

San Francisco State University

ACADEMIC PROGRAM REVIEW SELF-STUDY

College of Business

PROGRAMS:

MASTERS OF BUSINESS ADMINISTRATION

MASTERS OF SCIENCE in BUSINESS ADMINISTRATION

EXECUTIVE MASTERS OF BUSINESS ADMINISTRATION

March 19, 2008

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Department/Program Head Signature

Date

Drafts have been read and deemed ready for external review by:

College Dean

Date

Associate VP Academic Planning & Educational Effectiveness

Date

Dean of Graduate Studies

Date

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
STRATEGIC PLANNING AND PROGRAM REVIEW PROCESSES	6
GRADUATE PROGRAMS (WASC 4.0)	9
ADMISSIONS REQUIREMENTS (WASC 3.0).....	15
PROGRAM PLANNING PROCESS (WASC 6.0).....	19
STUDENT EXPERIENCE (WASC 7.0).....	20
FACULTY REQUIREMENTS (WASC 9.0).....	24
RESOURCE SUPPORT (WASC 10.0).....	31
SWOT ANALYSIS	32
RECOMMENDATIONS.....	34
APPENDIX A.....	39
APPENDIX B.....	48
APPENDIX C.....	68

LIST OF TABLES

Table 1a MBA/MSBA Course Rotation Schedule	11
Table 1b EMBA Course Rotation Schedule	14
Table 2 Number of Graduates.....	15
Table 3 Student Demographics.....	21
Table 4 Curriculum Alignment Matrix/Curriculum Map.....	23
Table 5 MBA/MSBA/EMBA Faculty Distribution by Rank and Gender 2007-2008.....	24
Table 6 EMBA/MBA/MSBA Faculty Distribution by Ethnicity 2007-2008.....	24
Table 7a MBA/MSBA Faculty Sufficiency 2007-2008	25
Table 7b EMBA Faculty Sufficiency 2007-2008	27
Table 8a MBA/MSBA Academic and Professional Qualifications 2007-2008	28
Table 8b EMBA Faculty Academic and Professional Qualifications 2007-2008	30

EXECUTIVE SUMMARY

Brief history of the program

Brief synopsis of previous program review recommendations

Summary of how program meets the standards

Summary of present program review recommendations

San Francisco State University
College of Business Graduate Programs
MBA, MSBA, & EMBA

Self-Study Report

This self-study report was written to meet the guidelines and requirements of both the San Francisco State University's "Sixth Cycle of Program Review" process as well as the accreditation standards of AACSB (Association to Advance Collegiate Schools of Business) International. The next AACSB Review is scheduled for Academic year 2009-2010.

PROFILE/SITUATIONAL ANALYSIS

The CSU and SF State

SF State is one of the 23 campuses of The California State University (CSU), the United States' largest (more than 500,000 students), most diverse and most affordable university system with the mission to provide high-quality, accessible education to meet the ever-changing needs of the people of California.

The structure and values of the CSU system reflects the long-term commitment of California taxpayers to affordable higher education for its citizens: student fees are generally the lowest of any state system in the US and California provides a larger direct contribution than any other state. The CSU has historically received almost all of its funding from the State and student fees. Originally a teaching institution, the CSU within the last fifteen years transitioned its focus to a balance of teaching and research. And, due to the economic challenges that California has faced over the last decade or so, the CSU's funding from the State has not generally kept pace with costs.

SF State currently serves approximately 30,000 students in eight academic colleges. Its campus is located in the southwest corner of the city of San Francisco; historically, the student body was overwhelmingly local California residents transferring at the junior level from community colleges. The university has always attracted a large number of international students (number one in the CSU), who pay non-resident fees, which are an additional source of revenue to SF State.

Within the last eight years, the university has secured additional dormitory and apartment residences, increasing the available student housing units to 5,000. This has resulted in a corresponding increase in the number of students entering the university as freshmen (more than 50% of new students in 2007-2008) with a significant number of these students coming from Southern California.

SF State University has long enjoyed a strong reputation as an institution with a core value of social justice. In the late 1960s, SF State students and faculty members were among the first in the nation to organize and sustain a movement that resulted in picket lines, sit-ins, and protests against racial discrimination and the Vietnam War over a two

year period. In 1968, the longest campus strike in the nation's history was accompanied by non-negotiable student demands that include the creation of a School of Ethnic Studies and increased recruitment and admissions of minority students. Today, two of the university's six goals focus on diversity and "internationalization."

The College of Business

The College of Business (CoB) was originally established as the "Division of Business" as an outgrowth of the Department of Economics in 1949, offering a BA in Business Administration, and first accredited by AACSB in 1964. In 1984 the BA degree was changed to a BS degree and beginning in 1990 a BS degree in Hospitality Management was added. The Division was named a stand alone school in the late 1950's and became one of the eight major colleges of the University in fall 1994.

The CoB's mission statement reflects the university's commitment to diversity and racial equality: "*the College of Business seeks to provide high quality business education to a diverse learning community through innovative teaching, research, and support.*"¹ The CoB aims to be a leading institution of business education in the San Francisco Bay Area, with an emphasis on preparing students to succeed in an economy that is increasingly international in nature. An integrated business education with strong ties to Asia Pacific and businesses operating in that region will train students to manage effectively across cultures and business environments anywhere in the world.

About 19% of the SF State undergraduates major in business administration; currently more than 5,000 students are enrolled in two undergraduate business degree programs, the BS in Business Administration and the BS in Hospitality Management. The College offers three graduate business degree programs (MBA, Masters of Science in Business Administration (MSBA) and Executive MBA) with a current total of 615 students, about 10% of the university's graduate students. The College has 110 full-time tenured and tenure-track faculty and approximately 45 lecturers. Faculty members are organized in eight departments (Accounting, Decision Sciences, Finance, Hospitality Management, Information Systems, International Business, Management, and Marketing); ten "concentrations" are offered (7 courses in addition to core) in the undergraduate programs, while limited specializations (4 courses) are offered in the MBA program and substantial specializations (7 courses) are offered in the MSBA program

Consistent with the University's student population, the CoB's environment is enriched by a large percentage of international students (approximately 33% of the graduate business student population and 12% to 15% of the undergraduate business student population) and a high representation of female students, particularly in the graduate program (generally about 51%). SF State ranks number one among CSU schools in the number and percentage of domestic students who participate in Study Abroad programs, and the CoB has the largest participation at SF State.

¹ The mission statement was approved in November 2004 by 90% of faculty and 100% of staff who voted in a college-wide election.

College of Business Graduate Programs History

An MA in Business Administration was first offered in the early 1950's and a Master of Science in Business (MSB) degree was added in the late 50's and later the Master of Business Administration (MBA) degree was initiated. In 1979 a MS in Business Administration was added to allow students greater depth of preparation in certain specific disciplines, such as accounting. A Masters in Taxation was offered for several years in the early 1990s. The Executive MBA (EMBA) has been offered since 2001 as a cohort-based program for working managers and executives. The EMBA program was designed as a "self support" program that is not that does not use state funds so therefore is allowed to set a higher fee than for the MBA and MSBA programs, but must recapture all costs from that fee.

The CoB's graduate programs experienced a dramatic drop in enrollment (from 924 in 2001 to 647 by 2005) due to several factors that occurred within the same time frame:

- 09/11. In 2001, about 50% or 462 of the CoB's MBA/MSBA students were international. Two years later, this number was 481. Students who were enrolled and in the US continued their program and graduated, but new students were not admitted due to immigration issues and thus the largest impact was seen several years after 09/11;
- The dot-com collapse. The CoB, and other colleges of business in the area, enjoyed a significant increase in graduate students during the "dot-com" days, particularly those interested in information systems. With the dot-com collapse, came a corresponding collapse in enrollments which hit the Bay Area particularly dramatically due its proximity to Silicon Valley; and
- US decline in MBA enrollments of 20%. As documented in the national press, MBA enrollments took a significant hit in the early 2000s attributed largely to the fallout in reputation from the Enron and other corporate scandals. Enrollments began to increase in 2006 and 2007.

The drop in graduate enrollments at the CoB stabilized in 2005 and 2006 and enrollments increased slightly in 2007. This trend is consistent with data reported in a survey of companies across the country which indicated that employers expected to hire 22.1% more MBA graduates in 2007 than they did in 2006.² In fall 2007 and spring 2008 international graduate student enrollments increased significantly from recent years.

STRATEGIC PLANNING AND PROGRAM REVIEW PROCESSES

The Strategic Planning and Implementation Committee (SPRIC), comprised of elected faculty from each of the eight CoB departments with the Associate Dean as ex-Officio member, has existed in this current format within the CoB since approximately 2001. SPRIC led the effort for the last revision of the College's strategic plan in 2004. In addition to SPRIC, the CoB has four other standing committees to which faculty are

² http://www.businessweek.com/bschools/content/dec2006/bs20061205_649537.htm

elected from each department: Undergraduate Curriculum Committee (UCC), Graduate Curriculum Committee (GCC), Professional Development and Research Committee (PDRC) and the Assurance of Learning/Assessment Committee.

In spring 2007, SPRIC met regularly and agreed to reaffirm the mission of the College and to revise its strategic goals to match its current academic and fiscal environment. The SPRIC 2006-2007 annual report is shown in Appendix A. As a result of its work, SPRIC determined that diversity is not only a core value of the CoB, but a core attribute and a key differentiator. The committee decided to devote its efforts in fall 2007 and in 2008 to documenting the ways in which diversity is reflected in the CoB (curriculum, student body, faculty etc.) and exploring the impact of diversity on the student experience.

A focus group was conducted in November 2007 with the College of Business advisory board, where SPRIC members reviewed the mission and goals with the members and explored the board members' perspective of the value of the CoB's diversity. Two alumni focus groups and a survey of current students and alumni are scheduled in spring 2008 to collect feedback on the impact of diversity on the student experience.

At the same time, a new cycle of program review at the University was adopted by the Academic Senate, and the College of Business was in line for a review of its graduate programs in 2007-2008. The CoB received approval from the University to conduct one review that would meet the requirements of the University's accrediting agency, the Western Association of Schools and Colleges (WASC) and AACSB. Department chairs are responsible for conducting the WASC self-study, and therefore the CoB decided to form a Program Review Committee (PRC) comprised of the eight department chairs, the graduate programs director, the EMBA director, the Dean, the Associate Dean, and the chair of SPRIC. This self-study report meets the requirements for the WASC report on graduate education and for AACSB; it will be supplemented next year with a review of the undergraduate program in Business Administration. The undergraduate Hospitality Management program completed its last program review in 2006 and has received University approval of resulting curriculum and program changes.

In summer 2007, the PRC submitted their maintenance of accreditation application to AACSB and framed the strategic goals identified by the SPRIC as: 1) integration, 2) industry-ready graduates, 3) internationalization, and 4) investment in students, faculty, and staff. The application is shown in Appendix B.

Faculty members are an important constituency and have the opportunity to influence the strategic management process in several different ways. The PRC established five working groups organized around the standards established by the AACSB. Each group focused on one specific category such as strategic planning, faculty, assessment, the program, and the student experience. These working groups in turn were matched with the relevant college standing committees (i.e., GCC, PDRC) and staff (MBA admissions manager). Most of this work occurred in fall 2007.

A college faculty retreat was held in January 2008 to communicate the activities of the PRC and SPRIC and to solicit feedback about their activities. The mission statement and strategic goals were endorsed by the more than 100 faculty members present.

CoB Strategic Goals

The strategic goals reflect the CoB's aim to be a leading institution of business education in the Bay Area with an emphasis on preparing students to succeed in an economy that is international in nature and to manage effectively across different cultures and business environments worldwide. The graduate will have mastered an integrated curriculum that balances academic theory and applied experience; has a multidisciplinary focus; reflects the international nature of business in all disciplines; and leverages San Francisco business and economic opportunities. The graduate will demonstrate critical professional skills such as multi-cultural competence, written and verbal communication, analytical skills, and team building, and will be a well-rounded, results-oriented professional with a mindset of social responsibility.

Faculty and staff of the CoB will support an integrated education by creating exposure to business professionals; career services; strong partnerships with international schools; affordable opportunities for international experiences; faculty scholarship and professional growth opportunities; a diversified revenue portfolio; and funding for scholarly activities and non-academic programs and services.

In support of its mission to provide high quality business education to a diverse learning community through innovative teaching, research, and support. The CoB's current strategic goals are expressed as vision statements:

I. Integration

- 1) There is a strong multi-disciplinary focus on business education by building depth in discipline areas coupled with broad cross-discipline management perspective, particularly in graduate education.
- 2) The curriculum balances academic theory and applied experience.
- 3) Students are exposed to business professionals throughout their studies in a variety of ways from guest speakers to internships to group projects.
- 4) Concentration and emphasis programs reflect San Francisco business and economic opportunities and growth areas that provide future employment and leadership opportunities for students. Several current examples include hospitality management, sustainability, entrepreneurship and supply chain management.
- 5) Faculty scholarship and professional experiences contribute to and strengthen the curriculum.

II. Industry-ready Graduates

- 1) The program promotes the development of critical professional skills such as multi-cultural sensitivity, written and verbal communication, analytical skills, and team building.
- 2) Career services enable students to proactively self-manage their careers and engage in life-long learning.

3) The program has a reputation for developing well-rounded, results-oriented professionals with a mindset of social responsibility.

III. Internationalization

- 1) The curriculum reflects an international nature of business in all disciplines.
- 2) Strong partnerships are in place with international schools: faculty and student exchange, research, coursework, joint collaboration with multi-national business partners.
- 3) International students at SF State receive a true international experience in a supportive environment, and remain connected to the school upon return to their home countries
- 4) SF State domestic students receive enriching diversity and cross-cultural experiences that they can apply effectively to their business careers, as well as their personal lives.
- 5) SF State students have affordable opportunities for international experiences (i.e., study abroad) in addition to academic work.

IV. Investment in Students, Faculty, and Staff

- 1) The College builds a revenue portfolio with diversified sources of income.
- 2) Programs are in place to enable faculty to continually enhance their teaching effectiveness and scholarly activities.
- 3) Programs are in place to enable staff to develop their professional skills.
- 4) Non-academic programs and services which enhance student experiences and build critical skills are available to students.

The college strategic goals provide the foundation for the MBA/MSBA and EMBA programs and the PRC and faculty will work over the next several years to align program and college goals.

GRADUATE PROGRAMS (WASC 4.0)

The CoB offers three graduate business degree programs:

- The MBA degree program serves a majority base of part-time students who are San Francisco Bay Area working professionals and a significant number of full-time international students who desire a general management business curriculum.
- The MSBA degree program serves part-time Bay Area working professionals and full-time international students who desire a general management business curriculum with more intensive study of one functional area or in cross-disciplinary fields.
- The EMBA serves San Francisco Bay area mid-level managers with 5 or more years of business experience seeking long-term senior management positions and who prefer a structured general management curriculum of fixed length and a cohort-based experience.

The MBA/MSBA and EMBA programs embody the college strategic goals in several important ways. With the move to the downtown campus, the college offers an *integrated* curriculum that blends academic and applied experience; the new emphasis on career services promotes *industry-ready graduates*; study abroad programs and the high percentage of international students enrolled in the programs supports *internationalization* of the programs; and income from the EMBA program and faculty development funds represent *investment in students, faculty, and staff*.

The goal of the **MBA** degree is to develop an individual's general management capabilities, with integrated knowledge in all key disciplines of a business, and with the ability to develop a strategic view, make strategic decisions and manage the organization across all disciplines within an economy that is global in nature.

