data show CSUN as the largest campus in the California State University (CSU) system, which is the largest public university system in the country. Fall 2013 enrollment was 31,288 FTES and 38,310 headcount. The Nazarian College is the third largest of CSUN's nine colleges in terms of total headcount enrollment (6,128 in Fall 2013) and second largest in terms of declared majors (5,971 in Fall 2013).

CSUN's location in northern Los Angeles provides the Nazarian College access to an extremely diverse and vibrant social and economic community, and a highly qualified and diverse student population. The university's location also presents the College with significant competition. Students in our service area have many options, with numerous public and



private institutions seeking to attract students from essentially the same pool. Within a 75-mile radius surrounding CSUN are more than 60 brick-and-mortar business colleges. These include prestigious private schools such as Occidental College, Pepperdine University, and the University of Southern California; and highly accessible private schools such as the University of Phoenix, which has six physical campuses in the area. Within this service area are two University of California campuses (UCLA and UC Irvine) and six other California State University (CSU) campuses (California State Polytechnic University, Pomona; CSU Los Angeles; CSU Dominguez Hills; CSU Long Beach; CSU Channel Islands; and CSU Fullerton). In addition, other post-secondary education providers target the region's students through online programs, and numerous trade and technical colleges serve the region.

Historically the Nazarian College's funding has come primarily from State appropriation, through the CSU system to its 23 campuses including CSUN, and from CSUN to each of its nine colleges. Such reliance has rendered the College subject to unfavorable trends of the California State budget and changing allocations from the CSU and CSUN. In recent years, the State of California experienced a budget crisis and implemented budget reductions. State funding to the CSU was cut from \$2.9 billion in 2008-09 to \$2.0 billion in 2011-12. This reduction filtered to the campuses including CSUN and in turn to the Nazarian College. Reductions in State appropriations, partially offset by increased tuition, changed our basic funding model so that

more funding now comes from student tuition and fees than from the State. CSUN and the College increasingly depend on non-State revenues (student fees, resident and nonresident tuition, development and fundraising, and self-supported programs) to fund programs and operations. In late Spring 2014, the College received a large philanthropic gift and officially is renamed the David Nazarian College of Business and Economics. This recent development is a source of much potential opportunity.

Another important environmental factor representing both opportunity and challenge for the Nazarian College is increased use and expectation regarding academic technology. Educational technology has transformed both the delivery mode of education and the delivery itself. Opportunities are in providing educational access to more students through flexible methods not fixed in time and place, leveraging our faculty beyond the limits of the campus and classrooms, and employing new tools to improve learning. The challenges are primarily in the substantial cost of time and resources for developing courses that incorporate technology and the ongoing cost of infrastructure and support.

Internal Environment

Students

Diversity is a defining characteristic of the CSUN student population, which reflects the diversity of the greater Los Angeles area we serve. The university is certified as both an Hispanic Serving Institution (HSI) and as an Asian-American/Native-American/Pacific-Islander-Serving Institution (AANAPISI). The table on the next page shows the demographic profile of Nazarian College and CSUN undergraduate students. The number of international students served by the Nazarian College has grown steadily and currently represents 14.6% of the College's headcount enrollment, nearly double the proportion in CSUN as a whole. The Nazarian College also has higher male enrollments than the university, consistent with proportions reported by AACSB for U.S. undergraduate business schools.

