University Annual Report
2012 – 2013
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Mihaylo College continued to meet its mission during this year of continuing budget tightening and major changes in the top leadership of the university. The college updated its strategic plan and aligned it with the new university strategic plan. Following are some of the highlights for the College for 2012-13:

1. **U.S. News & World Report** ranked the online MSIT Program #5 in the nation and #1 in California.
2. BESTSCHOOLS.ORG ranked the BA in business administration (BABA) Online Degree Completion Program #9 in the U.S.
3. The Princeton Review ranked Mihaylo College as one of the best business Schools in the U.S. for the 7th consecutive year.
4. **U.S. News & World Report** ranked the Mihaylo College part-time MBA Program #111 on the list of Best Schools, MBA Programs.
5. The College graduated the first class of full time MBA Program graduates in December 2012. This program features a six week Leadership Academy with business professionals teaching specific leadership, interpersonal and other business related soft skills.
6. College faculty earned the title of “leading scholars in their field” authoring and co-authoring a number of research articles published in top-tier, peer reviewed journals.
7. The College celebrated the academic achievements of more than 1,200 undergraduates who were placed on the deans honor list.
8. The College welcomed the largest cohort of incoming Business Honors student in fall 2012; the 63 new students are part of the only such program in the region.
9. Mihaylo College students volunteered more than 62,400 hours in the last academic year, participating in coastal cleanup, holiday food drives and donated enough food to feed 10 families for an entire month.
10. The Executive Council hosted a panel of healthcare experts for a record breaking number of attendees from the business community at its January breakfast.
11. The 18th Annual Mihaylo College Golf Classic at Pelican Hill raised more than $70,000 to support college student scholarships, the college honors program and the tutoring center.
12. The 18th Annual Economic Forecast hosted by the College and OCBC was attended by more than 700 business, community and government leaders.
13. The College Career Center opened in September with private alumni funding and served more than 2,000 students in the fall semester.
14. The Tutoring Center hired 20 student tutors and served more than 2,600 undergraduate and graduate students with private alumni funding.
15. The Center for Economic Education hosted a Financial Fitness Summer Institute for local junior high students with funds received from U.S. Bank.
16. The Entertainment and Tourism Management program’s enrollment increased from 48 to 208 in four short years.

17. The Center for Insurance Studies hosted its annual Insurance Career Day with more than 1200 students from across the campus in attendance. More than 1,000 CIS graduates currently work in the industry.

18. The Institute for Economic and Environmental Studies announced a campaign to endow the Center with a matching pledge from Jim and Jeanette Woods.

19. The Sales Leadership Center was recognized for its 90 percent job placement rate and named one of the top sales centers in North America by the Sales Education Foundation.

20. Mihaylo College is the lead center for the Orange County/Inland Empire Small Business Center Network which was awarded a $2.1 M grant to provide consulting, technical assistance and training.

We enthusiastically look forward to the coming year and a renewed leadership at the campus, improving fiscal situation, and greater involvement of our alumni.

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College Progress Report on Goals from AY 2012-13

Goal 1:
Identify instructional ‘best practices.’ Encourage and assist faculty development of these practices by providing workshops, coaching, and other appropriate instructional enhancement strategies. This project will be periodically assessed with appropriate closing-the-loop steps implemented.

Progress 1:
Several opportunities encouraging faculty to develop practices were offered throughout AY 2012-13. In Fall 2012, the college adopted a college-wide writing initiative to establish writing standards for business students, based on a common text and rubric. Faculty were provided training on how to incorporate the common text and how to customize the rubric for their own use. In addition, six faculty were awarded "Innovative Teaching" grants in Fall 2012, covering anchored online discussions, student-led marketing consultations, assessing wireless systems, student/executive partnerships, online adaptive technology, and a digital/social media practicum. These grant projects were underway in Spring 2013, and data will be collected and analyzed to determine sustainability and/or outcomes during the Fall 2013 semester.

In addition, several workshops were held within the college, promoting pedagogical techniques.
Goal 2:
Hone academic, tutoring, and career advising services to address and reduce the achievement gap, and improve graduation rates of Mihaylo students. These services will be periodically assessed with appropriate closing-the-loop steps implemented.

Progress 2:
A "triangle" of student services was created for Mihaylo students that includes Academic Advising, Career Services, and the Tutoring Center. These three student-focused areas work together to present to Mihaylo students a unified, cohesive structure available to help them succeed. "Triangle" staff visit freshman courses to introduce the services to first-time freshmen, and then follow up with students to connect with each one (in-coming freshmen and transfer students).
Business Advising has addressed student access issues highlighted in satisfaction surveys, adding additional hours of operation, appointments, and additional staff.
The Tutoring Center has developed online tutoring sessions, added hours, and worked closely with faculty on customizing tutoring for difficult courses.
Career Services, the newest member of the "triangle" has developed relationship with community business and has rigorously worked to establish its presence in Mihaylo College.

Goal 3:
A comprehensive fundraising plan will be developed and implemented. The plan will emphasize a strategy to encourage and incentivize externally funded research.

Progress 3:
The College raised $1,241,032 in private funding during 2012-13. Approximately 21% of the funds raised were from individuals; 20% from foundations; and 59% from corporations.

The College received five figure gifts from White Nelson Diehl Evans, Haskell & White, Ernst & Young, KPMG, McGladery and Brown and Brown in support of Accounting Department Scholarships. Major Alumni donors provided scholarship funding and support for our first-ever Career Center. Corporate sponsors for our Centers included US Bank, California Bank & Trust, The Boeing Company, Mercury Insurance, AIG, Auto Club, Pacific Life, and OCRIMS. The College received a $500,000 pledge to establish an endowment for the Institute of Economic and Environmental Studies of which $130,000 of the match has been raised. The Executive Council raised $190,000 for Student Scholarships and Support for our Tutoring Center. The net earnings from the 19th Annual Golf Tournament were $69,000, 16% greater than last year.

Focus was given to donor pipeline development with the establishment of an effective alumni cold calling system. The Development Office reached out to close to 200 alumni of which 30 attended “Lunch with the Dean”; 8 met with faculty members and/or Center Directors; 2 joined Department/Center Advisory Boards; and 3 gave gifts to the College.
The College developed a 5-year fundraising plan and strategies. Total goal for FY13-14 is $1,750,000. The five-year strategies include establishment of endowments for the Accounting Department, the Center for Insurance Studies (CIS), and the Center for Economic Analysis and Forecasting (CEAF-formerly IEES). Other College priorities include current use funding for the Business Honors Program Stipends, Tutoring Center, and Career Center ($150,000) and Centers of Excellence ($120,000). Continual focus will be given to donor pipeline development.

College Goals and Priorities for AY 2013-14

University Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

College Goal 1: Deliver innovative and effective curriculum and instruction to prepare Mihaylo students for success in the global economy.

As part of Mihaylo's mission statement, it is vital that the college support its students' need for global awareness. Doing so requires the college to look at its curricular and co-curricular activities to ensure current activity supports college and university goals to prepare students for global society.