The Graduation Approved Program (GAP) portion of the MBA Program consists of ten (10) graduate courses (30 units). Six (6) core courses are required and four (4) are chosen from electives in Accounting, Decision Sciences, Finance, Information Systems, International Business, Management, and Marketing. While it is not necessary to choose one area of emphasis in the MBA program, an emphasis may be declared. In fall 2007 the CoB began to offer an emphasis in Sustainable Business.

In addition, there are nine required foundation courses that establish the discipline knowledge required to effectively master the ten MBA courses. Students may waive some or all of the foundation courses by presenting proof of equivalent completed course work at other institutions with a grade of B- or better within the last seven years. Students, who have earned a Bachelor's degree in Business Administration within the past seven years from an AACSB-accredited university, can automatically waive all foundation courses, if they had a minimum GPA of 3.0 in the last 60 semester units of coursework.

As noted in more detail below, students must demonstrate basic competency in written English, mathematics and statistics by passing either the proficiency exams or three basic courses in these subjects, which must be completed by the end of the second semester.

The **MSBA** allows a student to design a program that reflects a more concentrated emphasis in one or two areas. Nine of the ten required courses are electives, chosen in conjunction with an academic advisor. Non-business graduate courses from another college at SF State may also be included in the MSBA program, allowing a student to tailor the program to individual career interests. About 15% of the total MBA/MSBA student population take the MSBA path. Generally, these are students with a very specific career goal. The most frequently chosen emphasis is Accounting, due to the fact that, in order to sit for the Certified Public Accountants (CPA) exam in the US, an individual must have 24 units of post-undergraduate Accounting coursework. The basic competency and foundation courses described above for the MBA apply to the MSBA.

The MBA/MSBA course rotation schedule is presented in Table 1a. Data from the current AACSB review cycle are presented. The table indicates that a sufficient number of faculty are available to teach foundation courses and program requirements with stable student demand. The demand for elective courses is less stable with some departments offering under enrolled courses. The PRC acknowledges the challenge of scheduling an optimal number of electives and is discussing options for creating a rotation schedule of electives that will meet student demand and provide sufficient amounts of FTES to departments.

Table 1a MBA/MSBA Course Rotation Schedule

(WASC Table 5)

(Number in Cells indicates the number of sections offered in that semester. In parentheses is the census enrollments for all sections of that course combined.)

COURSE	F 05	S 06	F 06	S 07	F 07	S 08
Proficiency Requirements						
DS 510	2 (44)	2 (38)	2 (52)	2 (37)	2 (50)	2 (27)
DS 512	2 (48)	2 (41)	2 (58)	2 (46)	2 (52)	2 (34)
BUS 514	2 (50)	2 (48)	2 (43)	2 (46)	3 (68)	2 (42)
Foundation Requirements						
BUS 780	2 (45)	1 (27)	2 (51)	2 (61)	2 (43)	2 (59)
BUS 781	2 (58)	1 (44)	2 (43)	2 (61)	2 (34)	2 (52)
BUS 782	3 (70)	2 (55)	3 (70)	2 (66)	2 (66)	2 (58)
BUS 783	2 (56)	2 (56)	2 (49)	2 (63)	2 (69)	2 (53)
BUS 784	3 (58)	2 (58)	2 (44)	2 (66)	2 (68)	2 (70)
BUS 785	2 (71)	2 (64)	2 (69)	2 (71)	2 (68)	2 (40)
BUS 786	3 (67)	3 (59)	2 (35)	2 (59)	2 (34)	2 (52)
BUS 787	2 (53)	2 (58)	2 (44)	1 (31)	2 (40)	1 (27)
BUS 788	2 (51)	2 (58)	2 (62)	1 (53)	2 (59)	2 (57)
Program Requirements						
Quantitative Track*						
ACCT 831	2 (57)	2 (50)	2 (45)	2 (21)	1 (25)	1 (32)
DS 856	2 (51)	2 (64)	2 (70)	2 (59)	1 (40)	2 (62)
FIN 819	1 (28)	1 (36)	1 (20)	1 (33)	1 (41)	1 (36)

ISYS 814	2 (54)	2 (41)	2 (36)	2 (40)	2 (36)	2 (53)
Qualitative Track*						
IBUS 815	1 (48)	1 (33)	1 (38)	1 (37)	2 (66)	2 (48)
MGMT 842	3 (52)	3 (53)	2 (43)	2 (57)	2 (64)	2 (72)
MKTG 860	2 (40)	2 (53)	2 (37)	1 (38)	2 (56)	2 (52)
Capstone Course						
BUS 890	3 (85)	3 (66)	3 (72)	3 (73)	3 (57)	3 (71)
Culminating Experience						
BUS 895	51 (87)	62 (95)	51 (55)	62 (59)	51 (48)	60 (65)
Electives**						
ACCT 800	1 (22)	1 (22)	1 (20)	1 (14)	1 (21)	1 (34)
ACCT 801	1 (18)	1 (27)	1 (17)	1 (16)	1 (19)	1 (23)
ACCT 803	1 (8)	1 (11)	1 (12)	1 (10)	-	1 (13)
ACCT 804	1 (27)	-	1 (22)	-	1 (17)	1 (14)
ACCT 807	-	-	-	1 (17)	-	1 (19)
ACCT 808	1 (11)	-	-	-	-	-
ACCT 811	1 (28)	-	1 (24)	1 (23)	1 (10)	1 (20)
ACCT 818	1 (7)	1 (12)	1 (13)	1 (19)	-	-
DS 816	1 (16)	-	1 (8)	-	1 (21)	-
DS 851	-	1 (18)	-	1 (18)	-	1 (26)
DS 852	-	-	1 (21)	-	1 (26)	-
DS 853	-	1 (9)	-	1 (9)	-	1 (12)
DS 854	-	1 (10)	-	1 (9)	-	1 (20)
DS 855	1 (11)	-	-	-	1 (21)	-
FIN 820	1 (20)	1 (17)	1 (6)	1 (8)	1 (8)	1 (10)
FIN 822	-	-	-	-	-	1 (23)
FIN 825	1 (20)	-	1 (23)	1 (22)	1 (35)	1 (30)
FIN 828	1 (21)	-	1 (17)	-	1 (27)	-
FIN 835	-	-	-	1 (24)	-	1 (35)

FIN 836	-	1 (21)	-	-	-	-
ISYS 812	-	-	1 (9)	-	-	-
ISYS 862	1 (7)	-	-	-		-
ISYS 863	-	1 (6)	-	1 (1)		-
ISYS 864	1 (12)	-	1 (5)	-	1 (5)	-
ISYS 865	-	-	-	1 (3)	-	-
ISYS 871	-	1 (10)	-	1 (7)	-	1 (9)
ISYS 882	-	-	1 (7)	-	1 (8)	-
ISYS 895	-	-	-	-	1 (2)	-
IBUS 818	1 (6)	1 (6)	1 (1)	-	-	-
IBUS 830	1 (1)	-	-	-	-	-
IBUS 855	1 (6)	1 (5)	-	-	-	-
IBUS 857	2 (20)	1 (14)	1 (13)	-	-	-
IBUS 859	1 (11)	-	1 (13)	-	1 (13)	-
IBUS 869	-	1 (11)	-	-	-	-
IBUS 879	-	-	1 (8)	-	1 (17)	1 (10)
IBUS 890	-	1 (1)	-	-	-	-
IBUS 895	-	-	7 (2)	8 (3)	-	-
MGMT 818	1 (3)	1 (3)	1 (3)	-	-	-
MGMT 831	1 (11)	1 (28)	-	-	-	-
MGMT 832	1 (20)	-	-	-	-	-
MGMT 848	1 (18)	-	1 (13)	-	-	1 (14)
MGMT 852	-	1 (14)	1 (8)	1 (4)	-	-
MGMT 855	1 (9)	-	1 (11)	1 (23)	1 (15)	1 (24)
MGMT 856	-	-	-	-	1 (22)	-
MGMT 857	-	1 (24)	-	-	1 (14)	-
MGMT 858	-	-	-	-	-	1 (26)
MKTG 861	1 (22)	1 (24)	1 (27)	1 (25)	1 (24)	1 (28)
MKTG 862	1 (24)	-	-	-	1 (26)	-
MKTG 864	1 (13)	1 (10)	-	1 (16)	-	-
MKTG 865	1 (5)	-	1 (21)	-	1 (16)	-
MKTG 872	1 (20)	-	-	-	-	-
MKTG 875	-	1 (13)	-	-	-	1 (18)

MKTG 888	-	1 (15)	1 (13)	1 (22)	-	1 (19)
MKTG 899	-	-	-	3 (5)	-	-

*6 Units.

**12 Units.

The **EMBA** is a fixed program of fourteen courses over a twenty-three month time period. Of the thirteen cohorts offered to-date, three have been “themed” cohorts, one in “Creativity and Innovation” and two in “Leadership.”

Table 1b shows the course rotation schedule for the EMBA program. The advantage of the cohort system is apparent in the table. Stability in course offerings is practically guaranteed with the systematic scheduling that characterizes cohort programs.

Table 1b EMBA Course Rotation Schedule

(WASC Table 5)

(Number in Cells indicates the number of sections offered in that semester. In parentheses is the census enrollments for all sections of that course combined.)

COURSE	SU05	F 05	S 06	SU06	F 06	S 07	SU07	F 07	S 08
Foundation Courses:									
***BUS 881	1 (24)	-	1 (31)	1 (18)	-	1 (24)	1 (16)	-	1 (24)
***BUS 882	-	-	2 (37)	1 (22)	-	1 (30)	1 (12)	-	1 (26)
***BUS 883	-	1 (32)	1 (14)	-	1 (25)	1 (21)	-	1 (25)	1 (22)
*BUS 884	-	(30)	2 (36)	-	1 (20)	2 (53)	2 (31)	-	-
***BUS 885	1 (31)	2 (35)	1 (23)	-	1 (26)	1 (13)	-	1 (30)	1 (17)
***BUS 886	2 (36)	1 (25)		1 (26)	1 (18)	-	1 (27)	1 (17)	-
***BUS 887	3 (62)	-	1 (32)	-	-	1 (13)	1 (17)	1 (26)	1 (24)
***BUS 888	-	1 (32)	1 (14)	-	1 (25)	1 (21)	-	1 (26)	1 (22)
**BUS 890	-	1 (30)	-	2 (39)	1 (23)	-	1 (28)	1 (15)	-
**BUS 895	-	3 (60)	-	2 (42)	-	-	-	1 (29)	-
Electives:									
**MGMT 855	-	1 (30)	-	2 (37)	2 (41)	-	-	-	-
**BUS 855	-	-	-	-	-	-	-	-	-
**MGMT 848	1 (31)	1 (17)	1 (19)	1 (22)	1 (27)	1 (26)	-	1 (18)	-
**BUS 859	-	1 (18)	2 (42)	-	-	-	1 (27)	-	2 (43)
**IBUS 815	1 (23)	-	-	1 (26)	-	-	-	-	-

**DS/IS 877	-	-	-	-	-	-	-	1 (15)	-
**MKTG 865	-	-	-	-	-	-	1 (14)	-	-
**IBUS 841	-	-	-	1 (18)	-	-	-	-	-
**MGMT 858	-	-	-	-	-	-	-	-	-
**IBUS 818	-	-	-	-	-	-	1 (24)	-	-
**BUS 858	-	-	-	-	-	1 (30)	-	-	-

Table 2 shows graduation data for the current AACSB review period for maintenance of accreditation. The number of enrolled reflects students in the first and second years of the program. The graduation rates for MBA/MSBA are quite high given that the number of second year students who graduate represents about one-half of the number enrolled. In 2005, for example, about 83% of second year students completed the program (198/238). Placement rates of students are equally good; 90% of domestic students continue at their current place of employment and the majority of international and non-working domestic students find employment within 2 months of graduation.

The PRC acknowledges that the number of graduates in 2007 is lower than previous years. Lower enrollment numbers (390) in 2005-2006 combined with a two year lapse for students to progress through the program account for the decrease. Furthermore, the Graduate Programs office found that between 2001 and 2007 84 students had not completed their culminating experience (CE). Each student was contacted and so far six have finished and more are re-engaged in the process of finishing the CE. Finally, the GCC is exploring 895/898 as an obstacle to finishing the degree. A report will be made in May 2008 about the feasibility of maintaining 895/898 as a requirement of the programs.

Table 2 Number of Graduates

(WASC Table 6)

	2004-2005		2005-2006		2006-2007	
	Enrolled	Degrees Granted	Enrolled	Degrees Granted	Enrolled	Degrees Granted
MBA	477	198	390	191	413	114
MSBA	118	63	100	49	94	49
EMBA	128	23	134	27	112	37

ADMISSIONS REQUIREMENTS (WASC 3.0)

Admissions Criteria

The Assistant Director of Admissions of the CoB Graduate Programs staff is responsible for processing applications to the MBA/MSBA programs in accordance with University and CoB criteria. In addition, the Associate Director and the Graduate Programs Director serve with the Assistant Director as the admissions committee of the College.

For the EMBA program, the committee is the Assistant EMBA Director, the EMBA Director and the Graduate Programs Director. The Graduate Curriculum Committee (GCC) approves any the admissions criteria and changes proposed by graduate programs staff.

The MBA/MSBA admission committee evaluates the applicant's overall qualifications and takes the following requirements into consideration:

1. Completion of a degree equivalent to a 4 year US bachelor's degree from a recognized university.
2. Grade Point Average (GPA) of the last 60 semester units or 90 quarter units of university coursework completed. Minimum GPA is 3.0 (avg. incoming class GPA is 3.3)
3. Graduate Management Admission Test (GMAT) exam: Total score, verbal, quantitative, and writing scores. (avg. incoming class GMAT score: 560)
4. Statement of Purpose
5. TOEFL Exam: the minimum score is 570 (paper based) or 230 (computer based) or 88 (internet based) or IELTS score of at least 6.5, taken within the past two years, is required of all applicants who have earned their undergraduate degree from a country where the official language is not English.
6. Letters of recommendation and resume (required as of Fall 2008).

The MBA program may recommend that international students study at the American Language Institute (ALI), an intensive English program on the SF State main campus, prior to their MBA studies. This is strongly recommended if students have not met the minimum GMAT (verbal) and/or TOEFL requirement and/or to improve their English proficiency and academic skills in preparation for graduate study.

To apply to the **Executive MBA Program**, candidates must meet the following minimum requirements:

1. An undergraduate degree equivalent to a U.S. four-year degree (does not need to be in Business)
2. Graduate Management Admission Test (GMAT) score of 500 or above (avg. incoming cohort GMAT is 560)
3. Grade Point Average (GPA) of 3.0 or above on 4.0 scale for the last 60 semester (or 90 quarter) units of coursework.
4. Five years of significant professional work experience.
5. Test of English Foreign Language (TOEFL) score of at least 88 (Internet based) or 230 (computer based) or 570 (paper based). Test has to be taken within the past two years. It is a requirement for all applicants whose undergraduate degree was earned outside of the U.S. Students who obtained a bachelor's degree from Canada, Jamaica, Australia, The United Kingdom, Ireland, South Africa, New Zealand, or Belize, are not required to take the TOEFL. All other applicants are required to take the TOEFL.
6. Professional Resume
7. Cover Letter (no more than two pages)

8. Two Letters of Recommendation are highly recommended

In support of the College's mission of serving a *diverse learning community*, three different types of graduate degrees in business are offered: the generalist Master's of Business Administration, the more specialized Master's of Science in Business Administration and the Executive MBA, to accommodate a diversity of degree objectives. The admissions criteria for each of these degrees have been created and/or modified to encourage a unique and diverse field of applicants. Specifically, the admissions criteria for the MBA and MSBA programs have been modified recently to broaden the scope of potential applicants by discontinuing the formula that was used in previous years (GPA + GMAT = certain minimum level for acceptance) in favor of a more comprehensive consideration of the candidate's entire application package, including his or her Statement of Purpose, recommendations and resume, as well as GPA and GMAT scores. These modifications were made specifically so that exceptions could be made in cases where work experience or other unique circumstances could be considered in the admission process. The admissions criteria for the EMBA program places even more weight on professional experience by requiring a minimum of five years of significant industry experience in order to be considered.