	NCOBAE Undergraduate Students by Ethnicity					CSUN Undergraduate Students by Ethnicity				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Traditionally Underserved	30.5%	30.4%	31.8%	32.4%	34.7%	40.5%	42.2%	44.5%	44.8%	47.1%
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.1%	0.1%	0.3%	0.2%	0.2%	0.2%	0.2%
Native Hawaiian/Pacific Islander	0.5%	0.6%	0.4%	0.5%	0.2%	0.4%	0.4%	0.3%	0.3%	0.3%
African American	5.6%	5.7%	5.5%	4.9%	4.7%	8.0%	7.8%	7.4%	6.5%	6.2%
Latina/o	24.3%	23.9%	25.8%	26.9%	29.6%	31.7%	33.8%	36.7%	37.7%	40.4%
Asian	14.6%	13.5%	14.2%	14.2%	13.4%	11.4%	11.0%	11.2%	11.2%	11.1%
White	31.2%	32.0%	31.0%	30.6%	29.5%	29.2%	28.3%	27.6%	27.5%	25.5%
Multi-Race/Other	1.1%	1.7%	2.0%	2.5%	3.1%	1.3%	2.2%	2.8%	3.0%	3.3%
Unknown	12.3%	10.9%	7.8%	6.1%	4.8%	11.8%	10.2%	7.7%	6.7%	5.6%
International	10.3%	11.5%	13.2%	14.1%	14.6%	5.9%	6.0%	6.3%	6.7%	7.4%
	COBAE Undergraduate Students by Gender					CSUN Undergraduate Students by Gender				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	43.9%	44.2%	43.0%	41.3%	41.3%	56.5%	56.2%	55.4%	54.7%	54.5%
Male	56.1%	55.8%	57.0%	58.7%	58.7%	43.5%	43.8%	44.6%	45.3%	45.5%

Approximately 50% of the Nazarian College's students are transfers from community colleges, which is a greater proportion than for CSUN as a whole. However, the total numbers and percentages of transfer students have declined in recent years (see table below). For the two

largest feeder colleges (Pierce and Santa Monica Colleges), the numbers of transfer students have each declined by more than 30% over the past four years.

	NCOBAE Transfer Students Currently Enrolled				CSUN Transfer Students Currently Enrolled			
	Fa 2009	Fa 2010	Fa 2011	Fa 2012	Fa 2009	Fa 2010	Fa 2011	Fa 2012
Pierce College	691	648	587	471	2284	2146	2085	1911
Santa Monica College	531	457	409	348	1438	1346	1304	1160
Glendale CC	405	383	353	311	1174	1070	1037	968
LA Valley College	251	235	214	222	1150	1012	1061	1029
College of the Canyons	238	207	216	212	1086	982	1008	1030
Moorpark	252	239	205	191	1152	1068	1004	993
Pasadena CC	163	141	152	135	618	597	645	593
LA City College	94	71	84	92	400	331	338	323
Mission College	100	93	101	88	575	497	515	471
Ventura	87	87	83	76	378	373	379	386
Antelope Valley CC	79	72	61	60	472	447	442	405
Other ?	370	415	447	453	2131	2295	2528	2664
Total Transfer Students	3261	3048	2912	2659 (-18%)	12858	12164	12346	11933 (-7%)
Total Student Enrollment	6129	5946	5910	5716 (-6.7%)	29275	29880	31504	31119 (+6.2%)

The Nazarian College's total headcount declined overall over the last five years while the campus headcount has grown. FTES has changed little over the last five years but, again, has declined as a percent of CSUN total. Over the longer term, total College enrollment as a percentage of CSUN enrollment declined from nearly 19% in 1995 to the approximately 16% currently. As discussed below, this has implications for our funding and faculty hiring. Further, we have experienced challenges with graduate enrollment due to a university-wide admissions closure to all in students in Spring 2013 and some uncertainty and confusion over whether graduate admissions were open for Spring 2014. While the Nazarian College has successfully managed undergraduate enrollment in compliance with enrollment targets passed from the CSU to CSUN to the Nazarian College, it is important that we maintain our enrollment on a proportional basis to preserve our level of budget and faculty allocation because university resources are generally allocated based on FTES enrollment history and growth.

	Total DNCBAE Student Headcount				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Business & Economics	6,333	6,137	6,087	5,890	6,128
Percent of CSUN Total	18.0%	17.4%	16.5%	16.3%	16.0%
CSUN Total	35,198	35,272	36,911	36,164	38,310

	Total DNCBAE Student FTES				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Business & Economics	2906	2918	2853	3043	2990
Percent of CSUN Total	10.60%	10.60%	9.60%	10.40%	9.60%
CSUN Total	27440	27434	29670	29182	31288

The preparation and proficiency of our students remains essentially unchanged over the past five years (see table below). The Nazarian College students who qualify on the basis of the SAT rank around the 40th percentile in the Verbal and Math SAT, somewhat higher than CSUN

students as a whole. (These are only a subset of Nazarian College students as a large proportion of students qualify for admissions based on community college coursework or high school GPA). The CSU Entry Level Mathematics (ELM) and English Placement Test (EPT) scores are indicators of student preparedness for college-level mathematics and English, respectively, with an ELM score below 50 and an EPT score below 150 indicating need for remediation. Approximately 54% of entering freshman require developmental English and 37% require developmental math.