During 2013-18, Mihaylo College plans to do this by:

a) Increasing (by at least 30%) the number of Mihaylo students participating in international, service learning, internship, community engagement, or other innovative instructional experiences that prepare students for professional endeavors in a global society.

b) Ensuring that at least 85% of Mihaylo students participate in an advising system that integrates academic, career, and personal development components.

c) Identifying, encouraging, and rewarding best teaching practices, including online instruction that improves student academic performance.

d) Making continuous improvements in and broaden assessment of College processes, including those for curricular and co-curricular components.
University Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.

College Goal 2: Provide effective, student-focused operations.

Like the university, Mihaylo College understands the need to identify bottleneck, gateway, and low success courses at the lower and upper division levels, establish baselines, and develop strategies for improving student success. These strategies may include high-impact and other practices to improve graduation rates, and reduce the Achievement Gap.

During 2013-18, Mihaylo College plans to do this by:
  a) Increasing Mihaylo’s overall 6-year graduation rate at least 10% for first-time freshmen cohorts from Fall 2006 to Fall 2012.
  b) Increasing the 4-year graduation rate at least 105 for Mihaylo student cohorts with junior standing from Fall 2008 to Fall 2014.
  c) Reducing, by at least 50%, the current achievement gap between underrepresented and non-underrepresented Mihaylo students.
  d) Increasing participation in high-impact practices (HIPs) and ensuring that 75% of Mihaylo students participate in at least two HIPs by graduation.

University Goal 3: Recruit and retain a high-quality and diverse faculty and staff.

College Goal 3: Recruit diverse and high-quality faculty and support high-quality applied research.

As diversity and research are elements of Mihaylo’s mission statement, it is important that the college encourage recruitment of diverse, high-quality faculty who are capable of producing impactful research.

During 2013-18, Mihaylo College plans to do this by:
  a) Implementing effective and systematic faculty and staff recruitment and retention programs.
  b) Aligning MCBE faculty demographics with national pools of appropriately qualified applicants.
  c) Increasing, by at least 25%, faculty engagement in high quality impactful research.
University Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

College Goal 4: Strengthen partnerships with key stakeholders and increase financial support for the College.

As state support continues to fluctuate, it is vital that the college develop sustainable resources elsewhere. In addition, developing the partnerships with stakeholders not only potentially increases financial support for the college, but also draws in stakeholder presence and influence in college activities and student mentoring and employment opportunities.

During 2013-18, Mihaylo College plans to do this by:

a) Increasing annual philanthropic giving by 30% over the 2012-13 baseline.

b) Increasing overall grant and contracts revenue generated through Principal Investigator applications by 25% compared to the 2012-13 baseline.

c) Increasing entrepreneurial activities at Mihaylo an increase revenues generated by those activities at least 25%.

d) Enhancing College recognition and increasing key stakeholders’ involvement with the College by at least 30% over the 2011-12 baseline.
Department of Accounting

Chair’s Reflection

The Department of Accounting is one of five schools in California and one of only 180 schools worldwide holding the prestigious dual accreditation in accounting and business from AACSB, the international accrediting body for business schools. Our enrollment includes over 1,000 undergraduate students in the third and fourth year and over 200 graduate students. We work to assure that our students are prepared to compete favorably in the job market.

Innovative (Quality) Teaching: The Department recruited for new instructors during the 2012-13 academic year and two new faculty members will join the Department in Fall 2013. The Department hosted a visiting scholar from Korea with tax administration background, Mr. Oh. The Department continues to revise the Department Constitution and approved the Department Personnel Standards.

Service/partnerships with key stakeholders: In Spring 2013 the Accounting Advisory Board announced a new chair, Wayne Pinnell, CPA, Managing Partner, Haskell & White LLP. The Board has been growing and added five new individuals who are interested in advancing the accounting program at CSU Fullerton. It is the mission of the Board to provide critical and supportive advice and to promote and support academic excellence for educational programs and objectives. The Board meets quarterly.

The Accounting Chapter of the CSUF Alumni Association continues to stay active and partner with the Department to provide scholarships and participate in the Accounting Society and Beta Alpha Psi Speaker Meetings, Awards Banquet, Mihaylo College of Business and Economics Professor for a Day, and the CCRG SEC Financial Reporting Conference.

Effective & Efficient Operations (Student Focus): The Department continues to offer scholarships to deserving students with the financial assistance of firms. In 2012-2013 we awarded over $37,000 to students for scholarships and awards. Also, to stay connected to our students we host a graduate student reception each semester, which is a social event to bring together graduate students and accounting faculty. The Reception is a relaxed way for students to break barriers to communicate with faculty about expectations in the program, career and personal goals, and interests.

The Department created a Case Competition in Fall 2012 to enhance the visibility of our program and work towards an award in a national case completion organized by Big Four accounting firms. We awarded over $10,000 to students for scholarships and awards for 1st – 4th place winners.
Intellectual Climate: The Center for Corporate Reporting and Governance (CCRG) held its eleventh annual SEC Financial Reporting conference in September 2012 with 500 participants. This successful event was facilitated by Dr. Vivek Mande and speakers from auditing firms, the SEC, FASB, and the PCAOB were present.

The Department hosted the 2013 Southern California Accounting Research Forum (SCARF) in April 2013. The biannual forum aims at fostering scholarship, professional development and collegiality among academics in Accounting. Seven research papers and teaching projects were presented and discussed.

Department Progress Report on Goals for AY 2012-13

Goal 1: Develop joint accounting programs with high-quality Chinese universities.

Progress 1: Dr. Chavis and Center for International Business Director, Neil Kuritzky visited several Chinese universities in June 2013. Dr. Chavis will continue to work with the Chinese university contact to arrange a visit to CSUF and collaborate to offer courses.

Goal 2: Pursue approval of BS in accounting degree as part of 3/2 degree program leading to both a BS and an MS degree in Accounting in answer to the new 150-hour requirement for licensure as CPA beginning in 2014.

Progress 2: CPA requirements have changed and the Department continually provides guidance and advisement to students. Dr. Chavis hosts a monthly CPA Information Session, which allows students to ask questions regarding the 150-hour requirement. A proposal for the BS/MS degree in Accounting will be discussed at the August 2013 Department Retreat.

Goal 3: Plan and initiate an 18-unit integrated summer program.

Progress 3: The Department approved to initiate an 18-unit summer academy. Dr. Chavis will be coordinating with UEE to begin offering the academy in Summer 2014.
Goal 4: Develop a joint MS in Accounting and Finance degree.

Progress 4: A draft proposal for the joint MS in Accounting and Finance has been prepared and will be submitted to the College Graduate Committee.

Goal 5: Expand the modules offered in Accounting 503.

Progress 5: The Department is preparing a draft to change the class structure and course description of Accounting 503 and this will be discussed at the August 2013 Department Retreat.

Department Goals and Priorities for AY 2013-14

Department Goal 1) Support student organizations so that students have the opportunities to interact with members of the accounting profession, business community and other perspective employers.