In spite of the above mentioned broadening of the admissions criteria, San Francisco State's admissions standards for its graduate business programs are more stringent, in terms of the minimum GPA and TOEFL scores required, than the minimums required by the greater CSU system. Rather than lowering the *quality of the program*, the increased diversity that comes from the broadened admissions criteria is expected to provide a higher quality business education.

Academic Standards

One indication of the program's high academic standards is the required preparation for the program, as delineated by its *basic competency* requirements, which all incoming MBA/MSBA candidates must satisfy early on in their graduate program careers. In particular, these initial proficiency requirements cover the following:

- (1) **Written English Proficiency.** *Level One:* All incoming candidates must satisfy the entry-level written English proficiency requirement by getting a satisfactory score on the GMAT Analytical Writing Assessment (AWA), a satisfactory score on the Graduate Essay Test, or successful completion of BUS 514 by the end of the second semester in the program.
- (2) **Mathematics/Statistics Proficiency.** All incoming candidates must demonstrate a basic proficiency in mathematics and statistics by passing mathematics and statistics tests given at various times during the year, or by successfully completing DS 510 and 512, respectively. This proficiency must be demonstrated *before* enrolling in *any* 800-level courses or by the end of the second semester in the program, whichever comes first.

Another indication of the program's desire to produce high quality graduates comes from its grading policy and standards. First, students must take foundation courses and the

MBA courses on a basis of A, B, C, D, F grading; the CR/NC grading option is not allowed. Second, classified graduate business students must maintain an overall grade point average of at least 3.0. Students whose GPA drops below 3.0 during a semester are notified on their grade report by the Registrar's Office that they have been placed on probation. If the grade point deficiency is not made up, students may be declassified effective the beginning of the semester following the first probationary semester. While declassified, students may not enroll in graduate level business courses.

In order to graduate students must also pass Level Two of the Written English Proficiency requirement. This calls for students to demonstrate a higher level of English proficiency than the required entry level by showing that they have the ability to do scholarly writing in their chosen field. This is accomplished by satisfactory completion of a research project or master's thesis BUS 895/898. All 800-level courses have a required writing element which provides multiple points across the curriculum for assessing this important learning goal.

Retention Practices

A required day-long orientation session for new MBA/MSBA students is held the Saturday before classes begin. The EMBA program also has an orientation session. At these sessions, students are introduced to the program, the faculty, the staff and also key non-CoB personnel such as the career coach and the librarian. The importance of obtaining advising throughout the program is stressed.

Program advising is probably the most direct and important retention practice. It is offered widely from a number of sources, especially through the graduate program staff at the downtown center. The Associate Director of Graduate Programs is available almost 40 hours per week to meet with students and provide guidance and the Graduate Programs Director is also available to advise students for about 15-20 hours per week. Students may also contact the Assistant Director for Admissions for advising if neither the Director nor Associate Director is available. A Program Coordinator was added to the staff in fall 2007 to deal with Admissions, but also to be available during busy times for program advising.

Faculty members who teach in the graduate program are required to hold some of their regular office hours at the downtown center. For those whose offices are not located at the downtown campus, their downtown office hours tend to be before or after class. As faculty frequently have duties both on the main campus and at the DTC, the availability of faculty for advising and managing the balance between the two locations is a continued area of focus for improvement.

Additional advising information is provided in the "Current Students" section of the MBA program web site. Extensive materials posted there are designed to help graduate students proceed smoothly through the program. For example, there are pages on (1) what should occur in the first semester; (2) student resources; (3) career resources; (4) upcoming events; (5) faculty advisors; and (6) key forms.

Finally, an important retention practice is the offering of a limited amount of free tutoring for graduate students to help them master material in key courses, such as Accounting,

Finance, Managerial Economics and Decision Sciences. In the MBA/MSBA programs, peer tutoring is conducted on a drop-in basis by graduate students who are paid by the College of this purpose. In the EMBA program, regularly scheduled optional tutoring sessions in statistics and economics are offered by an individual with a master's degree in math and statistics who is paid by the EMBA program and who works with the professors to complement class material.

Data tracking of the retention of students is difficult in the MBA/MSBA programs due to the fact that students can go full-time or part-time at any point and may take many years to finish their degree if they attend on a part time basis. The EMBA program has very few retention problems; the staff works with the one or two students per cohort who run into difficulty attending for a semester due to a business or family situation, by having them pick up the courses in another cohort.

In fall 2007, the graduate programs staff compiled a list of all students who started the MBA/MSBA program since 2000 but have not yet completed their degree. A letter was sent to these students asking them to contact the CoB graduate programs office for a discussion of their status and advice on how they might complete their degree. While final data are not available, it is clear that there are a significant number of students who have completed all course requirements but have not yet completed their research project/theses. The data on the thesis "finishing" problem will be provided to the GCC as input to discussion on the curriculum and once final data are collected, the staff will determine some recommendations on improvements required in advising. The College supports the recent policy passed by the University's Academic Senate requiring continuous enrollment.

A five person staff (Graduate Programs Director, Associate Director, Assistant Director, Program Coordinator, and Receptionist), supplemented by paid student assistants, and supports the MBA/MSBA programs. A three and one-half person staff supports the EMBA programs, supplemented by paid student assistants.

PROGRAM PLANNING PROCESS (WASC 6.0)

Given the importance of assurance of learning in the AACSB maintenance of accreditation process, the CoB has undertaken a program planning process that is embedded in student learning outcomes. In the new process, the Graduate Curriculum Committee will lead the effort to review the curriculum and implement continuous improvement processes. The College's Graduate Curriculum Committee (GCC) is comprised of an elected faculty member from each department and ex-officio members including the Associate Dean, the Graduate Programs Director and the EMBA Program Director. A chair is selected from among the faculty members.

Significant changes such as core curriculum and learning goals are presented as a recommendation by the GCC to the entire College faculty for electronic vote. In spring 2008, for example, the GCC revised the MBA/MSBA learning goals and presented them to the entire college faculty for electronic vote. The revised learning goals were approved by 91% of the voting faculty. By the end of the semester the GCC will have assessed the

learning goals in the majority of the core 800 level courses. Once these courses have been assessed, the GCC will present an overview of the competencies and the extent they are addressed in the curriculum. This overview will serve as the starting point for curriculum revisions designed to prepare students for success in diverse industries and global economies.

After the GCC and the faculty approve the curriculum, departments are responsible to schedule courses in the program, with assistance from the Graduate Programs Director and the Associate Dean in ensuring that required course and electives are offered in a manner that allows the students timely progress through the degree. Thus, the goal is that 700 level foundation courses and the core 800-level MBA courses are assigned on a regular basis and in a sequence so that part-time and full-time student can both obtain workable schedules. Historically, “required” classes in the curriculum, such as the basic competency, 78X foundation and the required 800 level MBA core courses have been viewed as being “stewarded” by a specific department on behalf of the College and the graduate curriculum committee. These courses are thus reviewed by the GCC on a regular basis; the “steward” department via an assigned course coordinator provides to the GCC an analysis of the course’s progress against objectives, grade distribution and other factors. The GCC then makes recommendations regarding the courses.

STUDENT EXPERIENCE (WASC 7.0)

Perhaps most notable about the student experience in the graduate programs is the cultural and ethnic diversity found in the CoB. Diversity is a key feature of the CoB experience and it has become an integral part of the strategic planning process. An entire section of the strategic planning process presented in this report (see page 5) is devoted to the impact of diversity on the student experience.

Table 3 shows fall 2006 student demographics for the CoB and the University. The number of total number of female and male students in the CoB is nearly the same with 53% females and 47% males enrolled. This data is comparable to University data that shows 52% females and 48% males enrolled across all graduate programs at SF State.

Table 3 Student Demographics

(WASC Table 7)

Ethnicity	College of Business Graduate Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
Native American	1	0.5	0	0	11	0.5	10	0.5
African American	3	1.5	2	1.1	125	5.2	85	4
Chicano, Mexican American	8	4.1	4	2.2	145	6	125	6
Other Latino	-	-	-	-	-	-	-	-
Central American	-	-	-	-	-	-	-	-
Japanese	-	-	-	-	-	-	-	-
Korean	-	-	-	-	-	-	-	-
Other Asian	-	-	-	-	-	-	-	-
Laotian	-	-	-	-	-	-	-	-
Cambodian	-	-	-	-	-	-	-	-
Thai	-	-	-	-	-	-	-	-
Vietnamese	-	-	-	-	-	-	-	-
Other SE Asian	-	-	-	-	-	-	-	-
Total Asian	98	49.7	74	39.8	1059	44.2	903	43.1
Filipino	10	5.1	8	4.3	232	9.7	187	8.9
Guamanian	-	-	-	-	-	-	-	-
Hawaiian	-	-	-	-	-	-	-	-
Samoan	-	-	-	-	-	-	-	-
Other Pacific Islander	-	-	-	-	-	-	-	-
Total Pacific Islander	0	0	1	0.5	22	0.9	15	0.7
White Non-Latino	65	33	78	41.9	580	24.2	564	26.9
All Other	8	4.1	11	5.9	94	3.9	102	4.9
Subtotal	197	100	186	100	2397	100	2096	100
No Response	8	-	2	-	97	-	66	-
Decline to State	14	-	18	-	76	-	76	-
Non-resident Alien	79	-	62	-	346	-	277	-
Transitory	0	-	0	-	1	-	3	-
Total	298	-	268	-	2917	-	2518	-

Comparisons among CoB graduate students with the total University graduate student populations show that the college enrolls a lower percentage of African American, Native American, Chicano/Mexican, and White students. The college is comparable to all other graduate programs in enrollments of All Other Latino and Filipino students. Enrollments of Asian and Pacific Islander students in the CoB are higher than the total University graduate student population.

Overall, SF State has been recognized for its diversity; we recently ranked 11th in the nation as a producer of ethnic minority university graduates, second nationally in awarding master's degrees in English to minority students, number one nationally in

undergraduate business degrees awarded to Asians, and among the top 10 in a guide to "Top Colleges and Universities for Hispanics."

Assessment

The diversity experience is woven into the MBA/MSBA learning goals that shape the program planning process. The curriculum is designed to give business graduate students the necessary knowledge, skills, and perspective needed to deliver superior performance within their organizations and the communities they serve. The College adopted and published new learning goals for the MBA and MSBA programs in 2004, at the same time undergraduate goals were established. EMBA staff members are developing learning goals and will present them to the Graduate Curriculum Committee by the end of the spring 2008 semester. Since 2004, the bulk of the collection of direct assessment data has occurred at the undergraduate level, due to its larger population. At the graduate level, the CoB has collected data every two years since the early 2000s, from MBA/MSBA students and MBA/MSBA alumni, via the EBI Benchmarking Study. At the time the CoB began using EBI it was recommended by AACSB as an assessment tool. As the assurance of learning field has matured, the AACSB has advised that the EBI, as an indirect method of assessment, is no longer considered an assessment tool. Although writing and oral communications rubrics for graduate students have been selected, limited direct data collection occurred.

The Graduate Curriculum Committee (GCC) conducted a work effort with faculty and used a number of sources on employers' views of the desired skills of MBA graduates and presented to the CoB faculty in February 2008 a revised set of learning goals for the MBA for electronic vote. The proposal was approved by 91% of 44 faculty members who voted (about 51 faculty member teach in the graduate program). Because many of the goals remain similar from those of 2004, the CoB will be able to begin some data collection in spring 2008 semester. The MSBA learning goals will be revised next and EMBA goals developed after that.

The new MBA Learning Goals are the following.

1) **Functional and enterprise knowledge** – Each student will demonstrate competence in each of the major business disciplines as well as an understanding of:

- a. The enterprise as a whole.
- b. The interrelationships of the disciplines within a strategic business framework.
- c. Emerging knowledge in business disciplines, technologies, and markets.

2) **Ethical, global and social awareness** – Each student will be aware of ethical, global and social issues surrounding key business decisions, act responsibly and:

- a. Identify, articulate and disseminate the core organizational values.
- b. Evaluate the ethical, global and social issues of each business option for every stakeholder group.
- c. Make business decisions consistent with stakeholder needs and organizational values.

3) **Problem solving and critical thinking skills** – Each student will demonstrate

effective use of the following skills in business situations:

- a. Master qualitative and quantitative techniques to gather and analyze relevant data and derive appropriate conclusions.
- b. Exhibit critical thinking and analytical ability in solving problems within and across organizations.
- c. Apply current and emerging business knowledge and technology to make strategic decisions in complex and changing environments.

4) **People skills** – Each student will be able to demonstrate effective intra- and interpersonal skills especially in dealing with diversity of thought and opinion, and:

- a. Exhibit leadership when appropriate.
- b. Demonstrate the ability to work effectively in teams.
- c. Understand the perspective of others and treat them in a culturally appropriate and respectful manner.

5) **Communication skills** – Each student will demonstrate effective oral and written communication skills. In particular, each student will be able to:

- a. Create and deliver effective business presentations to diverse audiences.
- b. Organize and write professional documents appropriate for the audience.

Table 4 below shows core 800 level courses in the MBA/MSBA where the learning outcomes are evaluated.

Table 4 Curriculum Alignment Matrix/Curriculum Map

(WASC Table 8)

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
ACCT 831	I	I	D	I	D
DS 856	I	I	D	I	I
FIN 819	D	I	D	I	D
ISYS 814	D	I	D	I	D
IBUS 815	D	D	D	I	D
MGMT 842		I	I	D	D
MKTG 860	D	I		I	D
BUS 890	M	I	I	I	I
BUS 895					D

I = Introduced, but not at a sufficient level to be assessed

D = Developed - and could be assessed (and WILL be assessed at least once in the next 1-3 years)

M = Developed and Assessed at least once (and Mastery was shown)

FACULTY REQUIREMENTS (WASC 9.0)

The graduate curriculum is delivered by a faculty rich in experience and diversity of academic interests. Table 5 shows for 2007-2008 the faculty distribution by rank and gender. The graduate curriculum is delivered mostly by male faculty members who contribute 68.5% of sections to the MBA/MSBA programs and 72.7% of the EMBA program. The gender distribution of graduate faculty is not representative of students; 31% of MBA/MSBA and 27% of EMBA faculty are female compared to 53% of female graduate students. The Dean's office recognizes the lack of gender diversity and will explore recommendations for increasing female faculty participation in the graduate programs.

Table 5 MBA/MSBA/EMBA Faculty Distribution by Rank and Gender 2007-2008

(WASC Table 9)

Rank	MBA/MSBA Number of Faculty		EMBA Number of Faculty	
	Female	Male	Female	Male
Professor	6	19	0	3
Associate Professor	3	2	1	2
Assistant Professor	4	13	1	1
Adjunct Professor	4	3	1	2
Total:	17	37	3	8

Faculty distribution by ethnicity is shown in Table 6. The ethnicity of MBA/MSBA programs faculty is distributed mostly among Asians, African Americans, Native Americans, and Whites. Asians make up 35% of the faculty, African Americans and Native Americans each make up 1.9% of the faculty, and Whites make up 61% of the faculty. Gender diversity among EMBA faculty is made up of 45% Asians and 55% Whites. The ethnic make up of faculty is fairly consistent with student demographics. Asians, for example, make up 47% of the graduate student population followed by 37% Whites.

