

APPENDIX 1V

The National Hispanic University

Business Department Self-Study

Program Mission, Goals and Objectives

1. Describe the program's mission, role, and scope.

The *mission of the Business Department is to prepare and graduate the next generation of Hispanic Leadership in the field of Business Management*. The business administration program is structured around a group of technical courses, which expose students to the basic tools of quantitative methods, accounting, and economic theory, as well as a core of management and leadership courses that integrate culture, language, and ethics to enable future business leaders to meet the challenges of today's global environment.

Furthermore, the Business Administration program seeks to infuse NHU students with a deep understanding of the Hispanic culture and its relationship to other cultures, and to enable students to apply such knowledge to the various functional areas of business.

The *vision of the Business Department is to be a nationally recognized competitive leader in business education with a reputation for producing highly successful Hispanic or other minority managers and leaders*. To this end, the department will strive to combine excellent student learning experiences in an intimate environment.

2. Describe the program, including name of the degree, the major, the emphases, and the purpose.

The Business Department offers a Business Administration (B.A) degree and an Associate of Arts (A.A.) degree. (Appendix B) The program is not intended to provide specialized study. The degree comes with no business major designated. Students complete coursework in each of the functional areas of business accounting, economics, finance, computer information systems, management and marketing. The General Business Emphasis is designed to prepare students for a broad range of entry-level positions in business organizations and/or further their education in graduate school. The program provides students with subject matter understanding and skills that will enable them to be managers, business owners as well as leaders within the economic community.

3. What are the major goals and objectives? If these have changed over the last 5 years, provide a summary of these changes. Are there likely to be changes in the near future?

In the broadest sense our goal is to offer a business program that enhances students' competence in business administration, fosters their intellectual curiosity, and develops the personal skills necessary to be an effective manager. Our department is characterized by its professional attitude, the diversity of its largely work-experienced faculty and its close student-faculty relationship. In addition, the faculty believes that much learning takes place through good classroom instruction and establishing informal contacts with and among students.

Upon completion of the program, the business graduates should effectively demonstrate the following:

1. Business communication skills, including written, oral and presentation skills consistent with those of early career business;
2. The ability to integrate knowledge across the business disciplines to offer solutions to problems commonly encountered by businesses;
3. Knowledge of quantitative and qualitative methods commonly employed in business;
4. Teamwork, management, and leadership skills; and
5. Commitment and appreciation for cultural, gender and ethical resolutions.

Mission and Goals over the past five years

According to NHU's General Catalog 2001-2003, the mission of the Department of Business is to prepare and graduate students for careers in business, government, and non-profit organizations by providing a broad professional education. The Business program is structured around a core of required courses which exposes students to the basic tools of quantitative methods, economic theory and cutting-edge business practices.

The goal of this degree is to thoroughly prepare students for careers in business administration and management. Through classroom training, field exercises and work-related group projects, students will be rigorously challenged to excel in learning new concepts, presentation skills, written communications and teamwork. Furthermore, as it relates to business NHU students will graduate with an in-depth knowledge of the Hispanic culture and Hispanic Marketing techniques.

Likely Changes in the near future

Within the framework of any good plan, a strategy for implementing change is crucial. Therefore, as we develop and continue to meet the challenges of a dynamic economic environment the business department has the flexibility to make the necessary changes. As an ongoing process, we will review and make changes as appropriate and resources permit.

4. How do these goals and objectives fit in with the NHU mission?

The mission of The National Hispanic University (NHU) is to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology. The Business Department faculty fully understands and appreciates the mission of NHU. The faculty is mandated through their instruction and curriculum development activities to address the NHU

mission as a primary responsibility. The goals and objectives of the Business Department illustrate NHU's mission statement in a strategically expansive format.

As described earlier, the goals and objectives of the business program focus on oral and written communication, qualitative and quantitative reasoning, ethical and social responsibility, and cultural awareness and appreciation. We believe these objectives fit in well with the mission of the Business Department and the University, as well as the needs of our students and their future employers. Our overriding goal is to prepare the next generation of minority leadership in the field of business.

Brief Overview of NHU History

President B. Roberto Cruz founded the University in 1981 in a two-room campus in Oakland with a program in Liberal Studies and Business. NHU moved to San Jose in 1992. In 1994 the university relocated to the present site on Story Road. During the initial formative years President Cruz was active in building relationships and garnering support from important community members, elected officials, and prominent individuals from the private sector.

The university has experienced a series of dramatic successes over the last five years: In 2001 the eleven-acre property was purchased at the present site of a former elementary school. Thanks to the leadership of President Cruz, the Board of Trustees, the NHU faculty, staff, and administration, the University was granted Initial Accreditation by WASC in 2002. In 2004, a new 67,000 square foot, three level building was built. Unfortunately President Cruz passed away in Fall 2002, but his key partner in helping to build the university, Maria Elena Riddle, agreed to serve as Interim President for the Academic Year, 2002-2003. In Fall 2003 the University hired an experienced academician, Dr. David Lopez, to serve as its second President. New academic program development and increased student enrollments have also been realized in these past years.

It is important to note that the fundamental mission of NHU has not changed despite the significant changes and achievements during this decade.

Program History

- 1. Describe the program's history since the last program review or within the last 5 years, emphasizing major changes that have occurred.**

Enrollment Trends

Over the last five years (2001-2005) Business has experienced a 23.38% increase in majors. It is important to note that the Business program has experienced dramatic growth over the last seven years. The program has more than doubled from 45 students in Fall 1999 to 100 in Fall 2005. Also, Spring 2006 data reflects further growth with 113 students registered.