Department Goal 2) Support students’ goals of professional certification.

Department Goal 3) Encourage collaborative research with accounting practitioners.

Department Goal 4) Broaden CCRG’s goals and objectives to share research with the business community and to help the business community interpret and assess impacts of rules and regulations.
Department of Economics

Chair’s Reflection

The department’s main accomplishments in AY12-13 were the following:

(1) Successfully integrating two new tenure-track faculty, Drs. Gabriela Best and Fang Zhang, and three new full-time lecturers, Drs. Kazi Ahmed, Aaron Popp, and Millu Rayamajhi. This task was made easy by the collegial and friendly faculty and staff in the department. The new faculty members not only taught their classes, but also participated meaningfully on department committees, attend workshops and conferences, and gave seminar presentations.

(2) Successfully finalizing a draft of the department’s revised RTP Standards and submitting the document to the FPC for approval. Currently, the revised RTP standards are in the final stages of consideration by the FPC and the department expects to have the RTP Standards approved by the University in early Fall 2013.

(3) Successfully formulating a strategic plan to guide the department’s activities over the next two years and to ensure that the department’s activities are aligned with the University’s the Mihaylo College’s strategic plans.

(4) Successfully obtaining final CSU approval for a joint M.A. program with Beijing Jiaotong University (BJTU). The department has completed scheduling and staffing of all the classes required for the program in 2013-14. Approximately 25 students are now taking pre-requisite courses at BJTU and are expected to enroll in the prescribed courses in the department, starting in Fall 2013.

Other department accomplishments include:

(1) Attendance and participation by department faculty at 27 national and international conferences and workshops.

(2) Poster presentation by three of the department students at the inaugural University Research Week and the winning of the Outstanding Graduate Student Award for the MCBE by our graduate student, Tiana Baldwin.
Department Progress Report on Goals for AY 2012-13

Goal 1: To improve course and program assessment

Progress 1: The department has worked with the Mihaylo College Director of Assessment, Melissa Simnitt, to develop a rubric for grading written work in the Economics capstone course, EC 490, and in EC 340 (Economic Research Methods), which is a required course for all Economics majors. The rubrics will be implemented in 2013-2014. The department has gone further and is planning to do course assessment in EC 333 (Economic Development), a global awareness course taken by many business majors.

Goal 2: To increase student internships and promote paid research by students.

Progress 2: The department faculty and the Center for Economics Education have worked to increase student internships and paid research opportunities for both undergraduates and graduate students. So far, the increase has probably been modest and no numbers are available to report.

Goal 3: Aggressive recruitment of high ability faculty.

Progress 3: This goal could not be pursued because the department did not receive any tenure-track positions for AY13-14.

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Department Goals and Priorities for AY 2013-14

Goal 1: Provide effective, student-focused operations.

Strategies:
a. Produce an up-to-date brochure on career opportunities for economics graduates to be used in advising students
b. Require each department faculty to be designated as advisor to a group of majors, minors, and Business Economics students.
Goal 2: Deliver Innovative and effective curriculum and instruction.

Strategies:
a. Encourage and reward faculty for developing new online courses.
b. Increase the use of online adaptive learning in course courses

Goal 3: Support high-quality applied research.

Strategies:
a. Work closely with diversity office to identify high-quality diverse faculty
b. Implement skill-based faculty workshops on new developments in applied fields

Goal 4: Strengthen partnerships with key stakeholders and increase support for the department.

Strategies:
a. Work with Mihaylo College Advancement Director on developing a marketing brochure to be used when speaking to potential donors
b. Keep the department and faculty websites current, publish e-newsletter with student/faculty accomplishments and department activities, and maintain a calendar of events of interests to stakeholders
Items of note for the past year:

1. The Department began offering FIN 495 (Finance Internship) as a “regular” 3-credit course with the intention of having it (eventually) count automatically as a finance elective. Enrollments have been barely acceptable and if they don’t increase within some reasonable amount of time, this experiment will have been abandoned. One “obstacle” is the current pre-requisite of one 400-level finance class. This needs to be changed.

2. The ASAP had its first official very successful year with Mr. Michael Milligan as the Acting Director and an very involved Board. With appropriate guidance, this program could grow to be a major asset to the Department, College and University.

Hiring

The Department hires about one new tenure-track faculty member, on average, every year. This past year the Department conducted a successful search and there is one planned for the coming year (2013–14). The major question for the next 1–3 (or even more) hires is which “area,” given that the Department includes three broad areas: (1) finance, (2) insurance and (3) real estate. It should be noted that while not an unusual combination, many different combinations exist in the country (sometimes finance by itself, sometimes with law, sometimes with all four, and so on). When hiring UPS 210.001 clearly indicates that new positions “shall be consistent with the departmental plans for growth and shall, for each proposed position, justify the need and describe the position(s) and person(s) needed in terms of training, experience, and other qualities …”

The ONLY clear need in the Department is for faculty in the “finance” (not insurance or real estate) area. All of the enrollment data in existence supports this need. In last year’s “reflection” some of the data were provided, and it hasn’t changed. The simplest and most direct point is that the Department is at about 650 FTES (annualized), currently with 15.5 FTEF in tenure-track positions, with the approval to increase to 16.5 FTEF (one new person) and even to 17.5 by the beginning of 2015. Using 17.5 FTEF in tenure-track positions, it takes about 37 FTES to support one tenure-track position. During the recent past, we have had 2.5 insurance faculty and 2 real estate faculty (2.5/17.5 = 14.3% and 11.4%), despite the fact that for each of these areas, during the same period of time, they have accounted for 7.7% and 6.2% of the FTES. Simply, each area current has more tenure-track faculty than a simply FTES justification would suggest. This is acceptable and good for the department, given that typically an “area” within a department needs two “regular” faculty. Nonetheless, the “finance” faculty, at 74.3% of the tenure-track positions, are basically “carrying 85% of the FTES. Any new faculty should be in the finance (corporate finance, investments, etc.) area.
Department Progress Report on Goals for AY 2012-13

Goal 1: Implement Internship Course (FIN 495) Change (to a letter grade) & complete change for FIN 320

Progress 1: Completed. Pre-requisites need revision for FIN 495.

Goal 2: Complete the Implementation of the Portfolio Management Program (ASAP)

Progress 2: The ASAP program under the direction of Michael Milligan completed its first full year.

Goal 3: Explore sponsoring a Finance Day.

Progress 3: Not completed or implemented. We experimented with several "Lunch and Learn" events in the Fall 2012, which were overall quite successful. However, no regular Tenure-Track faculty members participated.

Goal 4: Complete the revision of the Department’s RTP Document

Progress 4: The new RTP Document was reviewed by the CSUF Faculty Personnel Committee -- they returned the draft to the Department late in May 2013, w/out enough time to continue the revision, which will have to be completed during 2013-14.
Department Goals and Priorities for AY 2013-14

Goal 1: Provide effective, student-focused operations

Objective 1: Improve retention and graduation rates:
Strategy a: Implement strategies to increase student success in Finance 320.
Strategy b: Standardize the course content in Finance 321.