Table 6 EMBA/MBA/MSBA Faculty Distribution by Ethnicity 2007-2008

(WASC Table 11)

Ethnicity	Number of MBA/MSBA Faculty	Number of EMBA Faculty
Native American	1	0
African American	1	0

Chicano, Mexican American	0	0
All Other Latino	0	0
Asian	19	5
Filipino	0	0
Pacific Islander	0	0
White Non-Latino	33	6
All Other	0	0
Total	54	11

Evidence of the faculty's commitment to the graduate program and their intellectual currency is demonstrated by their faculty sufficiency and academic/professional qualifications. Faculty sufficiency is a standard used by AACSB to demonstrate that the school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. AACSB defines a participating faculty member as the following.

A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees.

Normally, participating faculty members will deliver at least 75 percent of the school's overall annual teaching and at least 60 percent of the teaching in each discipline, each academic program, and location.

Table 7a shows the MBA/MSBA faculty sufficiency for 2007-2008. The CoB graduate programs surpass the AACSB requirements for participating faculty; 90% of the teaching in the MBA/MSBA is delivered by participating faculty members.

Table 7a MBA/MSBA Faculty Sufficiency 2007-2008

(AACSB Table 9)

Name	Department	Time Base	Participating	Supportin g
Azoury, Katy	DS	0.2	0.2	
Baack, Sally	MGMT	.8	.8	
Beckman, Paul	ISYS	1.0	1.0	
Bhat, Subodh	MKTG	0.4	0.4	

Bollapragada, R	DS	0.4	0.4	
Braswell, James	ACCT	0.4	0.4	
Castaldi, Rick	MGMT	0.4	0.4	
Chan, Victor	DS	0.4		0.4
Chen, Yea-Mow	FIN	0.2	0.2	
Cholette, Susan	DS	0.4	0.4	
Daniels, Robert	ACCT	0.2	0.2	
Danko, Ken	ACCT	0.8	0.8	
Eng, Jamie	DS	0.2	0.2	
Ericson, Ed	MGMT	0.8	0.8	
Flatt, Sylvia	MGMT	0.2	0.2	
Gaglio, Connie M	MGMT	0.2	0.2	
Gill, Sam	ISYS	0.2	0.2	
Harris-Boundy, J	MGMT	0.8	0.8	
Hendrix, Gene	MGMT	0.4		0.4
Hsieh, Su-Jane	ACCT	0.8	0.8	
Im, Subin	MKTG	0.4	0.4	
Jerris, Scott	ACCT	0.2	0.2	
Jung, Alan	FIN	0.4	0.4	
Landis, Mark	ACCT	0.2	0.2	
Lee, Calvin	DS	0.4		0.4
Li, Donglin	FIN	0.6	0.6	
Li, George	FIN	0.4	0.4	
Li, Ming	FIN	0.4	0.4	
Marks, Mitch	MGMT	0.4	0.4	
McWilliams, John	ACCT	0.6	0.6	
Meeks, Michael	MGMT	0.6	0.6	
Mehrotra, Vijay	DS	0.2	0.2	
Melhus, Peter	MGMT	0.8	0.8	
Messina, Joseph	FIN	0.4	0.4	
Miyaoka, Julia	DS	0.2	0.2	
Nickerson, Rob	ISYS	0.8	0.8	
O'Donnell, Kathy	MKTG	0.2	0.2	

O'Shaughnessy, J	ACCT	0.2	0.2	
Paton, Bruce	MGMT	0.4	0.4	
Proboll, Astrid	MKTG	0.2		0.2
Saltzman, Robert	DS	0.2	0.2	
Sayeed, Luftus	ISYS	0.6	0.6	
Saytes, Linda	MKTG	0.2		0.2
Sengupta, Sanjit	MKTG	0.6	0.6	
Silverman, Murray	MGMT	0.2	0.2	
Simeon, Roblyn	IBUS	0.4	0.4	
Soorapanth, Sada	DS	0.4	0.4	
Su, Yuli	FIN	0.2	0.2	
Thomas, Tom	MGMT	0.2	0.2	
Tumbat, Gulnur	MKTG	0.6	0.6	
Uday, V.	DS	0.4	0.4	
Weinstein, Will	MGMT	0.4		0.4
Welch, John	ACCT	0.2		0.2
Wong, Yim-Yu	IBUS	0.8	0.8	
Total:		22.8	20.6	2.2
Participating=20.6/22.8=90%				

Table 7b shows the EMBA faculty sufficiency for 2007-2008. The EMBA program surpasses the AACSB 60% requirement for participating faculty; 79% of the courses in the EMBA program are delivered by participating faculty members.

Table 7b EMBA Faculty Sufficiency 2007-2008

(AACSB Table 9)

Name	Department	Time Base	Participating	Supporting
Anderson, A	MGMT	0.44		0.44
Baack, Sally	MGMT	0.4	0.4	
Bhat, S	MKTG	0.66	0.66	
Blendstrup, G	ISYS	0.22		0.22
Distad, D	FIN	0.22		0.22
Ericson, E	MGMT	0.44	0.44	
Flatt, S	MGMT	0.2	0.2	

Meeks, M	MGMT	0.22	0.22	
Mehrotra, V	DS	0.33	0.33	
Messina, J	FIN	0.22	0.22	
Nicholson, J	IBUS	0.22	0.22	
O'Shaughnessy, J	ACCT	0.44	0.44	
Paton, B	MGMT	0.10	0.10	
Saltzman, R	DS	0.22	0.22	
Sayeed, L	ISYS	0.22	0.22	
Silverman, M	MGMT	0.10	0.10	
Tucker, K	MGMT	0.22		0.22
Verma, S	ISYS	0.11	0.11	
Wong, YY	IBUS	0.20	0.20	
Total:		5.18	4.08	1.1
Participating=4.08/5.18=79%				

Academic and profession qualifications (AQ/PQ) are standards used by AACSB to demonstrate that the faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, and the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission. At least 90 percent of faculty resources are required to be either academically or professionally qualified and at least 50 percent of faculty resources are required to be academically qualified.

Table 8a shows the percentage of MBA/MSBA graduate faculty who are AQ and PQ in 2007-2008. MBA/MSBA faculty members surpass the intellectual standards established by AACSB; 93% are AQ/PQ and 80% are AQ.

Table 8a MBA/MSBA Academic and Professional Qualifications 2007-2008

(AACSB Table 10)

Name	Department	Time Base	AQ	PQ	OTHER
Azoury, Katy	DS	0.2	0.2		
Baack, Sally	MGMT	1.0	1.0		
Beckman, Paul	ISYS	1.0	1.0		
Bhat, Subodh	MKTG	0.4	0.4		
Bollapragada, R	DS	0.4	0.4		
Braswell, James	ACCT	0.4	0.4		
Castaldi, Rick	MGMT	0.4	0.4		

Chan, Victor	DS	0.4		0.4	
Chen, Yea-Mow	FIN	0.2	0.2		
Cholette, Susan	DS	0.4	0.4		
Daniels, Robert	ACCT	0.2		0.2	
Danko, Ken	ACCT	0.8	0.8		
Eng, Jamie	DS	0.2	0.2		
Ericson, Ed	MGMT	0.8			0.8
Flatt, Sylvia	MGMT	0.2	0.2		
Gaglio, Connie Marie	MGMT	0.2	0.2		
Gill, Sam	ISYS	0.2	0.2		
Harris-Boundy, J	MGMT	0.8	0.8		
Hendrix, Gene	MGMT	0.4			0.4
Hsieh, Su-Jane	ACCT	0.8	0.8		
Im, Subin	MKTG	0.4	0.4		
Jerris, Scott	ACCT	0.2	0.2		
Jung, Alan	FIN	0.4		0.4	
Landis, Mark	ACCT	0.2	0.2		
Lee, Calvin	DS	0.4		0.4	
Li, Donglin	FIN	0.6	0.6		
Li, George	FIN	0.4	0.4		
Li, Ming	FIN	0.4	0.4		
Lucas, Gabe	DS				
Marks, Mitch	MGMT	0.4	0.4		
McWilliams, John	ACCT	0.6		0.6	
Meeks, Michael	MGMT	0.6	0.6		
Mehrotra, Vijay	DS	0.2	0.2		
Melhus, Peter	MGMT	0.8	0.8		
Messina, Joseph	FIN	0.4			0.4
Miyaoka, Julia	DS	0.2	0.2		
Nickerson, Rob	ISYS	0.8	0.8		
O'Donnell, Kathy	MKTG	0.2	0.2		
O'Shaughnessy, John	ACCT	0.2	0.2		
Paton, Bruce	MGMT	0.4	0.4		

Proboll, Astrid	MKTG	0.2		0.2	
Saltzman, Robert	DS	0.2	0.2		
Saperstein, Jeff	BCOM				
Sayeed, Luftus	ISYS	0.6	0.6		
Saytes, Linda	MKTG	0.2		0.2	
Sengupta, Sanjit	MKTG	0.6	0.6		
Silverman, Murray	MGMT	0.2	0.2		
Simeon, Roblyn	IBUS	0.4	0.4		
Soorapanth, Sada	DS	0.4	0.4		
Su, Yuli	FIN	0.2	0.2		
Thomas, Tom	MGMT	0.2	0.2		
Tumbat, Gulnur	MKTG	0.6	0.6		
Uday, V.	DS	0.4	0.4		
Weinstein, Will	MGMT	0.4		0.4	
Welch, John	ACCT	0.2		0.2	
Wong, Yim-Yu	IBUS	0.8	0.8		
Total:		22.8	18.2	3	1.6
AQ=18/22.6=80%					
AQ/PQ=21/22.6=93%					

Table 8b shows the percentage of EMBA faculty who are AQ and PQ in 2007-2008. EMBA faculty members surpass the intellectual standards established by AACSB; 92% are AQ/PQ and 79% are AQ.

Table 8b EMBA Faculty Academic and Professional Qualifications 2007-2008

(AACSB Table 10)

Name	Department	Time Base	AQ	PQ	Other
Anderson, A	MGMT	0.44	0.44		
Baack, Sally	MGMT	0.4	0.4		
Bhat, S	MKTG	0.66	0.66		
Blendstrup, G	ISYS	0.22		0.22	
Distad, D	FIN	0.22		0.22	
Ericson, E	MGMT	0.44			0.44
Flatt, S	MGMT	0.2	0.2		

Meeks, M	MGMT	0.22	0.22		
Mehrotra, V	DS	0.33	0.33		
Messina, J	FIN	0.22	0.22		
Nicholson, J	IBUS	0.22	0.22		
O'Shaughnessy, J	ACCT	0.44	0.44		
Paton, B	MGMT	0.10	0.10		
Saltzman, R	DS	0.22	0.22		
Sayeed, L	ISYS	0.22	0.22		
Silverman, M	MGMT	0.10	0.10		
Tucker, K	MGMT	0.22		0.22	
Verma, S	ISYS	0.11	0.11		
Wong, YY	IBUS	0.20	0.20		
Total:		5.18	4.08	0.66	0.44
AQ=4.08/5.18=79%					
AQ/PQ=4.32/5.18=92%					

The CoB surpassed the academic and professional standards due in part to the activities of the CoB's Professional Development and Research Committee (PDRC). The 2006-2007 PDRC recommended the adoption of a higher standard for AQ and PQ status that would require a peer reviewed journal (PRJ) article as part of each faculty member's research portfolio. The recommendation was submitted for a vote and approved by 95% of voting faculty. The current AQ/PQ criteria are shown in Appendix C. In late fall 2007 the PDRC recommended another change in criteria for determining AQ/PQ status that would increase the number of required PRJs from one to two. The recommendation will be submitted to faculty for a vote in late April 2008.

RESOURCE SUPPORT (WASC 10.0)

Resource Management

The College receives funding for a specific number of full time equivalent faculty (FTEF) from the University based on the target number of students and the College's assigned student-to-faculty (SFR) ratio. Generally, salary funding is provided for actual salaries of on-board tenure and tenure-track (TT/T) faculty and any difference from the FTEF target is distributed in the form of an allowance for lecturer sections at the rate of \$4,060 per section. Five lecture sections are equivalent to 1.0 FTEF. The College also receives a flat amount of "non-instructional" funds for staff and all other expenses; if the College provides salary increases to staff or hires additional staff members, it does not receive a corresponding increase in the non-instructional funds. The College then distributes the budget in the same manner but with a view to delivering a degree across multiple departments and to investing in growth areas. The College and departments may

supplement their budgets in a variety of ways such as teaching at better than the student-to-faculty ratio, thereby increasing efficiency and reducing the need for spending lecturer dollars and using revenue from donations, events, grants and other outside sources. The College “pays back” the general fund for any expenses utilized by the EMBA program, including faculty salaries, and after that reimbursement amount and all EMBA direct expenses are paid, any remainder is reinvested into the graduate programs and faculty.

Business TT/T faculty members have a course load of 3 courses per semester; tenure-track faculty generally are granted a reduced teaching load for the first two years; currently faculty members do not receive a reduced teaching load for MBA/MSBA courses. EMBA courses are taught “on-load” in fall and spring and “off –load” in summer, so the faculty member receives extra pay in summer for EMBA courses. In fall and spring, those teaching EMBA courses receive professional development expense funds as an incentive.

SWOT ANALYSIS

A 2002 US Census Bureau report released in 2004 ranked San Francisco third (after Seattle and Washington DC) in the nation in the number of adults over 25 who have advanced degrees. Thus, the CoB offers its programs in a marketplace whose residents value post-graduate programs, but many already have attained such degrees.

San Francisco, similar to the Boston area, is in an area that hosts several of the most renowned institutions in graduate business education: the Haas School at Berkeley, Stanford University and Santa Clara University. UC Davis also offers a program in the area, as do top name schools headquartered elsewhere in the country: Wharton, Columbia (with Berkeley) and Pepperdine. There are three additional AACSB-accredited schools that offer graduate business degrees in the area: University of San Francisco (private Jesuit), Cal State – East Bay (CSU) and San Jose State University (CSU). And, there are a number of non-AACSB accredited schools that have sizeable graduate business programs and active marketing campaigns: Golden Gate University, Dominican University, St. Mary’s and Notre Dame de Namur.

The CoB’s positioning in this marketplace is: an AACSB accredited program from a state university that is of high quality, flexible, relevant and affordable.

Advantage: Location. The CoB has a significant opportunity to leverage a new advantage: as of January 2007, the program is conducted in a new facility in the heart of downtown San Francisco. Until that time the MBA/MSBA programs were all offered at the main campus, which is located in a residential area about a minimum 35-minute commute by public transportation from the business district during rush hour. The downtown location is not only more convenient for the working professional; it offers the international student an exposure to the exciting environment of downtown San Francisco. Two other advantages are: proximity to business professionals who participate in the program via guest speaking opportunities, class projects, mentorship

program, recruitment, etc. and more visibility within the business community, to San Francisco residents and to those who work in the area.

One of the disadvantages, however, is that the CoB's graduate business programs are less well known than other graduate business programs in the area due to its previous location and the fact that the CoB has not historically invested in marketing the program and the University has also not invested in branding campaigns. In earlier years, this wasn't viewed as necessary when enrollments were growing dramatically. The MBA market in the Bay Area is highly competitive and highly profitable for a number of universities, many of whom do not offer an undergraduate business program in order to focus solely on leveraging their MBA offerings. Because the MBA is a generic known brand and the area is rich with programs, there are many existing advertisements and marketing campaigns for MBA programs. The Graduate Business Programs office is currently working with University Public Relations to begin a branding program.