	Qualification of DNCBAE First-Time Entrants				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
SAT Verb	469	462	466	465	465
SAT Math	493	493	493	495	489
ELM	44	44	43	43	42
EPT	142	141	138	138	138
H.S. GPA	3.17	3.10	3.10	3.04	3.04

Physical and Budgetary Resource

Physical

The Nazarian College of Business and Economics is housed in Juniper Hall, a 141,478 square-foot four-story open-atrium building. Total assignable square footage is 65,689. The first floor houses 24 classrooms, seating from 30 to 56 students with total capacity of 1,059. Two 56-seat rooms will be remodeled in Summer 2014, increasing capacity to 76 in one and reducing capacity to 48 in the other. The second floor houses five additional classrooms, four seating 27 students and one seating 73, as well as student-services such as the Student Services Center and EOP Satellite Office (advisement), the student computer lab, the Career Education and Professional Development Office, the Ernst & Young Center for Careers in Accounting and Information Systems, a student club room, the Business Honors Program workroom, and lab spaces for Marketing and for Accounting and Information Systems. Four of the second-floor classrooms are used for teaching the Business Gateway class and are designed and furnished for maximum flexibility to facilitate group work. Adjacent to Juniper Hall is the 166-seat Noski Auditorium, which is used for many upper-division core business college courses.

Department offices are located on the third floor, as are the Graduate Programs office, the offices of the Dean and the Associate Dean, the Development and Alumni Relations Office, and Information Technology. Departmental office suites are shared by two departments with the exception of the Department of Accounting and Information Systems. Faculty offices for Accounting and Business Law are located on the third floor and other faculty offices are on the fourth floor. The fourth floor further houses a meeting room (JH 4117), the Business Honors Program Office, and the graduate student workroom.

Budget

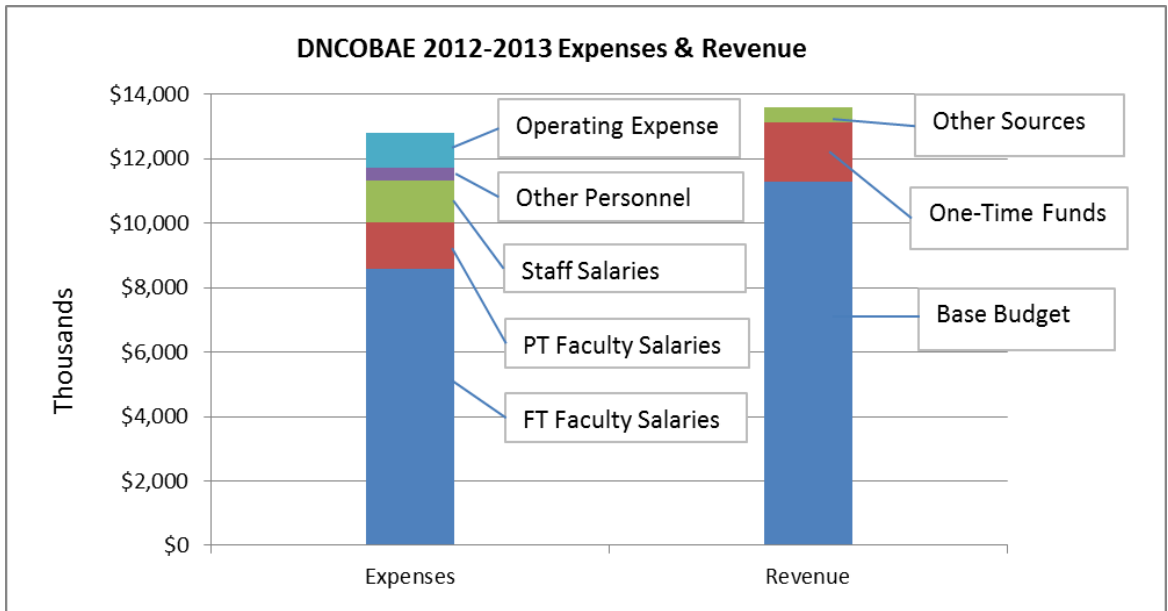
The budget interacts with our strategic plan in two ways: (1) Changes to the budget from sources beyond our control may force us to cut activity and may affect our ability to achieve our strategic goals, and (2) strategic opportunities will likely require additional revenue or a shift in program (spending) priorities.