Objective 2: Assess and improve academic, career, tutoring and co-curricular student services.
Strategy a: Implement department-wide concentration, track, and career advisement
Strategy b: Collaborate with MCBE and University Career offices to provide students with finance-focused career workshops and seminars
Strategy c: Encourage student organizations to hold career-related events

Objective 3: Promote interest in financial knowledge
Strategy a. Devote one class meeting to introducing finance curriculum/career paths in Finance 320 classes
Strategy b. Implement strategies to attract both business and non-business majors to take Finance 310
Strategy c: Increase accessibility to finance classes by offering more online courses

Goal 2: Deliver innovative and effective curriculum and instruction

Objective 1: Enhance student experiential learning
Strategy a: Continued focus on Applied Security Analysis Program (ASAP)
Strategy b: Encourage enrollment in the FIN 495 Internship course
Strategy c: Encourage students to prepare for and seek professional certifications to further enhance their career prospects

Objective 2: Identify, encourage, and reward best teaching practices that improve student academic performance
Strategy a: Evaluate student success across sections of high-enrollment courses to identify effective teaching practices
Strategy b: Present department workshop highlighting and rewarding effective teaching practices to encourage broader implementation across faculty and courses

Objective 3: Expand students’ global experience by providing more opportunities for cross-border interaction and/or collaboration
Strategy a: Invite foreign exchange scholars to teach and share their global experiences
Strategy b: Collaborate with MCBE International Business Center to actively promote study abroad experiences
Strategy c: Encourage joint collaborative U.S. and International student projects
Strategy d: Assess the feasibility of an international finance program by a survey of best practices and requirements in leading universities
Strategy e: Spearhead Faculty Exchange Program with non-US finance programs

Objective 4: Review curriculum content to design and implement 'Focus on Writing' initiative
Strategy a: Identify certain upper-level finance courses with written projects
Strategy b: Develop a standard grading rubric for writing assignments to ensure consistent assessment of outcomes
Strategy c: Provide awards to top student written projects

Goal 3: Support high-quality applied research

Objective 1: Increase external funding for finance faculty
Strategy a: Start working groups to work on external grant application related activities
Strategy b: Collaborate with MCBE and Grant and Contract office to hold grant writing workshops for faculty
Strategy c: Request a listing of available grants and contracts of relevance to the finance discipline from Office of Grants and Contracts, and FDC

Objective 2: Encourage and support industry and community-oriented applied research projects
Strategy a: Encourage and support faculty research that combines the best of theoretical development, empirical/numerical validation, and practical implication for industry and community
Strategy b: Fund in-house seminars and brown bag series
Strategy c: Start applied research seminar series to nurture faculty applied research interests
Strategy d: Encourage and support faculty with industry experience to lead and collaborate research and finance case studies with accomplished industry professionals
Strategy e: Encourage and support faculty attendance at industry workshops and conferences

Goal 4: Strengthen partnership with key stakeholders and increase support for the department

Objective 1: Develop and implement strategies to encourage key stakeholders’ involvement with and support of the department
Strategy a: Establish a committee to develop a fundraising plan consistent with the MCBE initiatives
Strategy b: Establish alumni database for donor funding, speaking, endorsement of the department, and advising
Strategy c: Keep the department website current, publish an e-newsletter with student/faculty accomplishments and department activities, and maintain a calendar of events of interest to stakeholders
Department of Information Systems & Decision Sciences

Chair’s Reflection

Due to the market forces and technological innovations companies are heavily investing in information technology, continually adding and updating digital applications, and collecting large volumes of data. This has created a high demand for professionals in the areas of information systems, decision sciences, and business analytics. As a result, the enrollment in our department has started to grow at a steady rate in the undergraduate and graduate programs. On the other hand, the department has gone through quite a few retirements of its full time and tenured faculty in the past few years. Thus, there has been a pressing need for our department to search for new faculty. I am glad to report that this year we were successful in hiring 2 new tenure track faculty in the area of information systems, and 2 full-time lecturers in the area of decision sciences.

We offer a curriculum that prepares our graduates to excel in the areas information systems, decision sciences, and business analytics. The ISDS faculty is dedicated to providing their students with the practical and theoretical knowledge relevant to the industry needs, and because of their dedication and hard work our programs are getting the recognition they deserve. Our online Master of Science in Information Technology (MSIT) program continues to improve its ranking nationally. The US News and World Report ranks educational institutes every year based on their online programs. Online Master’s programs are ranked on four categories: (1) Student Services & Technology, (2) Faculty Credentials & Training, (3) Teaching Practices & Student Engagement, and (4) Admissions Selectivity. Last year, the MSIT program was ranked, 104 in category 1, none in category 2, 12 in category 3, and 14 in category 4. This year, we are ranked 11 in category 1, 32 in category 2, 5 in category 3, and 13 in category 4. Overall, the MSIT program is ranked number 5 in the nation and number 1 in California based on a survey of 959 accredited institutions that granted an online master’s degree in business.

The department offers two core courses, ISDS 361A (Business Statistics) and 361B (Management Science) for the BA in Business Administration. Due to their quantitative nature the courses are difficult, so failure and dropout rates are quite high in these classes. This year Dr. Sinjini Mitra and Dr. Zvi Goldstein worked on a survey based project to detect those students who might need additional assistance and support early in these courses, and help them through focused intervention via tutoring services, advising services, supplementary instructions, etc. They also wrote two new special course proposals for supplementary instructions for these bottleneck courses. We plan to offer one section each of the two supplementary courses in fall 2013 and spring 2014.

The ISDS and the Marketing departments have collaborated on curriculum development and workshops/seminars on topics of common interests. We had created a cross-listed MRKT/ISDS 443 on Marketing Analytics two years ago, and since then the course is taught every year.
jointly by Dr. Ofir Turel from the ISDS department and Dr. Sunil Thomas from the Marketing department. This year the two departments had discussions to create another cross listed 400-level course on Social Media, and a joint MBA concentration in Marketing and Information Technology.

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Department Progress Report on Goals for AY 2012-13

Goal 1: Provide effective, student-focused operations
1. Use of teaching best practices, such as online quizzes, videos, innovative assignments, and discussion boards in at least 3 sections of 361A
2. Conduct surveys in ISDS 361A and 361B classes to investigate factors that affect student performance in these classes.
3. Student awards for the best class projects in at least one undergraduate class.

Progress 1: The best practices in teaching were used by Drs. Kapoor, Mitra, and Turel in their ISDS 361A classes.
2. Drs. Mitra and Goldstein conducted surveys in the ISDS 361A and 361B classes. Preliminary analysis of the results was performed and factors that affect student performance in these classes were identified.
3. Dr. Jenny Zhang evaluated her class projects and the best project team was awarded with a prize. We are in the process of uploading the winning projects on the department website.