The CoB needs to strengthen its supporters and sponsors and enhance these partnerships, which is also advantaged by the new location. For a number of years, the CoB has had an advisory board of about twenty-five business people and individual faculty members have built strong relationships with business professionals who have participated in the classroom experience. As mentioned above, the new visibility and convenience allows the opportunity to forge more meaningful and productive relationships with the business community. The University and the CoB began to devote resources within the last 18 months to developing and stewarding alumni and both prospective donors and current donors. While progress has been made, the next two years will be critical to get results from the investment in building these alumni relations and fundraising programs.

The CoB graduate programs are disadvantaged by the few resources historically available for other services that are generally expected of MBA programs, such as career management counseling, recruiting fairs, professional skill development, networking events for students with business professionals and extra language coaching for international students. With the move to the downtown campus, the CoB made initial investments in this area and has designated this as a major fundraising initiative.

Advantage: Diversity. The university's value of social justice has been implemented within the CoB graduate degree programs as a diverse educational experience with a focus on ethical and moral business leadership. The diversity and the global experience students are offered is an advantage. In 2006, the CoB was ranked by *The Princeton Review* as the 3rd most diverse student body in the US. A typical reflection of the impact of this diversity is this quote from Raphael Sambou, MBA 1998: "In this increasingly global marketplace, the diversity of the student population at the business school helped me realize the importance for businesses to capitalize on their employees' differences."

The CoB graduate programs leverages its diversity through a curriculum and student experience that reflects the realities of today's world and the rapid pace of internationalization. The graduate programs have long had a "global perspective"; due both to our international student population and San Francisco's role as a leader in the

global marketplace, the College invested in developing an “International Business” department many years ago. As the focus on “global” has increased across MBA programs nationally, the CoB is well-positioned with this advantage. Solid relationships with partners in the Asia Pacific region are facilitated by the CoB’s membership in the Pacific Asia Consortium for International Business Education and Research (PACIBER), a prestigious consortium consisting of 29 international business programs in Asia, the Americas, and Oceania. These partnerships are strengthened by faculty with broad international experience whom enable a strong portfolio of academic and applied research and teaching exchange.

Advantage: Corporate Ethics and Social Responsibility. Another advantage of the CoB graduate programs is the proactive work by faculty members in the college in the areas of sustainability, business ethics and corporate social responsibility. In 2007 the CoB was named 27th in the US and 37th internationally by the Aspen Institute’s *Beyond Grey Pinstripes* for its integration of social and environmental stewardship into curricula and research. The CoB faculty voted in spring 2008 to endorse the United Nation’s Global Compact Principles for Responsible Management Education and the CoB is a signatory to the founding document. The CoB graduate programs participate in the College’s annual “Business Ethics Week,” in which the goal is to have every class address the area of ethics in a substantive way during the week. And in 2007, the CoB began to offer the MBA with an Emphasis in Sustainability that has attracted interest from over 40 students. The CoB graduate programs support a student chapter of *Net Impact*, the international organization of students who want to “change the world through business.”

Advantage: EMBA. As noted above, “friend raising” and “fund raising” are two areas of focus. However, the CoB has been helped financially as a result of the EMBA program, which has been extremely successful. The CoB receives 77.5% of the EMBA collected revenues from which it pays all direct and indirect costs of the EMBA, including reimbursement of the state’s general fund for salaries of faculty members who have taught in the EMBA. Any remaining funds are used for investment in improvement in the quality of the program, such as ensuring that faculty members have opportunities to further their research and adding new services for students. However, one disadvantage is that it is currently the CoB’s only significant source of “outside” revenue. The continued State budget reductions will challenge the CoB to fund the very large undergraduate program and yet properly invest in MBA program needs. Continued increases in the net investment funds from the EMBA, building non-degree executive education programs, fundraising, and grants are potential sources of revenue to address this challenge and “reengineering” the programs is another option. For example, the MSBA is just 15% of the total MBA/MSBA student population, thus leading to electives that generate smaller class sizes in some of the disciplines.

RECOMMENDATIONS

Tremendous opportunities exist for enhancing the programs due to several factors, most importantly the downtown location. The downtown location has expansion opportunity (from 5th to 6th floor) and the new location provides an opportunity to reach more

working professionals who may not be aware of SF State's offerings. The Graduate Business Programs is currently working with University Public Relations in developing a branding campaign. As described above, the proximity to the SF business community provides the opportunity to leverage those relationships to improve the program dramatically. The increased focus on fundraising and the potential of offering executive education or an expanded EMBA program may be a source of investment for enhancement to all the graduate degree programs.

From a market and student perspective, the CoB needs to ensure that graduate admission standards remain high, qualified faculty are teaching in the program, the MBA degree is perceived as an effective integrated offering, the program is responsive to large changes in market dynamics, and graduates and employers can articulate the value of the CoB MBA.

Strategic Goals

The CoB's strategic goals will provide the context for exploring opportunities to enhance the graduate programs. Internationalization of the student experience, an integrated curriculum, industry-ready students, and investment in faculty, students, and staff are goals that will result in the delivery of a robust curriculum appropriate for our diverse learning community.

Investment. The EMBA must be integrated within the College and the University processes and systems. The success of the program has meant growth and thus the costs and inefficiencies of operating it on the general fund for two semesters and on special sessions for one semester has become more apparent and will inhibit future growth and student experience. The EMBA program team has goals in place to ensure that new cohorts have a maximum number of enrollees.

The CoB sees opportunities to offer executive education programs for additional revenue, but cannot build sustainable programs within the constraints of the current University formula for non-state funded programs. The CoB plans to develop a proposal to the University for an Executive Education offering with a revised structure.

Internationalization and Industry Ready. The CoB graduate programs needs to find ways to continue to contribute to the university by attracting international students, yet deal with the incremental costs these students do bring to the graduate program (currently 33% of graduate business students), such as communications remedial tutoring, and to provide the services many are requesting (i.e., job search assistance in home country). One potential solution is to require these students to arrive one to two weeks early and attend a mandatory "boot camp" before their MBA classes start, for an extra fee. This boot camp would introduce them to US classroom styles such as group projects, western style business etiquette and brush ups on verbal and written communication skills. An analysis of the writing deficiencies in MBA foundation classes with two professors in fall 2007 showed that the overwhelming majority of the poor writers were international students, even though those students had taken the BUS 514 remedial course. In general, faculty members are concerned about the impact of the students with poor oral and

written skills on the overall student experience of all the MBA students. The transition from understanding a language and its construction to consistently using it at a MBA level is a difficult one. As they advance through the program, continued for-fee offerings on writing and speaking skills would be beneficial for these students.

Integration and Industry Ready. As mentioned above, expectations for any MBA program are that there will be non-academic services that help students build the skills and experiences that will help them become effective general managers. Examples of such services are: presentation and communications skills, team building and personal leadership skills, career management and job recruitment services.

Beginning in spring 2007, the CoB has offered the following services to the MBA/MSBA students that were not previously offered at the main campus site:

- Peer tutoring in quantitative topics
- Career seminars with a professional career coach for no charge, and a limited number one-on-one career counseling sessions
- Presentation and communications skills seminars
- Presentation skills “coach” working with professor to help students with oral presentation skills in certain classes requiring an individual or group presentation
- Online writing software integrated into a management class as a pilot and a writing coach integrated into another as a pilot
- Alumni Speaker Series
- Career Fair (scheduled April 18, 2008)
- Partnership with the SF Chamber of Commerce re a networking event
- Alumni networking events (annual)
- Women in Business student organization created in fall 2007
- Offers for subscription discounts to business publications and memberships in professional organizations
- Increased level of guest speakers in class

Planned activities include a mentoring program and a “shadowing” program, with a pilot in summer 2007 for member of the Women in Business organization; exploration of online writing, math and statistics “drill” software, business etiquette offerings.

The graduate students were surveyed in spring 2007 regarding their response to the downtown campus and program offerings with changes to offerings made by fall 2007 semester in response to the feedback. Faculty members participating in the writing and communications skills pilots are scheduled to provide their feedback in June 2008.

The CoB needs to continue to find funding to provide those services which require financial support. This has been accomplished to date from existing CoB investment accounts and from initial funding received from the “soft skills” fundraising initiative.

Investment. Currently the CoB does not have a designated graduate faculty, although some faculty members tend to teach mostly graduate courses or mostly/all undergraduate. The College schedules with an eye to placing more academically qualified faculty in

graduate programs but has not yet provided differentiated incentives for the MBA or MSBA, such as reduced course load or additional research support, which would require increased investment. Currently, tenure-track faculty receive \$4,000 annually in professional development funding to used for their professional achievement (i.e., conference attendance, subscriptions, student assistants) and tenured faculty receive \$2,000 for such purposes each year that they remain academically qualified by AACSB standards. The CoB needs to continue to invest to ensure faculty members teaching in the program have a high level of scholarship as required in AACSB standards.

Faculty are being asked to submit a professional development plan each year which will allow the CoB to in turn plan for required funding in order to support the faculty members to reach their goals. Tenure-track faculty members receive a summer stipend for the first three years of their employment, allowing them the opportunity to enhance their research program during the summer.

The University and the CoB have been putting increased resources in the area of development and alumni relations. A Major Gifts Officer is assigned to the CoB for 50% of their time and a full-time College Relations Officer is responsible for smaller gifts and alumni relations. The College Relations Office is meeting with MBA/MSBA and EMBA alumni and inviting them to become involved in the program as guest speakers and mentors. An alumni speaker series was conducted in spring 2007, with presentations by 4 alumni who are now CEOs; while each session was very well received, attendance to the series was low due to the fact that it was an optional non-class event. The decision has been made to tie future events into class requirements where possible.

Alumni records have been cleaned up and the data base is built. Alumni are invited to join an MBA “Linked In” group as well as a SF State branded social networking site. In addition, the CoB is planning on investing in grant-writing; an example is the solicitation of support for the MBA with an Emphasis in Sustainable Business. While much activity is taking place, we do not anticipate significant results for a minimum of 18 months.

Outreach to business is an important element. The College offers free membership to the San Francisco Chamber of Commerce and CoB MBA students are provided free access to a Chamber networking event in March 2008. The CoB plans to implement salesforce.com in summer 2008 to track its relationships with business for purposes of involvement in the MBA/MSBA programs and recruiting programs.

Strategic Goals and the Curriculum. Ultimately, the strategic goals are designed to enhance the student experience in the graduate programs. Striving to achieve the goals will have tangible outcomes for the curriculum of each graduate program.

MBA/MSBA/EMBA

- revised curriculum that integrates the disciplines and offers a true “general management” education yet acknowledges that the far majority of the domestic students will be part-time (CoB goal – Integration)

- appropriate balance of academic learning and practical experience (CoB goals – Integration and Industry Ready)
- integration of key professional skills (team building, writing, communications) into the curriculum in recognition of the limited non-class time that the part-time students have available (CoB goal – Industry Ready)
- revision of the culminating experience (CoB goal – Integration)
- career services with active employer involvement (CoB goal – Industry Ready)
- optional international trip (or required in case of EMBA) (CoB goals – Internationalization and Industry Ready)
- new topic emphases are quickly added in responsive to changes in the business landscape, such as Sustainability (CoB goals – Integration and Industry Ready)

Other ‘Self Support’ Programs

- Online foundation courses for international students before coming to SF to take the MBA courses (CoB goals – Internationalization)
- Require some students with marginal admissions scores to take remedial courses outside of the program for additional revenue (CoB goal – Investment)
- Pre-MBA certificate program to result in more qualified, prepared MBA students and keep admissions standards high (CoB goal—Industry ready)

Global Programs

- more dual degree programs with international partners, such as that with the University of Nice – Sophia Antipolis (CoB goals – Internationalization and Investment)
- increase the Study Abroad participation by MBA/MSBA students; currently several new agreements are being discussed with universities in China and in Europe (CoB goal – internationalization)

The CoB has several opportunities to enhance its graduate programs. The downtown campus location, the emphasis on ethics and social responsibility, our diversity, and the EMBA program provide possibilities for strengthening the faculty, student, and staff experiences in the College of Business.

APPENDIX A

SPRIC ANNUAL REPORT 2007



**SAN FRANCISCO
STATE UNIVERSITY**

COLLEGE OF BUSINESS

**Strategic Planning and Implementation Committee
Internal Report- 2007 Activities
June 2007**

In conformance to AACSB re-accreditation procedures, this report documents the activities of the Strategic Planning and Implementation Committee (SPRIC) during the Spring of 2007. SPRIC consists of appointed departmental representatives and the Associate Dean (*ex officio*). Strategic planning is premised on the belief that it is an ongoing and iterative process that reflects and incorporates stakeholders' input over the planning cycle. Accordingly, the Strategic Plan is considered a work-in-progress, with a focus on reviewing, refining, and updating it as often as deemed necessary.

The focus of the committee's activities was an appraisal of the CoB 2003-2008 Strategic Plan that was prepared for the AACSB Re-accreditation Visitation in November 2004. The scope of this report covers the following: (1) A review of the 2003-2008 Strategic Plan; (2) Imperatives to improve the strategic planning process; (3) A Review of AQ/PQ Standards; (4) Review of market niches and renewing a focus on diversity; and (5) Program of activities for 2007-2008. A copy of the minutes and related documentation are appended at the end of this report.

1. A Review of the 2003-2008 Strategic Plan

At the time the 2003-2008 Strategic Plan was prepared (October 2004), the immediate and most pressing challenge faced by the CoB was financial diversity and the need for new self-support goals, programs, and activities. The hiring of a new Graduate Director (Dr. Victor Cordell) was an integral part of accomplishing two objectives: reorganizing the new graduate location in the Westfield Center, San Francisco, and developing new graduate programs to meet self-support goals. Moreover, a dean search had commenced, resulting in the appointment of Nancy K. Hayes as the next dean of the CoB.³

While the issue of financial diversity remains a relevant goal in the current time, the imperative for self-support goals, programs, and activities has dissipated. This reflects a favorable shift in California's economy that has, in turn, reduced the need for draconian budget cuts that were once contemplated in 2004 for SFSU and other CSU universities.

³ Victor Cordell has since left the College of Business, and Professor John Dopp has replaced him. Dr. Caran Colvin was appointed Associate Dean of the College in August 2007.

Currently, the term “self-support” is no longer used in directives issued by the Chancellor’s Office, California State University System.

Accordingly, a review of the 2003-2008 Strategic Plan led to changes in some of the language pertaining to ‘self-support.’ The comprehensive revision of this plan will be made prior to the next AACSB visit. Beyond the need for these revisions, the Committee adopted the following actions:

- The affirmation of the CoB mission and core values in the 2003-2008 Strategic Plan for future planning. These were approved by the CoB faculty [90%], and staff [100%] in November 5, 2004;
- A review of the strategic planning process to be based in part on feedback from an AACSB Advisor (see next section).

2. Imperatives to Improve the Strategic Planning Process

Dr. Amin A. Elmallah, Dean of California State University, Stanislaus' College of Business Administration and AACSB Advisor visited the CoB on March 19, 2007. Notes on his visit are summarized in “Feedback on Strategic Planning,” that is included as part of this packet (re: April 30 SPRIC Minutes). His recommendations include the following: (1) involve more students, alumni, and other university officers in the process; (2) revise the 2003-2008 Strategic Plan to a point where it can drive operational decisions; (3) review AQ and PQ standards carefully to assure compliance; and (4) involve faculty more extensively in the AACSB accreditation process, possibly by having some attend AACSB conferences in the future.