Most costs in the College are related to personnel and are fixed in the short to medium runs. Full-time faculty, staff and other personnel salaries account for approximately 80% of College spending and these costs are fixed. The College has some control over part-time salaries by reducing the number of class sections offered, but this is constrained by FTES targets and class-size limits. Operating expenses are variable, but these include funds transferred to the departments for travel, supplies, technology, etc. Support for activity leading to intellectual contributions (“research funding”) shows up in several places, including release time for AQ faculty, travel funding supported by the college, rewards for impact publications, new faculty recruitment funds, etc.

Overwhelmingly, the support for the College comes from the General Fund, that is, money from the State. The Nazarian College is given a “base” budget which is adjusted each year based on enrollment and other factors. There are also various kinds of “one-time” funds not included in the base but which may be recurring, such as recruitment and sabbaticals. In addition, the College receives recurring but variable funding from several other sources including the Lottery, Campus Quality Fee, and Tseng College payments.

The College has funding sources in addition to those provided by the University. These include the Trust fund (from self-support activities) and the Dean’s Foundation Fund (from contributions). These are used for special initiatives, capital projects, and other College expenses. In addition, the College is allowed to carry forward unspent funds at the end of the year. In practice, carry forward acts as a reserve account held against temporary increases in expenditures or decreases in revenues. If carry forward is not used in the current year, it transfers over to serve as a buffer in the following year.

Broadly, the Nazarian College tries to operate “in balance” in terms of its operating budget; however, within a year there will be unplanned changes in expenses and revenue. Conservative financial management has allowed the College to operate within budget and to build a sizable carry-forward reserve. The following chart shows expenses and revenue for the last academic year (2012-2013) (Note: the revenue shown does not include a one-time transfer of \$1,238k from the Trust Fund). Comparing expenses with “core” revenues, the Nazarian College was slightly in the black in the last academic year.



The following table shows revenue and spending for the last five-years. In every year except the current year (estimated) sound financial management has kept expenditures below revenue. This is reflected in the consistently increasing carry-forward.

DNCOBAE Budget Summary (in 000's)					
	2009/10	2010/11	2011/12	2012/13	2013/14#
Revenue					
All Campus Sources†	\$12,394	\$13,272	\$13,033	\$14,819**	\$12,886
Expenses					
Personnel					
F/T Faculty	\$8,036	\$8,115	\$8,617	\$8,586	\$8,738
P/T Faculty	\$1,402	\$1,104	\$1,395	\$1,444	\$1,572
Staff	\$1,039	\$1,180	\$1,244	\$1,274	\$1,318
Management	\$402	\$443	\$443	\$379	\$478
Operating	\$1,101	\$1,093	\$1,119	\$1,196	\$1,101
Total Expenses	\$11,980	\$11,935	\$12,818	\$12,879	\$13,206
# Estimated					
† Includes General Fund allocation, Tseng College payments, Campus Quality Fee funds, and Lottery funds					
** Includes one-time transfer of \$1,238k from Trust Fund					
Other Funds					
Dean's Fund	\$440	\$550	\$774	\$827	\$703
Trust Fund	\$397	\$798	\$1,195	\$1,533	\$950
Carry-Forward	\$1,073	\$1,786	\$2,831	\$2,944	\$4,400

Departments and Degrees

Departments

The David Nazarian College of Business and Economics is home to seven departments: Accounting and Information Systems; Business Law; Economics; Finance, Financial Planning, and Insurance; Marketing; Management; and Systems and Operations Management. There is also a Graduate Office that oversees the graduate programs.

Undergraduate Degrees

The Nazarian College offers a number of undergraduate degrees.