NHU has more than doubled in enrollment from 272 in Fall 1999 to 549 in Fall 2005. The University has matured and grown in complexity since 1999.

Table 1

Semester	Business Majors	Business Majors Percent (%) of UG	NHU Undergrads (UG)	NHU Totals
Fall 1999	45	32.14%	140	272
Fall 2000	61	30.50%	200	299
Fall 2001	68	27.41%	248	358
Fall 2002	69	24.73%	279	457
Fall 2003	60	18.12%	331	558
Fall 2004	60	19.67%	305	464
Fall 2005	100	26.38%	379	549

Source: The National Hispanic University Fact Book: 1999-2005, Office of Institutional Planning and Evaluation, n.d.

The Table data only includes the three baccalaureate granting programs of Liberal Studies, Business, and Computer Science. Further beginning Fall 2001 the undergraduate data includes students who are undeclared majors and those in the Translation/Interpretation program.

Table 2

Business Graduates by Academic Year		
AY	BA	AA
2000-2001	4	0
2001-2002	8	0
2002-2003	15	0
2003-2004	13	0
2004-2005	4	2
TOTAL	44	2

Currently, we are not satisfied with the past graduation rates as reflected in Table 2. In 2005, the Business department instituted a plan to work closely with students who have less than 10 units to graduate. According to our departmental records approximately 16 students will complete requirements for graduation by spring 2007. The results of this strategy have been very favorable. During the contact, we typically discuss why the students are not returning to complete their required units to graduate. Some students have moved from the area, are attending other schools, or their present employment or lifestyle issues may not permit them to return at this time.

Due to circumstances beyond our control several students are not eligible for financial aid. Many of our students work to support themselves, their families, and pay their tuition. This may help to explain the relatively low number of B.A. graduates from 1999 to 2005 listed in Table 2. Further, according to The Office of Institutional Planning and Evaluation, the Business Program

had an attrition rate of 29.2%, retention rate of 70.8% and graduation rate of 15.2% through the period of 1999-2005.

Looking at the future, the department faculty should meet on a timely basis to review the institutional data along with the other undergraduate departments to address this issue because it is not exclusive to the business department alone.

Significant Program Changes Since Last Review

Realignment of Business Program Courses to conform to UC and CSU upper and lower division classifications: Prior to Fall 2003, the NHU Business Program was out of alignment with most, if not all, comparable Associate and Bachelor degree programs, making it difficult for students to transfer in or out of NHU. Several of our lower division courses were upper division courses at our sister institutions and several of our upper division courses were lower division courses. We have made the necessary changes for realignment. (Appendix C)

The establishment of Business Program Electives: Beginning in the academic year 2003 all Bachelor degree programs were upgraded to include two additional upper division GE courses. This comprehensive change increased the number of units required to graduate with a BA in business from 125 to 131. In order to maintain the 125 unit graduation requirement without sacrificing the quality of the program, six upper division business courses were designated as electives with the provision that students from this catalog forward would take four of the six classes. This modification could be the foundation for the inclusion of minors or program specific concentrations in the future such as an emphasis in marketing or international business.

The replacement of the Business Practicum with a Capstone Course: A recent review of our program graduation rate has revealed that a large percentage of our seniors are failing to complete the practicum within the required time frame. At this point, a significant number of business seniors have dropped out, temporarily or possibly permanently, and in several cases one or two course shy of earning their degrees. Further inquiry suggests that the independent study nature and flexible format of the course may be too ambitious for undergraduate students while a more structured, moderated class may be more effective in meeting the needs of our population without sacrificing the goals and objectives of the business program and the University. Therefore, it has been proposed and approved by the curriculum committee and the faculty senate, that effective Fall 2006 semester, the BUS 450, Strategic Management will replace BUS 498 and 499 as the capstone course of the bachelor's degree in business program. BUS 476, International Marketing will be upgraded to core course from an elective to replace BUS 450 and BUS 344, Personal Financial Management has been developed to replace BUS 476 as an upper division elective.

Faculty and Staffing

As already noted, NHU is a small university where department chairs and faculty play a crucial role in teaching and advising as well as in administration and governance. Faculty members from outside the business program are often utilized to teach courses and to advise during any absence or overload of scheduling.

Since 2001, George Guim, Department Chairs of both Business and Translation and Interpretation Departments, and Chris Rodgers, a three-quarter time appointment, served as the primary faculty members along with several committed adjuncts. In preparation for anticipated enrollment and the overextended schedule of Dr. Guim, Judy Clemons, adjunct faculty, was hired full-time and named chair of the Business Program December 1, 2004. Clemons was teaching as adjunct eight courses or more per year. Guim was asked to teach one-quarter time in the business department and to serve as Director of the Translation and Interpretation Department. Less than one month later, Clemons was named as Interim Chair of the Computer Science Department as well. Serving as Interim Chair is calculated as equivalent to one-quarter time position.

The core faculty in the past three years include: Clemons, Guim and Rodgers. The adjunct faculty that has consistently taught at NHU over the same time period include: Dr. Ninh Nguyen, Dr. Manuel Gaspay, Tom Tafolla, Walter Kruz, Jay Zerfoss, and Mike Forcht.

We have constructed a five-year plan (Appendix D) which allows us to schedule classes as needed by our business students. Since we do not have an integrated software system to eliminate the necessity of such a time-consuming method this process has served the Business Department well in scheduling appropriate classes and has minimized the need for canceling classes. This process has been instrumental in reducing our independent studies courses as well. Finally, the plan allows us to estimate our staffing needs (Appendix E) and make the necessary arrangements for appropriate faculty.