Based on Elmallah’s feedback and a meeting with Dean Hayes (with Colvin and Ungson, April 2, 2007), the Committee adopted the following actions:

- SPRIC will involve different constituencies in the strategic process for the 2007-2008. This will cover Townhall meetings with faculty and staff, data collection on student experiences, working with student organizations, and a possible meeting with CoB alumni and the Board of Advisors (also see # 5 of this report);
- AQ/PQ standards will be reviewed, incorporating AACSB’s recommendation that one peer reviewed publication be required as part of the “nine-point intellectual contribution” to merit AQ standing;
- SPRIC will revisit priorities in regard to the CoB different programs;
- A financial budget will be included in the next Strategic Plan.

3. A Review of AQ/PQ Standards

The conformance to AACSB's AQ/PQ guidelines is the responsibility of the entire College, not SPRIC or any one committee. Even so, the Committee spent considerable amount of time deliberating on measures to meet these guidelines (see Committee's letter to Deans Hayes and Colvin, April 2, 2007).

A subsequent review of AQ/PQ performance for 2005-06 conducted by Associate Dean Colvin indicated that, on average, the CoB's AQ coverage was 73% (AACSB guideline is 50%) and AQ/PQ coverage was 87.6% (AACSB guideline is 90%). These figures incorporate the requirement of at least one peer-reviewed publication as part of the stipulated "nine-point intellectual contribution." While this analysis does not suggest a significant problem, it does not diminish the need for constant monitoring, if not actions by the College to improve the PQ coverage over the next five years.

4. Review of Market Niches and Renewing a Focus on Diversity

In the 2003-2008 Strategic Plan, it was noted that pursuing market niches based on internal competencies could lead to the development of the CoB brand identity in the near future (pages 23-24). Accordingly, a number of criteria were suggested as benchmarks to address and measure market niches in the future (pages 24-25).

The Committee noted the difficulties involved in selecting market niches based exclusively on academic functional specializations. There was also question on priorities relating to the undergraduate, graduate (MBA, MS), and Executive MBA programs. Based on a meeting with Dean Hayes (attended by Colvin and Ungson, April 2, 2007) and deliberations within the committee, the following initiatives were endorsed:

- Setting unqualified priorities for specific programs within the college might not be appropriate at this time. Instead, the College should consider the *expediency* required by each program. Specifically, because the EMBA and the MBA programs are being revised to accommodate new requirements and expectations for the new downtown San Francisco location, it is imperative that these two programs are afforded attention at this time, but without undermining the undergraduate program that has been the centerpiece for student access.
- In this regard, strategic decisions will be made based on the evolving needs of all programs.
- Another way of establishing specialization for purposes of branding is through the demographics of the University population. One area that has differentiated SFSU and the CoB historically is its diverse culture, encompassing the cultural background of its students, faculty, and staff. While not necessarily a distinctive competency compared to other universities, the College's interest in ethics and social responsibility complements its highly diverse population and programs. Henceforth, the Committee's activities will be directed at building a database that

describes the students' experiences and benefits arising from cultural diversity as a way of attaining specialization, if not enhancing a competitive advantage (see #5 and the updated statement of diversity appended to this report).

5. Program of Activities for 2007-2008

The focus of next year's activities will be the diversity of the SFSU and CoB, one that has historically differentiated the school from others (information on the CoB diversity can be found in the 2004 CoB Annual Report, the 2003-2008 Strategic Plan, page 41, and the 2007 Annual Maintenance Report to AACSB). Specific proposed activities, stated in full in the April 16 SPRIC Minutes, include the following:

- *2007 Fall Semester:* Townhall meetings with CoB students and student organizations; continuation of online surveys and focus groups to document student experiences. Preparations for selected visitations from other AACSB schools.
- *2008 Spring Semester:* Townhall meetings with faculty, staff, and students. Selected meeting with CoB alumni and the CoB Advisory Board. The meetings are designed to present our findings and solicit feedback on the strategic plan.

Next meeting: Early September 2007. Time and location will be determined after faculty time schedules are submitted.

Enclosures:

Updated Statement of Diversity and the Learning Community (originally from the 2003-2008 Strategic Plan, page 41).

SPRIC Minutes, February 5, 19, March 5, 19 (Notes on Dean Amin Elmallah's Visit), April 2, 16, and 30.

2003-2008 CoB Strategic Plan

College of Business
San Francisco State University
First prepared: SPRIC, October 2004
Revised: June 15, 2007

STATEMENT ON DIVERSITY AND THE LEARNING COMMUNITY

San Francisco is one of the most multiculturally robust and tolerant societies in the world, which contributes towards the College of Business's cultural diversity. The city's cultural diversity is reflected in its demographics, which reveal that 49.8 percent is White, 7.8 percent is Black or African American while 30.8 percent is Asian and 14.1 percent is Hispanic⁴. While most universities make concerted efforts to be more multiculturally oriented, SFSU achieves this value from the people of San Francisco and its international community, who are represented in our student, staff, faculty, and administrative communities.

The College of Business strives to maintain multiculturalism as a core value –one strength since its inception that sets it apart from other comparable degree-conferring institutions in the United States. Faculty, staff, administrators, and students are encouraged to recognize, appreciate, and cultivate cultural diversity at all levels of the College's activities. The College's resources are used in ways that develop and encourage students to be more tolerant towards a pluralistic society and a multicultural work force.

The College's ethnic diversity provides a unique strength in the classroom setting, which provides our faculty and students an enriched teaching and learning environment. CoB faculty are afforded opportunities to utilize the diverse student background, while teaching business concepts and case studies from a global perspective.

The College's ability to maintain a multicultural learning environment are reflected in the diversity of our faculty and student body. About one in three of the College's faculty are members of ethnic minorities with strong representation from the Pacific Rim countries. Approximately 55 percent of our faculty are White, while 35 percent are of Asian origin. The College's hiring practices are oriented towards creating a diverse environment. The College has a higher percentage of new women faculty hires compared to the national average for business schools.

In the College's student community, its undergraduate and graduate international students comprise 37 percent of the college's student body, representing 70 countries as of 2003. Our students come from different ethnic backgrounds. The diversity of the student body at both, the undergraduate and graduate levels is reflected in the comparisons between the College and the national average for business schools in the U.S.⁵ Moreover, the College is ranked higher than the average business school in the U.S., at both the undergraduate and graduate levels for the percentage of women in the student body⁶.

SFSU's commitment towards minorities is cited in Bernard Hodes Group's "Top 25 Baccalaureate Degree Producers: 2001-2002"⁷ for minorities, which ranked SFSU as seventh

⁴ Obtained from <http://quickfacts.census.gov/qfd/states/06/06075.html>

⁵ See Tables 5 and 6 for comparisons between the College of Business and the National Average.

⁶ See Table 7 for comparisons between the College of Business and the National Average.

⁷ Obtained from http://www.hodesrecruitmentdirectory.com/diver_top25_ba_prod_as-am.asp

among the top 25 institutions in the U.S. with 1,401 total Baccalaureate degrees granted to Asian American students. As a college, we are ranked second nationally in awarding undergraduate business degrees to Asian Americans in 2003 than any other institution in the United States. The University ranks tenth among the universities in the United States for graduating the highest number of students representing ethnic minorities while being one among the top ranked institutions of higher education for Hispanic students.

The College of Business adopts the University's "Principles of Conduct for a Multi-Cultural University"⁸ as the guiding force to create a multicultural environment for teaching and learning in its classroom. The University's practice directive states that:

- The University is an environment in which all members, regardless of background, shall have equal access to opportunities to develop their full potential.
- The University is committed to the goal of a multi-cultural community that prepares its members for successful participation and effective leadership in a pluralistic society.
- The University welcomes diversity as an opportunity for teaching developing and promoting multi-cultural competencies and understandings. Racial, ethnic, gender, sexual identity, disability, religious and other individual or group differences shall not be regarded as hindrances to success. Rather they shall be treated as positive opportunities for the enrichment of our educational resources and the quality of our campus life.
- Behaviors, which are intolerant, insensitive or discriminatory, are deemed unacceptable. As such, they shall be addressed openly, promptly and constructively by the University, its administrators, faculty, staff and students.
- Members of the San Francisco State University community shall willingly prepare for the future of this city, this state and this nation where there shall no longer be a "majority" society but rather one in which each member has a genuine opportunity to be "first", and to achieve success and fulfillment.
- These attitudes and behaviors, which we shall take, out into our communities and forward into our lives.

Harnessing Diversity into a Competitive Advantage. Having an enriched culturally diverse learning environment –ethnic, social, racial and national-- is a necessary first step in building an advantage. One of the reasons for the global dominance of many U.S. firms is the country's diverse workplace. An emerging belief is that diversity will define the health and wealth of countries in the future.⁹ The exemplar is California's Silicon Valley, the breeding ground for new inventions and a microcosm of peoples from all over the world. Such cultural diversity has led to creativity, adaptability, and innovation.

Accordingly, leveraging the College's cultural diversity should be a strategic goal and a priority. Within SPRIC, we have defined three primary levers in which competitive advantage arising from cultural diversity can be formulated and leveraged:

⁸ Obtained from <http://www.sfsu.edu/~hrwww/directives/p530D.htm> "PRACTICE DIRECTIVE P530D PRINCIPLES OF CONDUCT FOR A MULTI-CULTURAL UNIVERSITY," Effective Date: May 1990

⁹ See G. Pascal Zachary, *The Diversity Advantage* (Boulder, Colorado: Westview Press, 2003).

- *Criteria of Excellence in Cultural Diversity.* AACSB accreditation is defined in terms of its benchmarking criteria, notably its AQ and PQ coverage ratios. In 2007-08, SPRIC will look into specific criteria that define excellence in cultural diversity. Measures that relate to demographics are well-defined and articulated (see first part of this addendum). Beyond demographics, however, the committee will explore, if not define, other measures of excellence. This exercise will be conducted during the Fall 2007.
- *A Relevant and Responsive Curriculum.* Curricula, from undergraduate to executive MBA programs, need to be reviewed constantly to ensure that relevant topics dealing with cultural diversity and tolerance are covered in at least the core and required courses. Cultural diversity is not a passing fashion, but one that is entrenched in deep change. Concepts, cases, and frameworks can be reviewed to the extent that these meet the requirements for cultural diversity. Pedagogical methods that facilitate the exchange and interaction between different cultural groups should be explored, with incentives made for classroom adoption.
- *Reinvigoration of the Student Experience.* We live in what is now termed as the “experience economy.”¹⁰ By orchestrating memorable events, the memory itself becomes the product, i.e. the “experience,” that is valued. In the context of our learning environment, the student experience transcends formal classroom instruction. It covers but is not limited to out-of-class projects, outreach activities, access to the Bay Area, student organization, social interactions, meetings with faculty, staff, and administrators, and interactions with broader communities. This activity will be conducted throughout the entire 2007-08 year.

Supporting documentation

Ethnicity of Undergraduate Students

Race	College of Business, SFSU (%)	National Business School Average (%)
White	19	79
Asian American	48	6
Filipino American	13	1
Chicano/Mexican American/Hispanic	10	5
African American	5	7

¹⁰ Pine, J. and Gilmore, J., *The Experience Economy* (Harvard Business School Press, Boston, 1999).

Ethnicity of Graduate Students

Race	College of Business, SFSU (%)	National Business School Average (%)
White	39	85
Asian American	48	6
Chicano/Mexican American/Hispanic	5	4
African American	3	3

Gender of SFSU, College of Business

Undergraduate Students, Graduate Students and Faculty vs. National Average

	Women (%)	National Business School Average (%)
Full time faculty	22	24
New faculty hires	34	31
Undergraduate students	57	51
Graduate (MBA)	56	37

APPENDIX B

AACSB MAINTENANCE OF ACCREDITATION APPLICATION

June 29, 2007
Caryn Beck-Dudley, Chair
Maintenance of Accreditation Committee
AACSB International
777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602

Dear Chair Beck-Dudley:

By means of this letter, **San Francisco State University** is applying for maintenance of AACSB International business accreditation for our undergraduate and master's degree programs.

Attached are:

1. The Maintenance Review Application including the list of the degree programs that we offer.
2. The list of our Comparison Groups, including Comparable Peers, Competitive Group, and Aspirant Group.

We request a review in **Winter of 2010**.

Sincerely,

Robert A. Corrigan, President

John M. Gemello, Provost & Vice-President of Academic Affairs

Nancy K. Hayes, Dean, College of Business

Business Maintenance Review Application

Please send the requested information to the Maintenance of Accreditation Committee (MAC). The MAC will forward the information to the Accreditation Coordinating Committee (ACC) to rule on Eligibility Requirements for AACSB International Accreditation.

(Please see *Eligibility Procedures and Standards for Business Accreditation, January 2007* at <http://www.aacsb.edu/accreditation/business/STANDARDS.pdf>)

Please request the Accounting Maintenance Review Application when filing for accounting accreditation.

Name of Institution			San Francisco State University
Name of Business Unit			College of Business
Mailing Address 1600 Holloway Avenue, BUS 321			Campus Box or Mail Code
City San Francisco	State/Province/Region CA	Postal 94132 Code	Country USA
Telephone Number (include country/city code or area code) 415-338-1276	Fax Number (include country/city code or area code) 415-338-1276		E-Mail Address cob@sfsu.edu
Name/Title of Business Unit Head			Nancy K. Hayes, Dean
Name/Title of Chief Executive Officer/President/Chancellor Robert A. Corrigan, President			
Name/Title of Provost/Academic Vice President			John M. Gemello, Provost and VP Academic Affairs

AACSB International Business Maintenance Review Application – *Rev. Jan 31, 2007*
Page 2

APPLICATION SUBMISSION INFORMATION

Please submit this application and the accompanying cover letter as follows:

1. **Electronically:** Submit via email one set of all materials to the Maintenance of Accreditation Committee Chair at MAC@aacsb.edu. If applicable, this should include a link to course catalogs available online.
2. **Hard copy:** Submit one (1) hard copy set of all materials, including course catalogs, to:

MAC Chair
C/o AACSB International
777 South Harbour Island Blvd., Suite 750
Tampa, Florida 33602-5730
United States

1. Consistent with your mission and within your cultural context, describe how diversity in your business programs is demonstrated (see *Eligibility Procedures and Standards for Business Accreditation, January 2007, Eligibility Procedures D*).

The mission of the College of Business is to provide high quality business education to a diverse learning community through innovative teaching, research, and support.

The San Francisco State University (SF State) College of Business (CoB) aims to be a leading institution of business education in the San Francisco Bay Area, with an emphasis on preparing students to succeed in a local economy that is international in nature. An integrated business education with strong ties to Asia Pacific and businesses operating in that region will train students to manage effectively across cultures and business environments anywhere in the world.

SF State is one of the 23 campuses of The California State University, the United States' largest, most diverse and most affordable four-year university system with the mission to provide high-quality, accessible education to meet the ever-changing needs of the people of California.

Diversity is the hallmark of the SF State student population, as measured in a variety of ways. As the only state university in three counties (Marin, San Francisco and San Mateo), SF State attracts domestic students from a variety of economic and ethnic backgrounds representing a wide range of "readiness" for college-level work. Seventy-one percent of the undergraduate population receives some form of financial aid. More than 70% of the domestic undergraduate students and 90% of the domestic graduate business students work full or part-time. Adding to this mix in recent years is the increasing growth of the new student population as "freshmen" in addition to "junior transfers," due to the university's acquisition of a significant amount of residential housing. There are now approximately 5,000 residential students of the total 30,000 in this traditionally "commuter" campus.

