

# STRATEGIC PLANNING COUNCIL V

## Meeting Minutes

Second Meeting (00/01 Calendar Year): Friday, February 23, 2001

*Meeting Time: 1:00 p.m. – 3:00 p.m.*

### **In Attendance**

Sam Baker, Richard Born, Diane Docking, Luis Flores, Sue Goad, Chuck Gowen, David Graf, Russ Hagberg, Gerry Jensen, David Keys, Jeff Mercer, Jennifer Perchenko (undergraduate student), Sally Wakefield

Guest: Carol De Moranville

### **Unable to Attend**

Tim Aurand, Tracy Brewer (graduate student), Jon Briscoe, Paula Brown, Greg Carnes, Michelle De Jean, Kathy McFadden, Chris Stakal, Robert Sullivan (graduate student), Brian Vollmert, Jay Wagle

**Prepared by:** Sally Wakefield (in the stead of Michelle De Jean)

Major issues addressed during the second meeting of the SPC V include:

1. Action Team Reports
  - Business Outcomes Assessment Team (BOAT)
  - Student Career Preparation
  - Physical Foundation
  - Learning Organization
  - External Image & College Communications
2. Capital Campaign – Needs

### ***BUSINESS OUTCOMES ASSESSMENT TEAM (BOAT)***

Sally Wakefield noted that there has been a significant level of involvement by faculty and students in the assessment process during this academic year. Given the large amount of data that will be collected by the end of the spring term, it will be necessary to take some time to assimilate it into some usable form so that the COB can move onto the next step: Deciding where its continuous improvement efforts should be focused. No action was taken on the recommendation to officially approve the learning outcomes/objectives articulated on the *COB Learning Outcomes for Undergraduate Business Majors: Development and Implementation Process* document.

Discussion about a process to assess the *Technical Expertise* (Common Business Knowledge “CBK”) Learning Outcome dominated the remainder of the BOAT report. Jeff Mercer gave a presentation about the efforts of the task force composed of the UBUS 310/311 and MGMT 468 faculty teams. Early on, it was decided that assessment of Objectives 1 and 2 had to be treated separately:

SPC V February 23, 2001 Meeting Minutes  
Page Two

1. Assessment of the functional “silos”→ Do students have a sufficient understanding of the four principles of business (finance, management, marketing, and operations management) as taught in UBUS 310? Initially, Jeff Mercer had explored the possibility that UBUS 310 could be assessed in MGMT 468 (i.e., by developing a 100-question test that would cover the most important, discipline-specific topics covered in 310). After some reflection, however, it was determined that this was something that should be “pushed down” to the UBUS 310 team and assessed at the end of that course, rather than in MGMT 468. Indeed, it was discovered that the UBUS 310 team had made great strides in this area and already was using a process to assure that students are meeting the UBUS 310 learning objectives. What is missing is a document articulating this assessment process and quantifying the results. This gap will be addressed and a report submitted at the spring SPC meeting.
2. Assessment of the cross-functional dimensions→ Do students have opportunities to integrate the functional skills that are developed in UBUS 311 and subsequently reinforced in MGMT 468 and to apply them to common business situations? The CBK Task Force has concentrated its efforts on designing an assessment rubric for this purpose and is in the process of drafting a measurement instrument to assess the cross-functional learning objectives. The Business Outcomes and Assessment Team expects to report on this Task Force’s activities and recommendations at the next SPC meeting.

David Keys questioned the absence of accounting basics among the skills assessed under either 1 or 2. Jeff Mercer responded that this is an issue with which we have continued to grapple: How to assure that all of the sophomore-level fundamentals receive adequate coverage and assessment? It is a matter of attempting to assess a skills set at the junior/senior level that has been taught at the sophomore level and taken at NIU or elsewhere. As the feedback loop gets more attenuated, it becomes more difficult to pinpoint to whom such feedback should be communicated and where it is appropriate to center continuous improvement efforts.

David Keys also expressed concern about the seeming lack of UBUS 310 assessment. However, as reiterated by Jeff, this issue is being addressed by the UBUS 310 faculty team. Moreover, students are assessed on their ability to apply the business principles through the cross-functional component in UBUS 311 and the strategic integration concepts covered in MGMT 468 and, thus, are provided opportunities to demonstrate their abilities as they relate to finance, management, marketing, and operations management. Because of his interest in assessment, David Keys volunteered for this action team.

### ***STUDENT CAREER PREPARATION***

Carol DeMoranville gave an overview of the Fall 2000 activities of four MKTG 443 research teams, who undertook research projects to assess awareness and use of student career services. Carol reviewed some of the highlights from the Fall 2000 surveys targeting four distinct groups: Freshmen, graduating senior, alumni, and recruiters. The conclusion by all four groups was that career-related work experience, prior to graduation, is important although the point at which to start the process of learning about career preparation services did differ by group. These results also established a baseline for future assessment. Finally, it became apparent from the fall presentations that, while there are many avenues by which to acquire information about careers, internships, etc., the COB needs to develop a comprehensive plan to communicate them.