2. Provide a summary of the recommendations from the previous program review and the program responses to those recommendations.

The Formal Program Review of Fall 2001

The Business Administration Program had one formal program review cycle using guidelines developed by and for the program. This occurred in Fall 2001. The External Reviewers were: Dr. Tom Hannen, Notre Dame de Namur University and Dr. David Robinson, S. J, University of San Francisco. Their independent external review reports were received by Dr. George Guim on November 16, 2001.(See Appendix F) In sum, the external review team concluded its visit with an uplifting sense of integrity and mission-based vigor of NHU. They noted the dedication of the senior administrators, the creative enthusiasm of the faculty, and the sincere commitment of the student body to the core educational tenets of the organization as inspirational. Further, they declared NHU had the potential as well as passion to meet and exceed its own lofty goals. They suggested perhaps a redefinition of NHU's mission priorities is in order.

The following section will address the recommendations from the 2001 Review Team.

Recommendations from Review Team 2001

1. Although NHU has broken out its values statements into 'Mission' and

'Philosophy,' conversations with internal stakeholders indicate that the true mission is *Si, se puede*, or the modeling of educational possibilities for a Hispanic community so often lacking in such models. The degree and certificate programs are concrete markers of success in a more fundamental mission endeavor---drawing Hispanic students into stable and committed learning practices and community leadership. Perhaps a redefinition of mission priorities is in order.

During the past couple of years, some discussions have taken place by faculty attempting to reword the mission statement. In 2008, a new strategic plan will be developed and this is one point of consideration.

2. The proposed curriculum matrix, aimed at providing all instructors with a coherent map of projected program learning in its entirety, and with a collegial environment for sharing expertise and curricular ideas, should be implemented as fully as resources and faculty energies permit. This is a key option for providing the integrated learning environment NHU professes to seek.

A plan was implemented in which key concepts from different disciplines were integrated in the contents of a cluster of business courses taught by Dr. Guim. These concepts tie together language, culture, and ethics. The courses in this cluster are: business communication, organizational behavior, ethics, and leadership. These courses not only integrate subject matter but also research methods. From a research standpoint, it moves away from the traditional linear approach of the scientific method towards methods more appropriate to the social sciences. In specific, paradigmatic shifts in subject matter content included incorporation of participatory research and critical hermeneutic approaches that emphasize emergent knowledge, value relationships, and link linguistic interpretation directly to ethical acts.

The following grid provides further evidence of Integrated learning practices:

Teaching Practices	Illustrate Exemplary Teaching Practices	Description of Activity from Course Outline
Journalizing	BUS 120 & 121: Micro- and Macroeconomics. For economics to be more practical rather than only theoretical, students need to reflect on how the material in the text relates to the events that occur on nearly a daily basis. To achieve this insight, econ students are required to write a series of journals, addressing at least three economic principles discussed in the most recently covered sections.	Journals: After reading the assigned chapters, each student will write and submit a three to five page journal summarizing what they learned in the section and how what they learned applies to real world events.
Student Self-Assessment Portfolio	BUS 111: Personal and Professional Development. This course was designed to assist students in career planning, time management, goal-setting and interpersonal skills. These subjects require that the student assess their current situations and develop a plan of action necessary to improve their performance in all of these areas. To meet these ends, the student	Portfolio: Each student will prepare and submit a Personal and Professional Development Portfolio to include personal assessments, resumes, sample cover letters, goals assessment, time management assessment and plan, and

	is required to build and maintain a portfolio of artifacts related to each topic.	interpersonal assessment and plan.
Case Studies:	BUS 450: Strategic Management. This course was designed to give the upper-division business students an opportunity to employ the knowledge they should have acquired in the business program core and apply this knowledge to real world cases. The case study assessment model is the best way to allow students the chance to play CEO and assess a company's past performance, identify it's strengths, weaknesses, opportunities and threats, and recommend a course of action congruent to the aforementioned analysis.	Case Study: Each student will prepare and present three case studies; two as an individual and one as a group. Each analysis should include a brief overview of the case, the company's vision and mission, a SWOT analysis, a list of proposed actions, a summary of the generic, specific, and global strategies and expected outcomes.
Group and Individual Examinations:	BUS 120 & 121: Micro- and Macroeconomics. Economic topics are better understood if discussed between students and the concepts reinforced after an assignment or exam is completed. In order to accomplish this, group exams are given immediately following the individual exam. Students with different answers have an opportunity to discuss their answers with each other and use economic principles and theories to support their positions.	Group Exams: Students will be given individual and group quizzes at the completion of each chapter and a midterm and final as scheduled. After submitting the answers to the individual exams, students will be assigned to groups to retake each exam and resubmit their answers after discussing each as a group.
Group Project	Bus 382: Managing Human Resources Development. The course focuses on the systems of rewards, assessment , and manpower development. Also, the interaction of selection, placement, training, orientation, personnel evaluation, and career ladders with the on-going organization. The project designed for this course allows the team to explore first-hand the areas of human resource department.	Group Project: The project requires the team to select a company and set up a meeting with an HR representative. The students will in a face-to-face interview ask questions in areas of staffing, training, orientation, rewards and evaluations in the firm. The team prepares a presentation to share with the class as well as a detailed paper.
Group Project	Bus 376: International Marketing. This course is designed to stimulate curiosity about management practices of companies, large and small, seeking marketing opportunities outside the home country and the importance of viewing international marketing strategies from a global perspective. Such companies produce a country notebook for each country in which they do business. The notebook contains info a marketer should be aware of when making decisions involving a specific country market. Student teams will conduct a cultural analysis,	Group Project: The student teams are given guidelines for collection and analysis of market data and preparation of a country notebook on the four sections noted in the previous column. The information gathered should be more than a collection of data but an attempt at interpreting the meaning of the data. The students experience the appropriateness of specific data and the depth of coverage depends on firm's objectives, product characteristics, and the country market.