SF State has long enjoyed a strong reputation as an institution with a core value of social justice and two of the university's six goals focus on diversity and "internationalization". The SF State student population represents 118 countries and over 51% of SF State students grew up speaking languages other than English. SF State is truly a "majority minority" institution: 63% of undergraduates are people of color, as are 49% of graduate students.

Over 80% of domestic graduates remain in the area, fueling the future of Bay Area businesses, many of which have extensive international operations. The domestic students, faculty and business partners of SF State reflect the diversity of the area, its dynamic business environment and San Francisco's position as one of the world's leading hubs of international business activity.

Consistent with the University's student population, the CoB's environment is enriched by a large percentage of international students (approximately 35% of the graduate business student population and 15% to 20% of the undergraduate business student

population) and a high representation of female students, particularly in the graduate program. SF State ranks number one among CSU schools in the number and percentage of domestic students who participate in Study Abroad programs, and the CoB has the largest participation of all SF State's eight colleges. The SF State CoB leverages its diversity (depicted in the table below) through a curriculum and student experience that reflects the realities of today's world and the rapid pace of internationalization. Solid relationships with partners in the Asia Pacific region are facilitated by the CoB's membership in the Pacific Asia Consortium for International Business Education and Research (http://www.paciber.org/home/index.php?option=com_frontpage&Itemid=1), a prestigious consortium consisting of 29 international business programs in Asia, the Americas, and Oceania. These partnerships are strengthened by faculty with broad international experience whom enable a strong portfolio of academic and applied research and teaching exchange.

SF State Business Graduate Students ¹	SF State Business Undergraduate Students ²	
Ethnicity	%	%
Asian American	27.0	45.7
Hispanic	4.2	6.0
African American	1.1	2.3
Pacific Islander	1.5	8.5
White	20.0	12.0
Other	9.9	10.0
International	36.3	15.6
Gender		
Female	51.0	53.0
Male	49.0	47.0

¹ <http://www.sfsu.edu/~ubp/clickmap/dgtrend/ethgngrad06.pdf>

² <http://www.sfsu.edu/~ubp/clickmap/dgtrend/ethgnund06.pdf>

Several mechanisms provide diversity experiences in SF State's CoB programs. The cultural and ethnic diversity of students is conducive to enriching experiential learning and scholarly activities. As a result, a key learning outcome goal in the undergraduate and graduate programs is working in teams, required in a number of courses in the core of each program. With the diversity of the student body, working in diverse teams is a common experience in courses identified as meeting this learning outcome. Students are formally introduced to cultural differences and their impact on and considerations for business in International Business 330, required in the undergraduate core, and International Business 815, an option in the graduate core, where themes of culture and multinational enterprises are explored.

An example of diverse scholarly activity in the CoB is the Business and International Education grant awarded by the U.S. Department of Education originally awarded in the late 1990s and renewed on three occasions. The award has supported CoB faculty and graduate students in the design and implementation of numerous academic and community outreach grant projects with the local wine industry. The projects were designed to provide faculty and graduate student assistance to the 800+ small and family-owned wineries in Northern California to improve their domestic competitiveness and international trade capabilities. Another Department of Education grant partners the CoB with three other SF State Colleges (Ethnic Studies, Humanities, and Behavioral and Social Sciences) on inter-disciplinary offerings related to China and South Asia, incorporating languages and cultural aspects in fields as broad as healthcare management and business education.

2. Describe the established expectations of the institution or the business programs of the institution for ethical behavior by administrators, faculty, and students (see *Eligibility Procedures and Standards for Business Accreditation, January 2007, Eligibility Procedure E*).

Formal university standards for student conduct (<http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>) have been established that prescribe good citizenship, responsible behaviors that reflect well upon SF State, civility, and positive contributions to student and university life. Expectations for ethical behavior by faculty are set forth in the University tenure and promotion policy (<http://www.sfsu.edu/~acaffrs/facman/append-2.htm#997140>) which states that faculty should “demonstrate professional ethics and principles, and accept responsibility for working effectively with colleagues to achieve department, college, and university goals.” Administrators are required to comply with the Conflict of Interest (COI) code. Those at certain levels must attend Ethics Training and complete annually the Statements of Economic Interest Form (http://www.sfsu.edu/~hrwww/emp_relations/hr_Directives/P203.html).

The CoB has adopted Ethical and Professional Management as one of its core values, and the College “strives to manage our enterprise in an exemplary manner, respecting the principles of shared governance, effective leadership, and faculty/staff service.” This core value is reflected in the curriculum, as well as in scholarly and service activities of the faculty. At the undergraduate level, all students are required to enroll in BUS 682, Seminar in the Environment of Business, in which the ethical environment of business is considered. BUS 784, The Political, Social, and Legal Environment of Business, focuses on ethics in American and international businesses and is a required course in the graduate program. A popular new graduate elective seminar, *Ethics in Decision Making*, is being offered for the third consecutive semester in Fall 2007 and features high level business executives as guest lecturers.

Faculty who teach BUS 682 and BUS 784 are also involved in scholarly activities that promote business ethics. Professor James Glenn, for example, focuses on the ethical dimensions of decisions made in business, professional, and medical organizations. His writing on decision making, research and teaching business ethics has appeared in periodicals, translations and books. He is currently preparing the third edition of his book, *Ethics in Decision Making*.

Service activities that promote business ethics are exemplified by Professor William Perttula’s development of *Ethics Week in the College of Business*. Over 4,000 business students at SF State’s College of Business heard from over 50 business people and experts on the topic of business ethics during a designated week in November 2006 in which the University’s President also participated. All departments in the College participated; guest speakers shared their perspectives and experiences with ethics in the world of business and faculty oriented their course material towards ethical issues. A sample of faculty activities during the College’s ethics week may be found at http://cob.sfsu.edu/COB/portal_student/view_pagesp.cfm?pid=42. *Ethics Week in the College of Business* has been scheduled again for November 5 through 9, 2007.

3. List all business degree programs at all levels and in all locations offered through the business unit and non-business unit (see *Eligibility Procedures and Standards for Business Accreditation, January 2007, Eligibility Procedures C and F*).

Note: Include catalogs, Web sites, or other material describing the degree programs.

Business Degree Programs To Be Included in Accreditation Review:

Degree Program ₁	Level ₂	Locations ₃	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion ₄	Average Time to Complete Degrees	# Students Graduated in Previous Academic Years		
						2004-05	2005-06	2006-07
Bachelor of Science in Business Administration http://www.sfsu.edu/~bulletin/current/programs/business.htm#325	U	Main Campus	1949	120 units total (42 units business core; 21 units business concentration; 57 units general education).	5 years	1,293	1,151	1,183
Bachelor of Science in Hospitality Management http://www.sfsu.edu/~bulletin/current/programs/hospita.htm#1067	U	Main Campus	1990	120 units (44 units business core; 21 units HM concent; 48 units gen ed; 9 units other graduation requirements; 2 units double counted).	5 years	48	46	105

Degree Program ¹	Level ²	Location ³	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion ⁴	Average Time to Complete Degrees	# Students Graduated in Previous Academic Years		
						2004-05	2005-06	2006-07
Master of Business Administration http://www.sfsu.edu/~bulletin/current/programs/busgrad.htm#2494 http://cob.sfsu.edu/mba/programs/mba.cfm	M	Downtown Campus	1962	64 units	FT 2 years PT 4 years	198	181	71
Master of Science in Business Administration http://www.sfsu.edu/~bulletin/current/programs/busgrad.htm#1956 http://cob.sfsu.edu/mba/programs/msba.cfm	M	Downtown Campus	1962	64 units	FT 2 years PT 4 years	61	48	24

Degree Program ¹	Level ²	Location ³	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion ⁴	Average Time to Complete Degrees	# Students Graduated in Previous Academic Years		
						2004-05	2005-06	2006-07
Executive MBA http://www.sfsu.edu/~bulletin/current/programs/busgrad.htm#774001 http://cob.sfsu.edu/emba/	M	Downtown Campus	2000	48 units	23 months	0	0	22
Executive MBA http://www.sfsu.edu/~bulletin/current/programs/busgrad.htm#774001	M	Canada College	2000	48 units	23 months	29	20	11

¹ See “What is a Program?” on page 59 of the *Eligibility Procedures and Standards for Business Accreditation, revised January 2007*. Indicate the full, correct degree name as it appears in school catalogues and/or on the diploma (i.e. “Bachelor of Arts in Business Administration” or “BA Business Administration”).

² Undergraduate (U), Master’s (M), Doctoral (D), Combined Undergraduate and Master’s (U/M). If other, please explain.

³ List all locations at which the degree program is offered, including auxiliary campuses and partner institutions. Program delivery via on-line or distance learning is considered a separate location.

⁴ The metric to report degree requirements should reflect the operations of the school. Please identify the metric chosen (credit hours, contact hours, or courses). If necessary, footnote the record and provide additional explanation.

⁵ Report the normal amount of time required for a successful student to complete the degree, i.e. 2 years, 4 years, 18 months, etc. If multiple tracks to the same degree are available (i.e. weekend, evening, and traditional MBA), please indicate the average time to complete the degree within each track.

4. List of Comparison Groups

The mission of the College of Business is to provide high quality business education to a diverse learning community through innovative teaching, research, and support.

Peer Schools

Mission statements were a key factor in selecting the list of peer schools. Peer schools were chosen on the basis of similarities in mission, funding mechanism, faculty and student characteristics, locale, demographics, and specialized programs. The matrix in Table 1 presents comparisons based on criteria used by AACSB in its listing of profiles of accredited schools.

Two of the schools, Eastern Michigan University and Portland State University, were selected as peer schools in the previous maintenance of accreditation process and they will provide continuity as SF State prepares for its next review cycle. Cleveland State University was considered for inclusion as a peer for the 2004 review, but was not selected because it offers a Doctorate in Business Administration (DBA), and SF State did not offer a doctorate degree at the time. With respect to almost every other criterion, however, Cleveland State University is an excellent match for SF State. The doctorate degree becomes less of a distinguishing criterion because beginning in fall 2007, SF State will offer a professional doctorate in Educational Leadership and the College of Business has three courses in the program that will be taught by business faculty.

The University of Massachusetts at Boston is another new peer school for SF State. U-Mass Boston is similar to SF State in nearly all of the criteria considered for peer status; both are publicly funded urban Universities located in a diverse environment populated by internationally acclaimed institutions of higher education (e.g., MIT and Harvard in Boston and Stanford and UC Berkeley in San Francisco).

The other schools new on the list are City University of Hong Kong and Queensland University. These schools were chosen because they parallel the CoB's focus on diversity and international programs and curriculum. Of the undergraduate business students at SF State, approximately 46 percent are Asian-American and 16 percent are international students (well over half of these are Asian). At the graduate level, 27 percent of the students are Asian American and 36 percent are international students (again, more than half of these are Asian). SF State has a student exchange program with the two institutions, similar mission statements, international perspectives, and student demographics making these two non-U.S. schools of business good matches for the CoB.

Competitive Schools

AACSB accredited schools that compete with the College of Business at SF State for students, faculty, and resources were selected as competitive schools. The schools, shown in Table 2, are members of the California State University system and are located at San Jose State University, Sonoma State University, and CSU East Bay. Direct competition with these schools for resources presents a conflict of interest.

Aspirant Schools

Business schools that have successfully achieved goals similar to the strategic goals of the SF State CoB were selected for the aspirant group. In spring 2007 the CoB Strategic Planning Committee met regularly and agreed to reaffirm the mission of the College and to revise its strategic goals to match its current academic and fiscal environment.

The strategic goals that will facilitate student success have been framed as integration, industry-ready graduates, internationalization, and investment in students, faculty, and staff. These goals reflect the CoB's aim to be a leading institution of business education in the San Francisco Bay Area with an emphasis on preparing students to succeed in a local economy that is international in nature and to manage effectively across different cultures and business environments located anywhere in the world.

More than 80% of SF State's domestic students remain in the Bay Area after graduation, fueling the future of local businesses, many of which are international in nature. The diverse and eclectic economic base of the area provides for a rich business environment with direct connection to international businesses, particularly those in Asia and South Asia. The cultural mosaic of the Bay Area approaches Asia Pacific, a factor that reinforces networking with industry and educational institutions in that region. The CoB will leverage its diverse student population to build strong teaching and research relationships with international partners.

A CoB graduate who will succeed in the international business environment of the local Bay Area economy is one who has mastered an integrated curriculum that balances academic theory and applied experience; has a multidisciplinary focus; reflects the international nature of business in all disciplines; and leverages San Francisco business and economic opportunities. The graduate will demonstrate critical professional skills such as multi-cultural competence, written and verbal communication, analytical skills, and team building, and will be a well-rounded, results-oriented professional with a mindset of social responsibility.

Faculty and staff of the CoB will support an integrated education by creating exposure to business professionals; career services; strong partnerships with international schools; affordable opportunities for international experiences; faculty scholarship and professional growth opportunities; a diversified revenue portfolio; and funding for scholarly activities and non-academic programs and services.

The CoB's strategic goals are:

Integration

- There is a strong multi-disciplinary focus on business education by building depth in discipline areas coupled with broad cross-discipline management perspective, particularly in graduate education.
- The curriculum balances academic theory and applied experience.
- Students are exposed to business professionals throughout their studies in a variety of ways from guest speakers to internships to group projects.
- Concentration and emphasis programs reflect San Francisco business and economic opportunities and growth areas that provide future employment and

leadership opportunities for students. Several current examples include hospitality management, sustainability, entrepreneurship and supply chain management.

- Faculty scholarship and professional experiences contribute to and strengthen the curriculum.

Industry-ready Graduates

- The program promotes the development of critical professional skills such as multi-cultural sensitivity, written and verbal communication, analytical skills, and team building.
- Career services enable students to proactively self-manage their careers and engage in life-long learning.
- The program has a reputation for developing well-rounded, results-oriented professionals with a mindset of social responsibility.

Internationalization

- The curriculum reflects an international nature of business in all disciplines.
- Strong partnerships are in place with international schools: faculty and student exchange, research, coursework, joint collaboration with multi-national business partners.
- International students at SF State receive a true international experience in a supportive environment, and remain connected to the school upon their return to their home countries
- SF State domestic students receive enriching diversity and cross-cultural experiences that they can apply effectively to their business careers, as well as their personal lives.
- SF State students have affordable opportunities for international experiences (i.e., study abroad) in addition to academic work.

Investment in Students, Faculty, and Staff

- The College builds a revenue portfolio with diversified sources of income.
- Programs are in place to enable faculty to continually enhance their teaching effectiveness and scholarly activities.
- Programs are in place to enable staff to develop their professional skills.
- Non-academic programs and services which enhance student experiences and build critical skills are available to students.

The schools that have implemented programs most closely reflecting these strategic goals are located at the University of Colorado Boulder, the University of Louisville, the University of British Columbia, and the University of Georgia. Table 3 describes how these schools have implemented the strategic goals proposed by the SF State College of Business. The CoB does not aim to become the mirror image of its aspirant schools, but rather seeks to emulate their features that reflect our proposed strategic goals. In fact, the ideal aspirant school is a composite of these four schools with each one contributing essential features to SF State as it is envisioned twenty years from now.

SF State of the future will have implemented a Center for Business Integration very similar to the one currently in place at the University of Colorado Boulder. The Center

will be the hallmark of a multidisciplinary curriculum that balances theory and practice, and where executives in residence train students to leverage San Francisco business and economic opportunities.