SPC V February 23, 2001 Meeting Minutes  
Page Three

Additionally, a MKTG 443 research team this spring will be doing a follow-up survey regarding graduating seniors' use of COB and Career Planning and Placement services and how effective those services were in learning about business careers and acquiring a job.

David Graf pointed out that this is a prime example where students provide a distinct service to the COB. They may be better positioned to know how their fellow students should be surveyed on student career prep issues. David commended Carol on her students' efforts on the COB's behalf.

### **PHYSICAL FOUNDATION**

David Graf reported that this action team has not met since efforts have centered on the Barsema Hall design and bid awarding. Currently, the construction project is within cost and budget. We are now looking at furniture and furnishings. Consequently, the COB task force and SPC physical resources team will be reconstituted to address these needs.

Groundbreaking on Barsema Hall is scheduled for March 23, 2001. Due to a limited amount of seating, the list of invitees from COB-based stakeholders will be selected from full-time/tenured-track faculty, SPS, operating staff, and student organizations. Groundbreaking festivities will include a "light show" and virtual tour of the building.

### **LEARNING ORGANIZATION**

A process for identifying faculty development activities has been embarked upon. Although initially envisioned as a "bubbling up" from the departmental level, what seems to have evolved is a "funneling down" of a process to organize and implement COB at-large events--such as this year's highly successful "T-Day" workshop (just recently concluded), which focused on technology. Based on this perspective and operational reality, one larger development activity will be tackled in any given academic year, to be coupled with smaller, individual-specific professional development activities.

### **EXTERNAL IMAGE ( MARKETING POSITION)**

David Graf shared with the SPC the conclusions of the focus groups surveyed thus far: *Six positioning statements are too many.* Thus, the COB is currently using graduate and undergraduate students groups to identify the most appropriate positioning statements as a means of reducing the number of statements. Specifically, these focus groups (in progress) are being asked if there is anything that would allow statements to be modified or thrown out so that we can more correctly determine what differentiates NIU from its competitors. For example, students can--and do--find out a lot about all schools from accessing web pages; therefore, web sites in and of themselves are viewed as neutral, irrespective of school. In contrast, the number and monetary amount of scholarships available is viewed as a distinct marketing position.

### **COLLEGE COMMUNICATIONS**

The COB still needs an assessment framework for this strategic objective.

**CAPITAL CAMPAIGN**

**FUND-RAISING IDEAS BASED ON STRATEGIC PLAN**

**Others providing fund-raising input**

Recruitment and Retention of Students → College Council  
Faculty Development → College Council  
Development and Recruitment → COB Senate

**STUDENT RECRUITMENT ~**

**Assure that the NIU COB gets an increasingly more talented student pool.**

<u>ITEM</u>	<u>TOTAL</u>
<u>Scholarships</u> → Determine competition: If it's the University of Illinois, look at what it does in this area and ascertain what NIU might do to provide a competitive advantage. Endowed by individuals and corporations: How many? 50 scholarships per year, \$2,500 each year for all 4 years, -- or--Maybe fewer scholarships for more money.	\$125,000
Students and organizations are increasingly interested in international experiences. Therefore, perhaps tie initial scholarship to an international experience scholarship. Airfare and lodging up to a maximum of \$3,000 per student.	\$150,000
<u>Student Services</u> → Resource Room in Barsema Hall	\$10,000
<u>Business Floor</u> → Make the Business Floor a more conducive learning environment; provide desktop PCs for each dorm room: 50 PCs at a cost of approximately \$2,000 per PC	\$100,000

**FACULTY (and Staff?) DEVELOPMENT & RETENTION~  
Assure that the NIU COB retains a talented pool of faculty and staff  
and provides adequate development opportunities on their behalf.**

<u>ITEM</u>	<u>TOTAL</u>
<u>International Experiences</u> : Provide international scholarships to faculty to defray airfare and lodging expenses (perhaps some of the trip cost should be self-financed). If tied to a COB-sponsored study abroad program, it would also decrease the cost to students, who generally absorb the expenses of faculty sponsors.	\$3,000 per person
<u>Curriculum Development Grants</u> : Apply to anyone who is part of the educational process responsible for developing, improving, or assessing curricular initiatives. Should these be available in lieu of summer research grants?	\$5,000 per person
<u>Faculty Retention Endowment</u> : Provide faculty an incentive to remain at NIU when the marketplace is highly competitive.	\$5,000-10,000 per person

**MISCELLANEOUS FUND-RAISING ITEMS**

<u>Undergraduate Student Lecture Series</u> : Retain regionally/nationally-recognized business experts to participate in a lecture series	\$25,000 per event? per year?
<u>Department-based Specialized Labs</u> : Expendables v. Endowments? Provide current databases for students and faculty research.	\$50,000
<u>"Adopt a Course"</u> : Purchase specialized software/hardware for a specific course.	\$5,000-10,000 per course
Something for College Communications (no ideas/amounts discussed).	?