	<p>economic analysis, market audit and competitive analysis and a preliminary marketing plan.</p>	<p>Students present their project to the class as well as a detailed paper. Students experience working with teams as 60% of businesses at some point work in a team environment.</p>
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3. Proposed work in the area of non-quantitative measures of learning outcomes (such as learning reflections and narratives) is also to be encouraged. In a community-focused environment like NHU, it is imperative that the students be canvassed to determine that they have succeeded in a wider sphere than test-taking or other quantitative measurements.

No single system; modular, quarter or semester, is truly adequate to cover all course topics in a typical time frame. It is incumbent on the course designer and the professor to identify and deliver the materials and information necessary to meet the objectives of the course and the overall business program. The goal of an undergraduate degree program should not be single topic mastery, but building a good foundation with the lower-division courses and then building on that foundation, layer by layer, as the student progresses from course to course. It is also imperative to convey to the student the importance of their role in the learning process. They need to read the text, do their homework, come to class, ask questions for clarity and internalize the material. For learning to be most efficient, there needs to be an explicit partnership between student and teacher, where both parties are committed to meeting the course objectives.

4. It might prove practical to investigate the possibilities of a modified cohort or team-learning structure so that groups of students are focused on particular subject areas at the same time (notably in the humanities core). This could reduce the class-cancellation phenomenon, whereby not enough students 'need' a course, and so it is removed from the current calendar. Circumstances have changed as critical mass has been remedied and this is a non-necessity.

In the past couple of years, adequate enrollment has prevented class-cancellation in business courses. Specifically, in the case of a project management class in Fall 2005, enrollment was not sufficient to justify a full-class session so the remedy was to have the instructor teach one session per week and the remainder hours in an independent study format. Directed Studies overall are down as improved schedule planning has addressed demand and enrollment has increased.

Since the last review, the Business Department has taken an aggressive, proactive approach to minimize the number of classes that must be cancelled due to low enrollment, without sacrificing the quality or effectiveness of the program. We have developed a 5-year scheduling model (Appendix D) for both day and night classes and a spreadsheet that keeps track of the classes students need and when they are eligible for these classes. We have also developed a system to track student enrollment by class that takes into account the lag between manual registration and electronic postings, minimizing erroneously cancelled and low-enrollment classes. Each module registration we update our program records and obtain data beyond the general registration form such as: current phone numbers, emails, and if they have changed status of attending college to day or night. We also send out electronic registration reminders to our students and when

necessary we follow-up with a personal phone call or class visit. These efforts are very labor and time intensive but until we have integrated software which will remedy this situation, the Business Department will continue this process.

5. Further development of para-curricular activities, already underway, can also prove invaluable to heightening the mission values of Hispanic identity and community building.

We developed the first Career Fair at NHU Spring 2006. In preparation for the Fair, we conducted a survey to field areas of interest, as well as seminars regarding resume writing and interviewing skills. The NHU Business club has instituted a “used book sale”. In fall 2006, the University is in the initial process of incorporating a “first year experience” which will encourage new students in a cohort setting to address similar needs and develop a skill set for learning as well as social activities for university involvement.

6. Continued refinement of students' sensitivity to the interface between their life experience and wider Hispanic culture is encouraged. This refinement should include both curricular enhancements in the humanities core and continued improvement in Spanish language skills for those less fluent.

A small but significant step toward this goal is by offering students the opportunity to participate in International field trips. In a team environment the group provides health, educational, and material support to hill tribe people and other communities in Thailand, Laos, Cambodia, and Burma in a Service and Cultural program with Communication International in a Service and Cultural program with Communication International. Dr. Guim and several students have traveled to Asia during the summer for an external field trip. More students would take advantage of this opportunity if monies were available.

7. Improvements in the areas of student advising, and computer resources and facilities (acknowledged as part of the ongoing growth of NHU) remain important elements in the service base that needs bolstering for the future.

As resources become available, these improvements will be forthcoming. A proposal for the new budget 2006-2007 has included an integrated system, which should address all of these areas sufficiently. It is hoped once this is in place we will experience significant improvement. Please review the answer number 4 as well.

8. Faculty enrichment efforts, underway in the areas of cross-disciplinary conversation and various faculty development workshops, are key to maintaining a vigorous focused faculty cohort.

The university has implemented on-going faculty development workshops to address key issues. The Academic Planning Council which meets weekly has been a successful endeavor which by providing opportunities to address key issues and challenges at each departmental level. As our business adjunct pool grows, we could offer specific workshops to our program for best business teaching practices.

9. In response to expressed student needs for an up scaling within the services division of the university, it is highly recommended that those working within the operations sector of NHU be drawn more actively into an appreciation of their key role in realizing mission identity----so that they progressively see themselves as colleagues in fulfilling basic mission values, rather than as office-workers in a fixed and formal operations system.

Student Services and the Academic Departments work collaboratively in many efforts including recruitment, retention and graduation. Because the NHU is a small campus, Student Services' staff and faculty members interact and work closely on a daily basis. In addition, the Interim Director of Student Services attends and participates in the weekly Academic Council meetings. This body is composed of Academic Chairs, Directors, and Coordinators and it is lead by the Provost. These meetings are a vehicle to communicate and share information between Student Services and Academics. The Director of Student Services also participates as a non-voting member in the monthly Academic Senate meetings. Such interactions have strengthened the link between student services and academics.