Along with the other schools, The University of Louisville (U of L) business school in particular will provide the vision for creating industry-ready graduates. The U of L has been successful at promoting professional skills such as career management, collaborative learning, cultural competence, critical thinking, and communication. With its endowed career center, the U of L has enhanced its reputation for preparing students to manage their careers and engage in life-long learning. Like SF State, a large percentage of U of L students remain in the area after graduation and actively participate in enhancing the economic vitality of the region. This commitment to social responsibility (also strongly embraced at the University of Colorado) is a mindset that the CoB would hope to perpetuate among its graduates.

SF State CoB of the future will emulate the international programs offered in particular by the University of British Columbia (UBC). Partnerships with international schools of business, international executive training programs, and diversity and cross-cultural experiences for students and faculty will be a signature programs that distinguish the SF State CoB.

The investment in students, faculty, and staff made by the Terry School at the University of Georgia completes the vision of SF State of the future. A private gift in 1990 that was used to fund endowed chairs, research fellowship and scholarship programs helped to transform the school into a leading college of business. Unranked in 1990, it was ranked by *Business Week* for the first time in 2006. The success of the investment made by the Terry School has been remarkable and is one of its many features that SF State's CoB would hope to emulate.

From this composite of four schools, SF State of the future will prepare students to succeed locally and manage effectively across cultures and business environments located anywhere in the world. A graduate of SF State of the future will have an integrated business education with a broad multidisciplinary focus and depth in areas that reflect Bay Area business and economic opportunities and growth areas; professional skills that support life-long learning and a mindset of social responsibility; international academic and practical experiences; and more opportunities to work with faculty actively engaged in scholarly endeavors because fellowships and scholarships enable them to attend school full-time.

Table 1 PEER SCHOOLS COMPARISON MATRIX

PEER SCHOOLS	SFSU	Eastern Michigan University	Portland State University	Cleveland State University	City University of Hong Kong	Queensland University of Technology	University of Massachusetts Boston
Peer Criteria							
URL	http://cob.sfsu.edu	http://www.cob.emich.edu	www.sba.pdx.edu	www.csuohio.edu/cba	http://www.fb.cityu.edu.hk/home	http://www.bus.qut.edu.au	http://www.management.umb.edu
Public/Private	Public	Public	Public	Public	Public	Public	Public
Funding Base	State and Fees	State and Tuition	State and Tuition	State and Tuition	Not available	Common-wealth & Fees	State and Tuition
Total operating budget	\$12,500,000	\$13,229,206	\$7,188,870	\$14,173,198	Not available	Not available	\$8,672,208
Budget per faculty member	\$115,740	\$155,638	\$133,127	\$174,978	Not available	Not available	\$173,444
Named School	No	No	No	Yes – The Nance College of Business Administration	No	No	No
Admission criteria	UG: Adheres to university requirements GR: 3.0 GPA, GMAT, Statement of Purpose	UG: Adheres to university requirements, plus completion of at least 56 credit hours, meeting course requirements, and 2.5 GPA GR: GMAT and 2.5 GPA	UG: Adheres to university requirements GR: 2.75 GPA, GMAT, two letters of recommendation, Statement of Intent, résumé of work experience	UG: Adheres to university requirements GR: GMAT, GRE if applicable, entrance exams (50 th percentile), and 2.75 GPA	English, Chinese, and Mathematic requirement	Admission based on merit, which is measured according to a selection rank	UG: University requirements GR: 2.75 GPA, GMAT, résumé of work experience, three letters of recommendation, two essays
Carnegie Classification	Master's Colleges and Universities I	Master's Colleges and Universities I	Doctoral/ Research Universities – Intensive	Doctoral/ Research Universities – Intensive	Other or Unknown	Other or Unknown	Doctoral/Research Universities – Intensive
Scholarly orientation	G	B	A	A	M	A	G

PEER SCHOOLS	SFSU	Eastern Michigan University	Portland State University	Cleveland State University	City University of Hong Kong	Queensland University of Technology	University of Massachusetts Boston
AQ/PQ Criteria Similarity	9 points with 1 peer reviewed journal article required.	Not available	Two or more refereed journal articles within the last five years. Depending on the Dean's review, may also be AQ with some combination of published refereed journal articles, research monographs, scholarly books, chapters, etc.	3 intellectual contributions over the five year period and at least two of the 3 must be peer reviewed journal articles. Flexibility in applying the standard.	Not available	Not available	5 to 10 intellectual contributions over 5 year period with at least two from peer reviewed journal, published proceeding, or textbook; OR 1 of the above plus 3 tier two activities; OR at least 5 tier 2 activities.
Number of students	4,762 PT UG	UG: 1,736 FT/782 PT GR: 190 FT/283 PT	UG: 1,753 FT 891 PT GR: 81 FT/154 PT	UG: 1,216 FT/576 PT GR: 394 FT/ 945 PT	UG: 2,955 FT/ 969 PT GR:1,504 PT	UG: 3,317 FT/2,066 PT GR: 564 FT/ 1,047 PT	UG: 740 FT/128 PT GR: 462 FT/206 PT
Number of faculty & lecturers FT/FTEF	101 FT/ 132.60 FTEF	85 FT/100 FTEF	54 FT/76 FTEF	81 FT/96 FTEF	166 FT/ 199 FTEF	159 FT/233.09 FTEF	50 FT/56 FTEF
FT students per faculty	35.91 UG	25.16 UG/GR 1.90	34.79 UG/1.07 GR	18.67 UG/4.10 GR	19.72 UG	23.09 UG/2.42 GR/	21.46 UG/2.29 GR
Urban/Rural/ Suburban	Urban	Urban	Urban	Urban	Urban	Urban	Urban
Commuter / Residential	Commuter	Commuter	Commuter	Commuter	Commuter	Commuter	Commuter
Degree type similarity	Undergraduate, MBA, EMBA, MSBA	Similar, plus MSA, MSB, MSHROD, MSIS, MSIMC	Similar; post-baccalaureate degrees; online MBA, as well as MSFA, and MIM	Similar; MLRHR, MBA-HCA, MCIS,DBA, MACC, and MBA/Juris Doctor program	Comparable, but not entirely similar; DBA, MA, MSC, PGC, Ph.D, and MPhil	Almost identical, plus a GCBA and IMBA	Very similar, save for MSA and MSIT
Ph.D within CoB?	No	No	No	No	No	No	No

PEER SCHOOLS	SFSU	Eastern Michigan University	Portland State University	Cleveland State University	City University of Hong Kong	Queensland University of Technology	University of Massachusetts Boston
Econ within?	No	No	No	No	Yes	No	No
Centers and Institutes	Ohrenschall Center for Entrepreneurship, Center for Electronic Business, Family Enterprise Center, Campus IT Solutions	E-ship, PEC, SBTDC	Professional Integrity & Accountability, Food Industry Leadership, Center for Real Estate	Center for Real Estate Brokerage and Markets, International Business Center, Executive Development Center	N/A	Centre of Philanthropy and Nonprofit Studies, Australian Centre for Business Research	Environmental Business and Technology Center, Small Business Development Center, Center for Collaborative Research
International Programs	Study abroad programs offered by the University	New IBUS, few study abroad, many international students	Several study abroad options, student exchange program	Offers a few study abroad programs, as well as the new GLOBAL REACH Program series	Extensive International Exchange program	Student exchange program; foreign language specialization option within degree	Limited scope; does have an International Management concentration available

Table 2 AACSB COMPETITIVE SCHOOLS

Competitor School	Location	URL	Carnegie Classification
San Jose State University	San Jose, CA	www.cob.sjsu.edu	Masters C & U I
CSU East Bay	Hayward, CA	www.cbe.csueastbay.edu	Masters C & U I
Sonoma State University	Rohnert Park, CA	www.sonoma.edu/sbe	Masters C & U I

Table 3 ASPIRANT SCHOOLS COMPARISON MATRIX

ASPIRANT SCHOOLS	University of British Columbia	University of Georgia	University of Louisville	University of Colorado at Boulder
Aspirant Criteria				
URL	http://www.sauder.ubc.ca/	http://www.terry.uga.edu/	http://business.louisville.edu/	http://leeds.colorado.edu/
Integration	Faculty includes Executives in Residence and Emeriti professors	Executives in Residence; also, several corporate partnerships, including Phillip Morris, State Farm, and BB&T	Executives in Residence; traditional degree program also includes Equine Management	Center for Business Integration; also, the Curriculum Emphasis on Social Responsibility, which focuses on integrating ethics and corporate social responsibility
Industry-ready Graduates	Launching a new version of COOL – Career Options Online – in August 2007	MBA Career Resource Center	Ulmer Career Management Center, and Entrepreneurship Louisville, an all-inclusive organization that oversees all College of Business entrepreneurship activities, graduates stay in area & enhance economic vitality of the region	Recently joined forces with RemX Financial Staffing to better assist students and alumni with career placement; the Deming Center for Entrepreneurship
Internationalization	Several partnership programs, executive training programs, and international collaborative efforts available in over 20 countries	The Coca-Cola Center for International Business; Institute for Leadership Advancement offered first program in Africa	International MBA Minor in International Business	Certificate Program for International Business; the Office of Diversity Affairs
Investment in Faculty, Students, & Staff	The Sauder School of Business leads Canadian business schools with over \$1.3 million in research grants since 1995. Sauder School ranked 27th in <i>Newsweek Magazine's</i> ranking of world's top 50 schools (2006) and ranked 36th in Shanghai Jiao Tong Univ Institute of Higher Ed's ranking of the world's top 50 schools.	Institute for Leadership Advancement, the Executive Education Center in Atlanta, and over \$70 million in private giving, endowed chairs, research fellowships and scholarships. Terry School consistently ranked in the Top 20 public business schools.	The Dean's Circle of Societies, a new group of exclusive supporters for the College of Business. Graduate program ranked 10th in "The Top Ten in the U.S. for Entrepreneurs" by <i>Princeton Review</i> and <i>Entrepreneur Magazine</i> .	Extensive research programs; plus, the Business Advisory Council, which sets the strategic direction for Leeds. Leeds School is ranked among the top 30 schools for social & environmental teaching
AQ/PQ Criteria	Not available	Sufficient activities to maintain currency in the field such as published or presented research, attendance at professional meetings, or publication of teaching materials.	Point system for AQ requires 10 pts in the past 5 yrs. Journals for merit evaluations categorized by prestige. PQ requires 10 points but is achieved differently (M.S. and professionally active at a high level, consulting, etc.).	Not available

APPENDIX C

COLLEGE OF BUSINESS AQ/PQ CRITERIA

					Search

AQ/PQ Criteria March 2007

College of Business Criteria for Academically Qualified (AQ) based on 5-year Rolling Plan

Note: the point count is unchanged from the pre-AACSB accreditation version.

The only changes are:

- Refereed journal articles are called Category A for clarity
- Other refereed publications that were formerly A are now Category B
- Former Category B items are now Category C

Within the past 5 years, a total of 9 points that **must** include at least one Category A publication.

Category A—3 points

Refereed Journal Article—reviewed by peers in the field, usually blind or double blind, and published in such a form as to be easily accessible to others in the field for scrutiny.

Category B—3 points each

- *Refereed Research Monograph*—reviewed by peers in the field, usually blind or double blind, and published in such a form as to be easily accessible to others in the field for scrutiny.
- *Refereed Conference Proceedings, Published*—reviewed by peers in the field, usually blind or double blind, and published in conference proceedings accessible to others in the field for scrutiny. Rigorous referee process required.
- *Refereed Conference Presentation, Unpublished*—reviewed by peers in the field, usually blind or double blind. Rigorous referee process required.
- *Refereed Textbook*—reviewed by peers in the field, published by a recognized publishing house, and adopted in at least one university other than SFSU; must be leading edge.
- *Refereed Textbook Chapter*—same requirements as textbook.
- *Peer Reviewed Trade book*—published by a recognized publishing house, and accepted by the relevant trade. Must be related to what the faculty member teaches.
- *Peer-Reviewed Instructors Manual (for Textbook)*—or book of cases or comparable instructional materials, published by a recognized publishing house, and adopted in at least one university other than SFSU; must be leading edge.

Category C – 1 point each

- *Trade book, Not Peer Reviewed*—published by a reputable publishing house.
- *Editorship or Guest Editorship of Academic Journal or Trade book or Research Compendium or Collection of Articles or Cases*—selection by peers is based on acknowledged or implied expertise in the field.

- *Journal Article, Invited, or Non-Refereed*—wide availability to peers of published material. Must be related to what faculty member teaches.
- *Article in Trade or Professional Journal*—evidence of dissemination of scholarship in field.
- *Paper Presentation at Academic Conference*—subject to evaluation by peers at conference.
- *Chair or Discussant at Academic Conference*—selection by peers is based on acknowledged or implied expertise in the field.
- *Computer Software*—reviewed by peers in the field and used by peers in the field external to SFSU.
- *Case Study*—reviewed by peers in the field, and published in a case book or case journal by a reputable publishing house. Must be leading edge.
- *New Course Development*—should be adopted at a university other than SFSU
- *Instructional Material, Not Peer Reviewed*—adopted by at least one university other than SFSU

Criteria for Professionally Qualified (PQ) Hiring Criteria for PQ

At the time of hiring, a non-tenure track faculty is deemed to be Professionally Qualified if he or she meets the following criteria:

- The faculty member holds an appropriate master's degree or doctorate degree in a field related to the teaching discipline. Generally speaking, the MBA degree is recognized as appropriate for teaching all lower division coursework in the College and some upper division coursework. Under special circumstances, numerous professional certification, laudable industry achievement or significant progress towards advanced education beyond a B.S. degree is acceptable.
- The faculty member has current full-time practical work experience that is relevant to the teaching area, significant in duration and responsibility. Professional Qualification will be lost if there is no evidence of continuous learning to maintain currency in the field during the most recent five-year period.

Criteria for Continuing PQ based on a 5-Year Rolling Plan

Faculty members may demonstrate continuing currency by engaging in activities that are relevant to their profession.

These activities include:

- The equivalence of one year of industry work experience in his/her area of teaching within the past five years of employment

OR a combination of the following qualifications may be considered

- Continuing consulting relevant to the teaching area, significant in duration and responsibility
- Acquiring or renewing professional certification
- Attending a significant number of professional upgrading classes
- Activities identified for the maintenance of Academic Qualifications
- Other activities relevant to the continuing practice of their profession

Updated:6/15/07

Academic Program Review SELF-STUDY TEMPLATE. Clinical Mental Health Counseling Online Campus. 1|Page. January 2017.
Contents. Academic Program Review Components.Â ACADEMIC PROGRAM REVIEW COMPONENTS The Academic Program Review (APR) is a self-study that focuses on academic quality, program integrity, and student learning. The self-study is organized into five sections, including a section summary, followed by appendices with supporting documents: 1. Program Overview Introduction and historical context of the program, relationship to The Chicago School of Professional Psychologyâ€™s Mission and Strategic Plan, program description, actions since the last APR. Academic Programs. Accelerated Studies.Â Each program is followed by the name of its sponsoring school or institute. The glossary to the right explains any abbreviations used in this list. A | b | C | D | e | f | g | h | i | j | k | L | M | n | o | p | q | r | s | t | u | V | w | X | y | z. Academic Program Review: Self Study:USF Chemistry Department, Fall 2011 I. Introduction. A. Mission (approved Fall 2011). The Mission of the Chemistry Program at USF is to deliver a broad-based, challenging chemical experience that will train students to participate effectively as professionals in a variety of careers including graduate programs, health professions, government or private industry and teaching.Â Our academic programs are distinguished by small upper division lab courses or small research projects led by professors using advanced instrumentation and techniques. The following data plots summarize some of the changes taking place since 2005. Majors by Gender.