Goal 2: Deliver Innovative and effective curriculum and instruction
1. The ISDS and the Marketing departments will explore to jointly write a cross-listed 400-level course on Social Media.
2. The ISDS and the Marketing departments will explore to jointly write an MBA concentration on Marketing and Information Technology.
3. Write a proposal to add the ISDS 551 course (Information Resource and IT Project Management) to the list MBA core courses.

Progress 2: The ISDS and the Marketing faculty had a few discussions to create a cross-listed 400-level course on Social Media. The faculty from both faculty agreed on the broad framework.
2. The ISDS and the Marketing departments had preliminary discussion to create an MBA concentration on Marketing and Information Technology.
3. The proposal to add the ISDS 551 course (Information Resource and IT Project Management) to the list MBA core courses was written and approved by the department. The proposal is currently with the MBA programs committee for their consideration.

**Goal 3:** Support high-quality applied research
1. Support faculty to attend industry sponsored workshops and meetings
2. Support faculty to coauthor applied research and case studies with qualified and accomplished industry professionals.

**Progress 3:**
1. The department provided support to three ISDS faculty to attend SAS and IBM sponsored workshops and meetings
2. The department encouraged faculty to coauthor applied research and case studies with qualified and accomplished industry professionals. Dr. Kapoor coauthored a paper with Dr. Martin Kleinbart, Chief Strategy Officer at Citrus Valley Health Partners. The paper is titled - "Building an Integrated Patient Information System for a Healthcare Network"

**Goal 4:** Strength partnership with key stakeholders and increase support for the department
1. The Center for Information Technology and Business Analytics (CITBA) will hold seminars and workshops for Industry, Students, and faculty.

**Progress 4:**
1. In collaboration with SAS, an industry-leader in business analytics, the CITBA center held two SAS workshops. The first workshop held in fall 2012 focused on SAS Enterprise Miner and the second held in spring 2013 focused on Enterprise Miner and Predictive Modeling. Both workshops were well attended by students and faculty, and everyone who attended the workshops appreciated the efforts put in by the Center.

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**Department Goals and Priorities for AY 2013-14**

**Goal 1:**
1. Assessment of ISDS 361A - To institute a process to assess students of ISDS 361A course and implement this in about 60 sections that we offer every year. ISDS 361A is a core course in the BA in business Administration program.
2. Involve our senior and graduate students to work jointly with students from the Indian Institute of Management, Rohtak (India) on group projects relating to Business Analytics. We have a partnership agreement with the Indian Institute of Management.

3. The ISDS and the Marketing departments will create a cross-listed 400 course on 'Social Media'. After its approval, the course will be offered as an elective for the ISDS and the Marketing majors.

4. The ISDS and the marketing departments will jointly create and offer an MBA concentration in 'Marketing and Information Technology'.

**Goal 2:**
1. Analyze and use the ISDS 361A and 361B surveys done the previous year by Drs. Mitra and Goldstein for improving failing rates in these two bottleneck courses.

2. To offer for the first time one section each of ISDS 161A and 161B to supplement instructions in the bottleneck courses, ISDS 361A and ISDS 361B.

3. Early Detection and Intervention in ISDS 361A and 361B - to detect those students who might need additional assistance and support early in the course, and help them through focused intervention via tutoring services, instructor help, advising services, etc.

4. Instructors in one or more classes will assign and grade projects and the projects with highest grades will be awarded with prizes. The winning projects may be posted on the department web site.

5. To arrange one or two on-campus workshops relating to 'Business Analytics' for our college students and faculty. The workshops will be held in collaboration with the leading IT companies, such as IBM and SAS. The ISDS department and the college will cover the cost of these workshops.

**Goal 3:** Support the department faculty to attend national and international conferences and industry sponsored workshops for their professional development and research outlets.

**Goal 4:** Utilize MS in Information Technology (MSIT) advisory board for funding student scholarships.
Department of Marketing (and Business Communications)

Chair’s Reflection

As the Department of Marketing we prepare students for the careers they seek. We not only embrace the strategic positioning plans and practices of the College we engage critical constituency groups in our program development. Through our Marketing Advisory Council we solicit ideas and information on trends, research, educational and service strategies.

In our efforts to prepare students for their careers, we work on baseline research, that is workforce needs and apply that to our assessment of student preparation in teamwork, leadership, technical communication skills, new technology and strategic applications of technology in our marketing curriculum.

Curriculum:

Joint Concentration with ISDS

The Mihaylo College of Business is offering a new Joint Emphasis in Marketing and Information Systems. There is a growing need for marketing professionals well versed in general aspects of information systems, data mining, and business analytics. Firms are also seeking information system professionals who know and understand different aspects of business and marketing such as marketing information systems, customer relationship management (CRM) and services marketing. The unique new joint emphasis offered by MCBE helps meet this demand by helping students develop the knowledge and skills to succeed in these areas.

The 50 Plus Consumer

"The 50 Plus Consumer" program is an interdisciplinary attempt to address the needs of organizations serving the needs of the 50 Plus Consumer. The program will work with businesses, non-profit and government agencies, and CSUF entities to conduct innovative research, offer unique targeted courses, and provide programs and other service to the relevant marketplace and society. The topics of this market will be integrated into courses such as consumer behavior, multi-cultural marketing and services marketing.

Online Courses

The Marketing Department initiated online course offerings in the Fall of 2010 with 351 Principles of Marketing. The hybrid course provides online convenience while preserving the quality and student interaction of the traditional course. Podcast lectures are complemented
with virtual team meetings, a broad range of internet assignments and convenient on campus testing.

Specific Courses

Visual Marketing: Students will develop marketing communications using Adobe Creative Suite, Video Editing software, and 3D Modeling. In addition to analytical marketing skills, image creation skills can be a key source of competitive advantage for marketing candidates looking for jobs. MKTG 575 Product and Brand Management: Students will learn quantitative product and brand development techniques.

Multicultural Marketing is the effort to communicate a believable story, celebrating commonalities and honoring differences across diverse consumer segments to influence future consumption. Multicultural marketing is a discipline that recognizes the divergent influences in a varied population and seeks to create customized marketing programs that speak to these diverse audiences.

Proposed course planned on corporate social responsibility and digital marketing. Work on critical thinking in all courses.

Affiliated Centers of Excellence

The Sales Leadership Center (SLC) is one of the thirteen Centers of Excellence in the Mihaylo College of Business and Economics. The mission is to “ignite sales careers.” We accomplish this through career programs, sales training, internships, and networking events. Supported by corporate sponsors, the department of marketing, and Mihaylo College, the SLC offers a state-of-the-art sales lab.

Sponsors – ADP, TEK Systems, Federated Insurance, Landsberg/amcor, Stanley Black & Decker, PepsiCo/Frito Lay Fastenal, Penske Motor Group

Sales Education Foundation (SEF) Recognition: This foundation, dedicated to elevating the sales profession, ranked the CSUF, Mihaylo “Sales Leadership Center” as a top university sales program for preparing and placing top talent in professional sales roles. Supported training of CSUF sales team competing in the Western States Collegiate Sales Competition. Overall the team was awarded 8 of the 24 award categories. The CSUF Mihaylo team was awarded second place overall, one team member achieved individual recognition for second place overall. Created SLC sponsored event in conjunction with Nestle & the Latino Business Students Association. “A Night of Opportunity” making students and their parents aware of opportunities for those that are willing to relocate across the country.