10. Given the sense of disconnection many students feel with the San Jose State Library and bookstore services, efforts to personalize interactions and resources (whether onsite, or in external collaboration) would help significantly in creating a seamless and inviting learning environment for all.

Most recently, NHU students have privileges at the Dr. Martin Luther King, Jr. Library equivalent to those at given to San Jose State University students. Among the advantages of such an agreement are the after hours (10 p.m.) use of restricted materials and a computer password that allows access to information internally.

11. Attention to developing an internal process is also recommended. Since the most effective role model for learning is a social and cultural peer, students should be encouraged (and rewarded) for helping less-experienced colleagues in the program.

We encourage the students to study in a team environment or have a "study buddy." Student Academic Assistance Center (SAAC) takes the leadership role in this endeavor. The SAAC has been very successful in tutoring students for Math and English along with Business Statistics (as needed). When selecting project teams, we seek to complement experienced and less-experienced students to promote effective learning as well as role modeling.

Individual or Small Study Group

The NHU encourages Study Groups - students who work together in groups help and encourage each other, work harder, and obtain better grades.

Self-paced computer software is available to improve skills in English reading comprehension, grammar, and mathematics.

Tutoring

The SAAC tutorial program is designed to assist students with their academic challenges. The program emphasizes faculty interaction and academic support. Tutors will provide assistance in mathematics, reading, writing and study skills to help students develop the necessary skill level to ensure success in college. The role of the SAAC tutor is to guide students in the development of their academic potential and motivate students to become self-directed learners. Furthermore, the SAAC tutorials are incorporated into the curriculum in English 40, English 45, and English 100 as well as Math 45 and Math 100 in order to provide students with one-on-one support and feedback catered to their individual needs. This extra tutorial will prepare them for the more rigorous upper division courses. It is offered to all enrolled students free of charge.

The Business department is in the process of developing a survey to evaluate the effectiveness of the SAAC for Business students.

The Following section continues the External Review Recommendations.

Curricular Structure and Development

- 1. Although they may require some minor reconfiguration of the AA course work, the Coordinator's proposed- changes should be implemented as soon as possible to rationalize and strengthen the overall business curriculum.**

The business department conducted an exhaustive examination of all courses and reconfigured the AA and BA courses. (Please review History of Program section)

- 2. To ease student progress from course to course, there might be some value in trying to develop a standard syllabus format all courses.**

As a result of the thorough examination of the whole program we have developed a standard syllabus format. We have revised and standardized Bus 120, 121, 240, 245 and 381 and have developed a plan to complete all courses in the revision process. (More details regarding this process are found on page 21 of this document.)

- 3. A review of upper-division, quantitative course offerings, to ascertain whether they are given sufficient time and attention, in the current modular course structure, may be in order.**

No single system modular, quarter or semester, is truly adequate to cover all course topics in a typical time frame. It is incumbent on the course designer and the professor to identify and deliver the materials and information necessary to meet the objectives of the course and the overall business program. The goal of an undergraduate degree program should not be single topic mastery, but that of building a good foundation with the lower-division courses and then building on that foundation, layer by layer, as the student progresses from course to course. It is also imperative to convey to the student the importance of their role in the learning process.

Faculty expectations are: students need to read the assigned material, prepare homework, attend each class, and be prepared to ask questions for clarity as well as internalize the material. As a “rule of thumb”, students are encouraged to spend three hours outside the classroom preparing for each hour inside the classroom and more if necessary. For learning to be most effective, a partnership development between student and teacher, where both parties are committed to meeting the course objectives is necessary.

4. Continued development of internship opportunities for enhanced professional education is recommended.

There has been a substantial increase in contacting businesses for such opportunities. The SAAC and the department alert the students to such possibilities through emails, posting to the “Employment Board” in the SAAC, and an Annual Career Fair. Several grants proposals have been written to address the need of a Career Counseling Department as NHU.

5. Expansion and enrichment of the course-articulation arrangements with San Jose State (or other sister institutions) are encouraged, to broaden learning resources and perspectives.

NHU has established formal course-course articulation agreements with San Jose State University, San Jose City College, Evergreen Valley College, DeAnza College, Foothill College, and Mission College and is currently in the process of establishing course-to-course articulation agreements with Cabrillo College, West Valley College, and Gavilan College. Articulated courses include General Education and Lower Division major courses from NHU's Business, Liberal Studies, Computer Science and Math/Science Departments. Business courses that have been articulated have been disseminated to advisors and are available upon request.

End of the Program Review 2001 Recommendations and Responses.

3. How effectively does this program utilize its existing resources? What are the major resources issues affecting the department now and into the next 5 years?

Existing Resources

The Business Program currently meets its responsibilities with the existing resources. Our budget is centralized and any purchasing is conducted through the Provost’s office in collaboration with the Finance Department. Currently, no separate allocation or budget line for the individual departments exist at NHU. In Fall 2005, the university dramatically increased the number of new students during the academic year to 161. Subsequently, the President’s strategic goal is to add 325 new students for Fall 2006. Due to the continual increase in enrollment, discussions and preliminary decisions are on-going to address the need to expand the number of faculty and the support staff that might be necessary to address the increased student body.

The department does not have a full-time clerical support staff for its operations. The department must share the following support staff with Liberal Studies, Computer Science, Science and

Math, Translation and Interpretation, two part-time student employees, one full-time clerical support staff, and one administrative operations officer in charge of scheduling and serving as faculty liaison.