Major	# of Graduates 2012-2013
BS Business Administration	
Option in Business Law	85
Option in Global Supply Chain Management	23
Option in Insurance and Financial Services	10
Option in Real Estate	24
Option in Systems and Operations Management	27
BS Accountancy	224

BS Economics	73
BS Finance	319
BS Information Systems	52
BS Marketing	223
BS Management	356

Past changes in offerings and organization

Recently, the Nazarian College has made two strategic decisions about existing programs. The management of the Option in Real Estate was moved to the Department of Business Law where additional resources could better support and expand the program. Also, the PACE program (an accelerated cohort evening program) was dropped due to low student demand.

The Nazarian College also offers undergraduate minors in Business Law, Economics, Finance, Human Resource Management, Information Systems, Interactive Marketing, Management, Marketing, and Quality Management and Assurance. An 18-unit undergraduate Business Honors Program serves students across all these majors. Students must have a minimum college GPA of 3.5 to enter the Business Honors Program and maintain a 3.5 minimum GPA while making progress in the Business Honors requirements. Freshmen may be considered for the program if they have a high school GPA of 3.7 or a combined SAT score of 1950.

Graduate Degrees

The Nazarian College offers three graduate degrees: An MBA, an M.S. in Accountancy, and an M.S. in Taxation. The Nazarian College has also partnered with Grenoble (France) Ecole de Management to serve as a U.S. base for Grenoble’s Doctorate in Business Administration. The Nazarian College faculty are active contributors to the program.

Master’s	# of Graduates 2012-2013
Accountancy	8
Taxation	17
MBA	57

Non-Degree Graduate Program:

The Nazarian College offers a 6-course Pre-MBA graduate certificate.

Faculty and Staff

Faculty

As of Spring 2014, faculty headcount in the Nazarian College is 163, an increase of 22 since Spring 2010 primarily due to greater reliance on lecturers (an increase of 20 headcount, from 56 in 2010 to 76 in 2014). State funding reductions halted most tenure-track hiring university-wide during the 2009-10 and 2010-11 academic years. Subsequently, the Nazarian College hired ten new tenure-track faculty members in 2011-12, three in 2012-13, and three in 2013-14. The 16 hires were largely offset by retirements, resignations, administrative reassignments, and deaths of tenure-track faculty members over the same five-year period. With reduced tenure-track hiring, the profile of the Nazarian College’s tenure-track faculty has shifted. Compared with 2009-10, the Nazarian College currently employs more full professors, half the number of associate professors, and four more assistant professors. Twenty-six of the Nazarian College’s 57

full professors currently participate in the CSU's faculty early retirement program (FERP), which allows faculty members up to five years of half-load teaching post-retirement.

Faculty Headcount by Academic Rank

Numbers	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Tenured/Tenure Track							
Professor	51	48	54	56	55	53	
Associate Professor	29	27	20	19	17	15	
Assistant Professor	17	14	14	10	17	19	
Subtotal	97	89	88	85	89	87	
Lecturer							
Lecturer	60	60	59	47	55	61	
Grand Total							
	157	149	147	132	144	148	

Staff

Four administrators and 33 staff members are employed in the Nazarian College. Four staff positions were added since submitting our last Maintenance of Accreditation Report: a Financial and Operations Analyst; an upper-division mentor for Marketing, Management, and Finance majors; an Associate Director in the Career Education and Professional Development Office; and a Marketing Coordinator (temporary position) in the Development Office

Centers

The Nazarian College houses academic centers and institutes as resources to encourage teaching, curriculum development, and engagement between the Nazarian College and the business community and among academic disciplines. These include the Bookstein Institute for Higher Education in Taxation, the Center for China Finance and Business Research, the Center for Financial Planning and Investment, the Center for Risk and Insurance, the Center for Quality and Productivity, the San Fernando Valley Economic Research Center, and the Wells Fargo Center for Small Business and Entrepreneurship. These are supported by the Nazarian College with office space, technology, and some release time for faculty coordinators. Operation costs are covered by endowments, donations or other self-support mechanisms.

In theory, the Institute of Business and Economics acts as an umbrella body that oversees the activities of the centers. In fact, the Institute has not been constituted and does not function. This leaves the centers in administrative limbo with no clear lines of reporting, responsibility, or oversight. As a result, it is not evident how the centers support the mission, goals, or learning objectives of the Nazarian College.