Student Networking and Career Development
Through student organizations, Pi Sigma Epsilon and American Marketing Association the students have opportunities to meet business professionals. The Marketing Advising Council assists the Department with the program, student internships and careers.

Department Progress Report on Goals for AY 2012-13

Goal 1: Provide effective and focused operations to enhance student success. (Our definition of student success is two-fold: 1) the achievement of defined learning competencies and 2) improvement in graduation rates. Moreover, we are also committed to closing the achievement gap by improving graduation rates among underrepresented minority groups and other groups, which have traditionally had lower success rates.)

Objective 1:
Improve college Graduation Rates of Marketing students and reduce Achievement Gap consistent with university targets.

Objective 2:
Promote the College's academic, career, tutoring and co-curricular student services to marketing students.

Progress 1: Internships, speakers, student organizations, Honors Networking work with students to raise awareness of different careers. The Department website provides information and leads to support resources and career information.

Goal 2: Deliver innovative curriculum and instruction.

Objective 1:
Identify, encourage, and reward best teaching practices that improve student academic performance.

Objective 2:
Expand students' global experience by providing opportunities for interaction and/or collaboration.

Objective 3:
Deliver specific online technology based teaching initiatives.

Progress 2 HTP practices have been identified but will need more implementation and assessment, such as, case workshops, internships business speakers, live cases, writing assignments focusing on critical thinking, ethics and global issues.
Speakers on international issues are invited to classes. Students are asked to discuss international cases, work in teams and prepare executive summaries and reports.

Metrics and analytics are being implemented in appropriate courses; integration of materials is used across several related courses. Digital marketing topics are being identified in every course and are being implemented. A new faculty search is in the process for a faculty to develop this area. A simulation as a pedagogical tool is in the process of bringing implementation in the sales courses.

**Goal 3: Support high-quality applied research.**

Objective 1:
Increased external funding for marketing faculty research.

Objective 2:
Encourage and support industry or community-oriented applied research projects.

**Progress 3:** Through University grants and the Dean's financial support more faculty have engaged in research projects.
Several faculty attend industry workshops and seminars, such as, Direct Marketing Association, New Product and Brand Association.

**Goal 4:** Strengthen Partnerships with Key Stakeholders and Support for the College.

Objective 1:
Develop a comprehensive fundraising plan.

Objective 2:
Encourage and support key stakeholders' involvement with the College.

Objective 3:
Utilize our alumni for donor funding, speaking, endorsements and support key stakeholders' involvement with the College.

**Progress 4:** The Sales Leadership Center has added additional supporters.
The Marketing Advisory Council members are contacting other alumni for support.
Department Goals and Priorities for AY 2013-14

Goal 1:
Objective 1:
Improve college Graduation Rates of Marketing students and reduce Achievement Gap consistent with university targets.

Description:
A department level Marketing Student Success Committee will analyze performance of marketing students including marketing student graduation rates and course pass/fail rates over the last three years, and set goals and oversee coordination of programs to reduce achievement gaps. Benchmarks and plans of action will be developed.

Strategies:
a. Formation of a Marketing Department Student Success Committee
b. Committee will analyze performance of marketing students including marketing student graduation rates and course pass/fail rates over the last three years (e.g., which MCBE courses are marketing students having the most difficulty in)
c. Committee will identify students at risk of probation and on probation and design a study/mentoring program that addresses barriers to success. Ideas include course specific study groups, designated Facebook group(s).
d. Committee will provide input, coordination, and oversight for tutoring/mentoring program - to be operated by student volunteers and designated faculty.
e. Committee will develop uniform department standards for provision of "I" grades in place of F or D grades.
f. Committee will work with marketing student clubs (AMA, PSE) to set and meet goals for membership diversity.
g. Committee will coordinate 2 "Keys to Business Success" workshops each semester to include time management, critical thinking, communication, stress management, and professional employment transition topics.
h. Committee will encourage the use of study teams for students retaking courses through Facebook announcements and invitations; teams may be led by top students in business clubs, honors courses.

Objective 2:
Promote the College's academic, career, tutoring and co-curricular student services to marketing students.

Description:
The department will use student clubs, social channels, and allocate course time to promote student use of academic, career, tutoring and co-curricular student services.
Strategies:
a. Marketing student clubs will redistribute announcements and program information from academic advising via social channels.
b. Career management workshops and scheduled programs will be incorporated into student club event calendars.
c. Sales Leadership Center and student organizations will maintain current databases, announcements of job openings circulated through the department by hiring partners and alumni.
d. Marketing department will host event featuring employment opportunities for students at least once per semester.
e. Student club communications VP’s will share Facebook postings and links to portal updates from Business Advising, Tutoring, and Career Services.
f. Marketing student club leaders will participate in planning of BICC events including "Business Madness."
g. Student club presidents and programming VP’s will attend annual MCBE workshop on how to contact potential guest speakers, practicing professional protocol and the logistics of planning events.

Goal 2:  
Objective 1:  
Identify, encourage, and reward best teaching practices that improve student academic performance.

Description:  
We will support the college on this goal. To this end, we will identify, develop, measure and share innovative teaching practices. The idea is to identify teaching practices that seem appealing, implement them, and monitor their success. If the programs show promise, fine tune them, and implement them with necessary modifications. Success will be measured via before/after testing of students, as well as positive changes in instructor teaching evaluations on the relevant criteria. Rewards should come from the College through release time or additional release time points.

Strategies:  
a. We will scan pertinent journal and attend relevant conferences on innovative teaching (JME. MER. MEA conference and others). One day a year, the Department will meet where several innovative practices will be presented. Upon agreement, some of these practices will be tested by the Department in very specific knowledge contexts.
b. We will share "best practices" that we feel have worked well in our Department. Specifically, we will recommend Honors Networking Program (Teaching Career Skills), use of portfolios, and Catherine's use of AdWords projects with Google.

Objective 2:
Expand students’ global experience by providing opportunities for interaction and/or collaboration.

Description:
We will assist the college in this goal. A College database of external parties that are available to participate in the classroom as either guest speakers or as collaborators will be developed and used. Mihaylo faculty will be encouraged to collaborate with these external parties to develop in-classroom international business and/or international economics activities. Create opportunities for international field trips. Additionally, we will leverage the presence of international students in our classes to help U.S. students gain a better understanding of global business issues.

Strategies:
a. Identify courses a) where internationally-focused guest speakers could be brought in b) collaboration with an academic or student group in a foreign country is possible. Implement these measures in relevant courses.
b. Identify marketing courses with team projects. Of these classes, shortlist those which have 5 or more international students. Ensure that each student team includes one international student. Incorporate an international aspect to the team project so that international students can share unique perspectives from their home country to their classmates.