The Department Chair, the full-time faculty, and the adjunct faculty are primarily responsible for their own clerical support. A department chair has significant professional responsibilities such as overseeing the curriculum and instruction in the department. To require the chair to spend so much time with clerical duties undermines the ability to invest the necessary time required as the curriculum and instructional leader for the department. NHU primarily has a paper system in handling vital university documents. No electronic registration system exists at NHU and any add-drops forms, Directed Studies (individual studies) forms, course credit through challenge exam forms, etc. involve the department chair handling, securing signatures, and actually delivering documents to the registrar's office. This places an undue burden on the department chair. It is an inappropriate use of scarce time that ought to be spent on faculty and curriculum evaluation and development. We have suggested that administration budget appropriately for an integrated computer system will address several of these issues. In addition, the need for mass communication has been recommended to allow every student an email account.

More full-time faculty and adjunct faculty will be needed to address increased student enrollments at each departmental level. More staff and administrative support will be needed to accommodate the increase in students and staff. Space is also an issue to accommodate the increase in new faculty and staff. Currently, the Budget Committee made of: Michael Rameriz, Vice President of Finance; Cecilia Burciaga, Interim Provost; Adriana Ayala, Vice-Provost; Pam Bustillo, Registrar and Interim Student Services Director; Michael Mooney, Director of Foundations and Grants; Imelda Gonzalez; Human Resource Director, and Chris Rodgers, Business Department Faculty, will assess the need for additional staff and faculty space needs in the budget process.

Further, NHU classroom space has been analyzed and it has been determined that through better scheduling (adding more afternoon classes and possibly Friday and Saturday classes) our existing facility of 18 classrooms, 2 science labs, and 3 computer labs is probably sufficient for the increased enrollments.

Due to the dynamic changes at NHU these issues will be part of the tactical planning of the Business Department and the University.

Faculty Pay and Faculty Contracts

Currently, no full-time faculty personnel system exists to appropriately identify where faculty should be on a pay schedule, given their academic credentials and teaching experience. When such a system is implemented compensation will recognize individual faculty contributions and achievements.

During 2003-2004 a new system was set up by the Senate's Faculty Affairs Committee to increase the base pay for adjunct faculty and to recognize terminal degree attainment, and

teaching experience at NHU. The faculty recognize that the differential between faculty pay for adjuncts between NHU and local colleges is significant and makes it difficult to recruit and retain a stable group of adjunct faculty. NHU competes with community colleges and other higher educational institutions to get qualified and talented college teachers. The existing rate of pay for a new instructor with an M.A. is \$1875 for a three unit class. The problem for NHU is qualified, yet inexperienced instructors. These instructors will often teach at NHU to gain experience then depart to teach at a local community college for approximately twice the rate of pay.

In addition, there needs to be a better system in recruiting, identifying, evaluating, and processing new adjunct faculty. We are suggesting an on-going adjunct faculty pool which can be utilized as needed to teach classes. This must be centralized so that an administrative or staff support person can play a critical role in supporting the departments as they recruit and hire the additional faculty that will need to be hired with the increased student enrollments.

NHU is currently in its sixth year with a stable body of full-time faculty. There has not been one cost-of-living increase during the last six years.

The 2002 letter from WASC granting Initial Accreditation indicated to NHU, that a Full-Time Faculty Contract system would need to be in place in order to have an effective faculty that would be able to be full participants in the university's governance system. This was realized in 2003. There were nine full-time faculty contracts issued.

Academic Quality

1. Describe how the program has improved within the last five years, using evidence to support these conclusions.

The Business faculty believes that the program has significantly improved with the department reorganization which separated the Translation and Interpretation Program and responsibilities from the Business Program. Please refer to Program History, Items 1 and 2, for detailed discussion about changes in curriculum and faculty since the last Program Review in 2001.

2. Describe new directions in curriculum, resources, research, reorganization, staffing, or student clientele planned for the next few years and aimed at strengthening the program.

As previously discussed in this document we have made significant changes to realigning the business program to conform to UC and CSU upper and lower division classification. (Appendix C and review page 5 of this document). Program electives were designed to offer options for the students and are the groundwork for establishing concentrations or program emphasis in the future such as was discussed earlier in marketing or international business.

The point needs to be reiterated, as we develop and continue to meet the challenges of a dynamic economic environment changes our Business Department has the flexibility to make the necessary changes. As an ongoing process, we will review and make necessary changes to the curriculum as time and resources permit.

Resources

Space: At present there are no additional cubicles available on level two, where faculty is currently housed. An ad hoc committee has been formed to review the space issue and to reconfigure the present layout as no strategic plan was completed previously by facility operations to house additional faculty.

Staffing: According to the budget committee, forty-five active students per each full-time faculty member is standard. When a department exceeds those numbers additional hires will be permitted as necessary.

Reorganization

Presently there are no strategic plans to reorganize the Business Department Program.

Research

NHU does not have a policy regarding sabbatical opportunities for full-time faculty. Also, at present there is no research support program available to NHU faculty. There has been support on an ad hoc basis for individual faculty. Given the tasks of helping to build a university through governance and committee work, faculty responsibilities in teaching and advising at-risk and high-risk student, participation in outreach and retention efforts, a research program or research expectations for full-time faculty is probably not realistic. Ideally, NHU administration should be committed to supporting faculty development as they seek to enhance their knowledge and skills in their discipline or as teachers. To demonstrate this commitment a faculty sabbatical program should be established that guarantees after six years of continuous service as a full-time, deserving NHU faculty member would be granted the sabbatical recipient one entire semester off, with full pay, to engage in their development plan. The guidelines and process would need to be worked out in conjunction with the Senate and the Administration.

Student Clientele

The National Hispanic University was founded by President Roberto Cruz on the premise that existing higher education institutions have not adequately served the Mexican American/Latino community. These institutions have not been sufficiently dedicated in their service to at-risk and high-risk Latino students. Within the next five years there is no reason to project any significant differences in the academic profile of our overwhelmingly Latino student demographic. NHU students are likely to continue to come from the Eastside of San Jose, and the greater Santa Clara County area.

There will continue to be evening students that are older, working full-time during the day, and have significant family responsibilities. Many of these students tend to come from families that are lower-income, immigrant, ELL, and have a non-college prep high school background. These students have demonstrated high motivation and a willingness to work hard to succeed academically, despite many obstacles.

NHU is in the process of examining and planning for how it can best serve a new group of students that are recent high school graduates, non-college prep, lower-income, immigrant, and are English Language Learners (ELL). We are discovering that these traditional age college students are often expected to provide major financial support to their families and more often than not work at least full-time. An issue of concern to all undergraduate advisors is low motivation and a lack of understanding of the habits and time management skills necessary to succeed at the college level. We are currently reviewing and adjusting our institutional capacity to more effectively serve the traditional age at-risk Latino students. To address this issue, the Personal and Professional Skill Integration course The WASC Capacity and Preparatory Review team that visit NHU during Spring 2007 will be evaluating the tools that we are developing to enhance that capacity. The WASC Educational Effectiveness Review team that visits during Spring 2008 will be looking at the evidence that we present as to the effectiveness of our capacity.

3. Discuss the use of the various modes of instruction utilized in the program such as lectures, group projects, cooperative learning, field or laboratory work, etc. Describe any innovative pedagogical approaches such as service learning, online courses, and internships. Indicate the resource issues involved in supporting these activities.

NHU instructors use a variety of instructional modes in their courses. Although the lecture mode is seen as important, NHU, because of its small class size and “familia” climate has developed a student culture and a set of student expectations that there will be a significant amount of group projects, cases studies, and cooperative learning in instruction. Conversations with junior and senior-level business students will demonstrate this. These students are experienced at with working with each other on a variety of group projects and cooperative learning assignments. There is an additional level of synergy that our students experience in group projects given their “history” with each other, in their shared coursework, and the institution. Please refer to grid on pages 8 and 9 for further evidence of modes of instruction.

Online learning is not a critical agenda item for the Business faculty. At this juncture the faculty believes that the traditional classroom environment with lecture, group projects, and cooperative learning, direct faculty-student contact, is the most appropriate approach towards at-risk and high-risk students. Certainly any faculty with the skills and interest might be able to enhance the on-ground instructional experience with a online course management system that would allow better communication and possibilities for online learning tools such as threaded discussions or a chatroom. Several faculty members have developed their own websites and make available to the students an opportunity to download certain course assignments.

Currently, NHU does not provide students with an email account as stated earlier in this report, but the Academic Planning Council has suggested this tool as necessary for mass communication to our student body and within the next school term this should become available.

4. Describe the quality and quantity of library resources that support the program. Identify needs to be met in the next five years.

There has been a dramatic improvement in the facilities and the collections since the last External Reviewers visit in November 2001. The library was housed in an elementary school classroom and the holdings were minimal. Today, NHU enjoys an 8,000 square foot library with a significantly improved collection. The library collection has room for considerable improvement and has been very well led by our former Librarians, Rory Litwin, Frederic Rauber, and our current Librarian, Mary Manning. Most of the meetings between faculty and the Librarian have been on a one-to-one basis so there is no collective Business Department sense of the holdings.

The business department chair or faculty will meet with the Librarian during the academic school year to review and make recommendations about the holdings.

Library Business Resources

2200 Books (includes economics)
15 % of Total Library collection

600 Business books added in 2005-06 (90% were gifts).
Please note this data was supplied by our Librarian, Mary Manning.

Three electronic Business databases: ABI/Inform, Lexis-Nexis Academic Business, Ebsco Business Source Elite. These cover all topics in Business that we teach and are available to our students remotely through passwords.

Support of the Business curriculum has improved in the last three years due to:

- 1) Increased faculty requests for books
- 2) Large gifts of books from corporate libraries, especially in management and leadership
- 3) Removing outdated textbooks from the collection.

The Business Faculty are responsive to requests for suggestions to the library. However, the very small number of permanent faculty restricts the range of interests and requests. Only some Business classes require library research; for those we have a reference librarian who will do class presentations and handouts.

The Business collection should remain at 15-20% of the total collection, as other topics such as sociology, psychology, history, and political science are also used by Business students in their major.

As the number of students choosing a business major has grown in the last two years the library staff is looking for avenues to assist those students in research skills that they will use in their careers.

5. Provide a brief description of the program's advisement process and identify procedures used to assess and improve it.

Business advisors or faculty monitor all of our students' registration activities. Students also meet with their advisors to discuss adding and dropping classes. All forms including change of majors, add/drop, registration, self-directed requires discussion and signatures of approval. There were approximately 400 official advisement contacts in the department during the academic year 2004-2005.

As recent as spring 2005, we have devised an academic intervention tool which is the Mid-term Report. This report is completed by each instructor specifically indicating those students with a C- or lower. Clemons or Rodgers has been contacting those students with deficiencies to discuss their academic progress and offer suggestions for improvement.

6. Describe the present and planned use of technology to enhance instruction. What are the most serious technological needs of the program?

Current technology includes television for videos, lcd projector and screens (limited number available), and portable computer labs. Of the more serious concern was the outdated Windows 2000 and Microsoft Office Suite. However, NHU has purchased the license for latest version of Microsoft 2003 to upgrade the computer labs, SAAC and library for fall 2006.