Objective 3:
Deliver specific online technology based teaching initiatives.

Description:
Develop and implement online technology based teaching programs. The idea is to try new programs that seem appealing, implement them, and monitor their success. If the programs show promise, fine tune them, and implement them with necessary modifications. Success will be measured using a survey of participating students.

Strategies:
a. Online modules for all core concepts in the Principles of Marketing (M351) course.
b. (1) Online module on Marketing Analytics terms, which can be used across several courses, so that students learn the common vocabulary. (2) Feasibility study for an MBA concentration in Digital Marketing.
c. Social Media Marketing Practicum: Mihaylo Marketing Network --Develop an on-going live online community of marketing students, alumni and friends managed by students via key social media platforms. The community development, content creation, and management with social media and marketing analytics will provide marketing students hands-on learning experience valued by prospective employers.
Goal 3:

Objective 1:
Increased external funding for marketing faculty research.

Description:
Boost externally funded research projects.

Strategies:
a. New faculty will attend Office of Grants and Contracts workshops in their first year of service at CSUF
b. The marketing department will request a listing of available grants and contracts of relevance to the marketing discipline from Office of Grants and Contracts, and FDC.
c. The Marketing department will host a workshop on acquiring research funding from companies.
NOTE: Marketing faculty do not believe it is an effective use of time to write grants only to be turned down over and over again. They believe their time is better spent conducting academic research, but are open to seeking direct contributions/donations for research funding and endowed professorships from the business community.
d. The marketing department will develop a plan to expand the number of endowed professorships within the department.

Objective 2:
Encourage and support industry or community-oriented applied research projects.

Description:
The department will host workshops and symposiums to support community-oriented research and case writing.

Strategies:
a. Host a 4-5 day intensive case writing workshop with representatives from IVEY business school and high profile firms in Southern California every 2 years.
b. Develop plan/process for turnkey implementation of service-learning projects for marketing students and faculty.
c. Seek out opportunities to involve firms in Southern California in faculty research projects.
d. Revise department RTP documents to encourage faculty consulting/research with non-profits in Southern California.
e. Review and modify Marketing Department RTP documents to clearly identify the importance of community-oriented scholarly activities.
f. Encourage research on teaching innovations for publication in JME and MEA
g. Encourage reformatting of publications in top journals for inclusion in scholarly books
h. Summarize all published articles from 2012 and beyond for featured columns in local news outlets, such as the OC Register and OCBJ
Goal 4:
Objective 1:
Develop a comprehensive fundraising plan.

Strategies:
a. Identify and develop relationships with potential outside sponsors for students to attend and participate in regional and national sales competitions.
b. Identify and develop relationship with potential outside sponsors to send and support Pi Sigma Epsilon student’s members for the PSE annual national competition.
c. Develop long-term relationships with potential sponsors, for the purpose of raising funds that will be used to develop a sales competition foundation.
d. Increase community funding to support student learning.
e. Contribute to College a donor base of the department.
f. Increase outside funding from corporate, foundations or government entities that benefit student learning and faculty research.
g. Develop long-lasting relationships with corporations, foundations and government entities.

Objective 2:
Encourage and support key stakeholders' involvement with the College.

Strategies:
a. Involve alumni and businesses to support job placement.
b. Engage a wide variety of type of entities in student learning & work opportunities.
d. Faculty involvement in local organizations in time and services.
e. Involve alumni and businesses to support student learning.
f. Leverage State and Federal Partners to provide outside/ extra-curricular hands-on learning opportunities.
g. Engage a wide variety of type of entities in student learning, internships and faculty research.
Give back to community quid pro quo.
h. Nurture student clubs and associations.

Objective 3:
Utilize our alumni for donor funding, speaking, endorsements and support key stakeholders' involvement with the College.

Strategies:
a. Increase stakeholders' involvement to support student learning and department activities.
b. Build relationships with marketing alumni from a pool of 800.
c. Utilize alumni support to student learning.
d. Establish a special fund to support student and faculty projects, workshops and research.
Department of Management

Chair’s Reflection

Given the divisive conflict the department went through two years ago, the primary departmental goal and focus in last two years has been to build a more collegial and productive work environment. In AY 11-12, Jack Bedell and Sandra Rhoten were invited to present and discuss collegiality. Continuing the efforts, we organized a departmental retreat to discuss, develop and agree on a set of guiding principles that were put into a document, “Department of Management Statement of Values.” Further, we had two departmental potlucks in AY 11-12, in August and December, and one in AY 12-13. All were well attended. They were held to help develop closer and more collegial relationships among faculty.

It was deemed necessary to revise the constitution of the department to make it more consistent with the defined values. The department spent significant amount of time to discuss different issues in the constitution. The revision started in AY 11-12 and continued into AY 12-13. Finally, it became clear that as the constitution addresses a variety of issues and it was very hard to get agreement on all these issues, it was decided to replace the constitution with a set of policies addressing specific issues of interest for managing the department. In AY 12-13, it became clear that a related issue, revision of the Personnel Document is needed. This was partly because of the revision of the SOQ form. The new SOQ form led to a clear increase in SOQ average score. Therefore the standards in the Personnel Document have to be revised. But as we started the discussion it became clear that the faculty are interested to make a more comprehensive revision. That effort will continue into the AY 13-14.

Another important focus of the department has been recruiting of new faculty. In AY 11-12 we were recruiting for two positions, Strategic Management and Operations Management. We were able to hire two highly qualified faculty in Strategic Management. However, we did not succeed in Hiring Operations Management faculty. In AY 12-13, we continued our efforts for Operations Management position hiring. While we had several highly qualified and interested candidates, we were not able to compete with other universities in attracting them. Hiring Operations Management has proved to be very challenging. We will continue our efforts in AY 13-14. We also, were able to hire two AQ lecturers in Human Resource Management and Operations Management who will start in fall 14.
Department Progress Report on Goals for AY 2012-13

**Goal 1:** Review all undergraduate core courses for consistency of content and teaching approach, in order to create more consistency and higher quality.

**Progress 1:** The coordinators for core courses, 246, 339, 349 and 449, led this effort. In consultation and discussion with the faculty members teaching each core course, a model course syllabus was developed that specified the objective of the course, the content materials, time to be allocated to each topic, students’ evaluation and the teaching approach. These syllabi were approved and are posted on the department website.

**Goal 2:** Explore development of an internship class as an elective for the E&TM Concentration.

**Progress 2:** The E&TM faculty explored the development of an elective internship class and realized that it would impose a large amount of administrative burden on faculty and the Center. It was decided not to proceed with this goal.

**Goal 3:** Organize an executive-student mixer (Meet the Execs) for E&TM students.

**Progress 3:** The E&TM center held an executive-student mixer for E&TM students on 7 November 2012 at Paramount Pictures. Twelve executives, approximately 45 students, and three faculty attended the event.