At this stage of our growth process, the business faculty concur that the traditional classroom environment with lecture, group projects, and cooperative learning, direct faculty-student contact, is the most appropriate approach towards at-risk and high-risk students. Nevertheless, it would be desirable for NHU to have an online learning platform so that faculty can utilize the possibilities for better communication, minimally an email system. Currently NHU does not provide students with an email account. Certainly those faculty with the skills and interest might be able to enhance the on-ground instructional experience with a online course management system that would allow better communication and possibilities for online learning tools such as threaded discussions or a chatroom.

7. Describe the program's assessment efforts, including plans, student assessment goals, major student learning outcomes, and utilization of assessment information.

The business department is currently in the process of updating the objectives for all of our courses with the intent to make all of our course objectives assessable. As of this date, we have updated four of our lower division course objectives (BUS 120, 121, 240, & 245) (Appendix G) and one of our upper division courses (BUS 381). We have developed a three- year plan which should allow us given our present resources to complete the updating process. We anticipate completing the other four lower division courses by Fall 2007, the junior courses by Fall 2008 and the senior courses by Fall 2009.

We have also updated the program goals and objectives and are currently evaluating these to the course objectives to insure that over the course of the program, all of these objectives are met. As described earlier these objectives A include competency in major and technology, oral and written communication, ethical and social responsibility, qualitative and quantitative reasoning and cultural awareness and appreciation. Further, we have developed a grid which provides a visual understanding of the process and our progress. (Appendix H)

We are also in the process of evaluating the performance in the redesigned courses to assess how well the students are meeting the course objectives and to insure the objectives are addressed in these courses. Qualitative and quantitative models are being employed to evaluate course inputs and outputs.

We are considering other assessment tools like a program portfolio, pre- and post-testing, and student self-assessment.

8. Faculty profile: both full-time and adjunct

a. Describe how new faculty members are mentored in teaching, advising, and working at the university.

One of the major advantages of a very small university is that it facilitates very close interaction among the full-time faculty. Faculty members do not have separate offices, but cubicles. The faculty members are mostly housed on the east wing of the second floor of the building. The full-time faculty is very involved in the Senate and the various governance committees and this creates opportunities for them to learn about and participate in university life. The faculty in all programs offers assistance to new faculty members. An excellent example would be when Clemons became chair and full-time faculty. She has benefited from the mentoring from more senior faculty, other department chairs, and the Provost. All faculty use an electronic advisement system that allows them to update a student's enrollment record during advisement and registration. (Appendix I) The proximity allows new full-time faculty to immediately get help and feedback on how to use this system and the nuances of academic advisement. Any new faculty is afforded an opportunity to express views and provides feedback both to the more senior faculty and also to the university at large.

The Business department chair has frequent conversations with the adjunct faculty. A new adjunct faculty member has several meetings with chair before their class begins. Support and mentoring continues as the courses progresses. Each new faculty has the continual support of the department through introduction of other faculty member who have always been generous to offer assistance as needed.

b. Describe how the program evaluates teaching effectiveness.

Student evaluations are carried out for all faculty members in every course. These evaluations are shared with the faculty. Discussions follow between the chair and the faculty regarding the evaluations of the strengths and weaknesses if necessary.

The university has created a peer annual review evaluation document that is shared with the faculty member. The expectation is that all faculty, full time and part time are evaluated on an annual basis. This is an area that needs an enhanced level of academic administrative support.

c. Describe plans for enhancing teaching effectiveness.

As described earlier, NHU conducts several faculty development workshops on an annual basis. The most recent workshop was held on November 16, 2005 and led by Dr. Kathy Hess of Teacher Education and Sarah March of the General Studies Program; the topic was assessing student learning. In the Academic Planning Meetings discussions have determined that a yearly schedule needs to be developed with at least four workshops per year.

d. Describe the distribution of adjunct and full-time teaching in the program.

NHU heavily relies on adjuncts, given the small number of full-time faculty and the courses offered in the Business Majors. During the academic 2005 year full-time business faculty delivered approximately 38% of the instruction in the major. (Appendix E) During Spring Semester 2006 full-time faculty delivered analogous levels of instruction as well. (Appendix J) The 2006 Fall schedule reflects a similar pattern. (Appendix J) With future growth, we will hire additional faculty as resources become available.

The Business Department has a number of core adjunct that has served NHU and the students for several years. Among those are those are: Dr. Ninh Nyguyn, Tom Tofalla, Walter Kruz, Dr. Manuel Gaspay, and Jay Zerfoss. When it is necessary to hire a new adjunct or a current adjunct seeks to teach an additional course, the department chair reviews the CVs to ensure that the candidate has the appropriate academic background or professional background to deliver instruction. The department chair gives the current adjunct an opportunity to elaborate on their background, expertise and get a better sense what they can offer to the business students. The department chair also seeks recommendations from current faculty. Interviews are conducted and the chair makes the best choice based on the pool of candidates.

e. How are adjuncts identified, and how are their credentials evaluated?

The NHU Human Resources Director, Imelda Gonzalez, sends out announcements concerning specific areas of need the Business Department to the Northern California's Higher Education Recruitment Consortium website that has a link to the Liberal Studies Department's section of the HR website.

(<http://www.nhu.edu/hr/employment/lsadjunct.htm>.)

Applicants address their resumes to the department chairs and the faculty liaison. It is the department chair's responsibility to carefully review the job applicant and his/her credentials and make the decision regarding the actual hire. Applicants that are offered positions send their official transcripts and three letters of recommendations to the HR director for review. Applicants that are hired are also required to meet with the HR Director.