**Goal 4:** Focus on recruiting a larger number of client companies for BUAD 591, the MBA capstone course.

**Progress 4:** Last year the Center for Entrepreneurship focused on recruiting larger client companies for BUAD 591. The MBA capstone course requires client companies with higher degree of engagement and complexity. This limits the availability of the companies; and therefore, makes the task more challenging. However, in a comparison of the firms recruited in 2013 versus 2012, we measured a 25% increase in company size.
Department Goals and Priorities for AY 2013-14

Goal 1- Effective Student-focused Operations
1. Raising awareness of management department/MCBE center extracurricular activities and services by having center directors or personnel make class visits to promote center activities.
2. Encourage faculty and students to participate in center activities and events (e.g., guest speakers).

Goal 2- Innovative Curriculum and Instruction
1. Create a support group to meet once a semester to share ideas, brainstorm, discuss, and actively seek out teaching methodologies to improve student learning.
2. Create a database of teaching resources (exercises, simulations, etc.) that can be used to improve student learning.

Goal 3- Support high quality applied research
1. Encourage and incentivize research by scheduling Office of Grants and Contracts presentation at a department faculty meeting to provide an overview of funding support and student research assistance programs.
2. Administer at least one brown bag seminar per semester. This could include a visiting speaker or one or more management department faculty presenting their research.

Goal 4- Strengthen partnerships with key stakeholders and support for the college
1. Identify, recruit and develop a database of community executives (area executives, center advisors, professional associations, alumni, etc.) to improve student learning, facilitate potential research collaborations, and enhance our community outreach efforts.
MBA and Graduate Programs

Interim Director’s Reflection

The 2012-13 academic year was a time of transition and reflection for the MBA programs. In Fall 2012 the director stepped down and the college appointed an interim director, Dr. Chris Kondo, a faculty member in the Marketing department and leader of The Sales Leadership Center. Chris was tasked with evaluating the program’s operation and developing long-term strategies and goals. These strategies were created to support the strategic goals of Mihaylo College and include the delivery of effective student-focused operations, delivery of innovative curriculum and instruction, support for applied high-quality research, and strengthening partnerships with key stakeholders. Even with these changes, however, Mihaylo Graduate Programs admitted a record number of students.

Some of the highlights of the MBA program this past year include:
• Improved the format and content of our Welcome Seminar (new student orientation)
• Improved the Mihaylo Leadership Academy by inviting significantly great participation from industry leaders.
• Improved our international trip for our full-time cohort by fully involving students in interactions with companies visited
• Further development of Graduate Programs Career Services to provide career advisement to students and plans to offer professional development coaching.

These highlights, combined with the plans to upgrade the website and deliver information via webex, reduce the application processing time, and offer online courses ensures that the graduate programs in Mihaylo will continue to be of high-quality and highly sought after.
Program(s) Progress Report on Goals for AY 2012-13

**Goal 1** - Work with Steering Committee, department chairs, and faculty to examine and implement improvements to curriculum and academic support initiatives  
Measured by: Develop and make recommendations  
- Work with department chairs, faculty, and administration toward development and creation of implementation plan for defined new MBA programs  
Measured by: Develop and implement strategies  

**Progress 1**: The MBA Steering Committee was disbanded. The MBA Programs Committee has taken its place and met for the first time in Spring, 2013. A proposal to ensure teaching quality in graduate courses is under active development for review by chairs. Separately, a proposal to improve the curriculum for the full-time MBA program was presented to the Programs Committee in May.

**Goal 2** - Create academic support programs and services to impact persistence and graduation  
Measured by: Develop and implement strategies  

**Progress 2**: Implemented a support program for students who have gone on Academic Probation. Created and distributed a survey to determine student satisfaction with the advising team. Initiated a meeting to discuss challenges students are facing in our writing course and collaborated with faculty to create an early warning system. Increased one-on-one advising with mandatory advising for newly admitted students within 14 days after admission. Offered 15 online chats to support persistence and graduation and increase students’ knowledge of campus resources. Offered several events to increase new student affinity with the college.

**Goal 3** - Continue to refine and improve recruitment and marketing strategies and coordination of operations  
Measured by: Develop and implement sequence and structures  
- Increase use of social media recruitment initiatives  
Measured by: Develop and implement strategies and initiatives  

**Progress 3**: Annual strategic action plan included new initiatives and redefined strategies, as well as continuing to build operations, procedures and job aides for young recruitment unit.
Narrowed the target areas for more efficient use of resources. Implemented new on-campus programs for the support of prospective students. Created collateral material for masters programs. Continue to research and build relationships with new recruitment venues. Developed assessment mechanism for recruitment functions. Prospective student inquiries averaged the following per month: 284 calls, 731 emails, 87 walk-ins, all at an increase from the previous year, with the number of walk-ins doubling.

Worked with Social Media Coordinator to combine resources and advance current social media efforts. Advanced Facebook and blogging efforts (current student stories.) Recently hired an Enrollment and Admission Coordinator who will oversee social media efforts.

**Goal 4** - Continue to assess and evaluate strategies to improve the admission decision process
Measured by: Develop and implement strategies

- Continue advancement and implementation of strategies and tactics of enrollment management
Measured by: Develop and implement strategies

- Create strategies, action plan, and perform initial implementation of core services for the creation of the MBA Career Center
Measured by: Develop and implement strategies

**Progress 4:** We have hired an Enrollment and Admission Coordinator and about one-third of her job will be in the area of admission processing. Additional support positions (we now have 2 student assistant positions) have also been added to the processing area. The current goal is to decrease processing times to roughly 20 business days.

**Progress:** We have hired an Enrollment Specialist (student assistant) in an attempt to improve our show/yield rate for all graduate program offerings. Due to competition by other institutions in the area and a decreasing number of students interested in the MBA, we must work harder to enroll the students we admit.

**Progress:** Results from exit surveys indicated students were looking for new positions upon graduating. Taking this into consideration, Graduate Career Services began closely examining the needs of graduates and the best way to deliver services to them.
Program(s) Goals and Priorities for AY 2013-14

**Goal 1)** Deliver Innovative Curriculum and Instruction (“Innovation”)
Strategies:
- Add on-line information sessions
- Develop proposal to match top faculty with graduate courses
- Offer at least two core courses on line or hybrid; begin offering MBA core courses online

**Goal 2)** Deliver Effective Student-focused Operations (“Student”)
Strategies:
- Increase size of full-time cohort
- Reduce application processing time
- Advance Hobson’s Recruitment Communication to a Higher Level of Use
- Implement Hobson’s for Admissions Communication
- Explore outside resources for career enhancers, e.g., flex/FEMBA
- Increase exit survey scores in terms of “customer” satisfaction
- Develop competency in data analysis: student needs, preferences, performance
- Develop and implement an annual student satisfaction assessment process
- Achieve competitive placement rate for full-time MBA graduates

**Goal 3)** Strengthen Partnerships with Key Stakeholders and Increase Support for the College (“Stakeholders”)
Strategy:
- Revise and improve graduate programs website
- Develop plan to engage alumni in graduate program