

Accreditation Bulletin

College of Business
San José State University

Issue No. 3
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Pilot Program

In Spring 2011, the Undergraduate Curriculum Enhancement Project (UCEP) called for proposals of curriculum enhancement ideas from faculty members. In their proposals, faculty was encouraged to incorporate the College's missions and values. The Undergraduate Curriculum Committee as well as the UCEP team evaluated these proposals and awarded four Business faculty members with the winning accolades. The four winning proposal's included: Jennifer Bechkoff's project, "Soft Skills in Hard Times: What Employers Really Want;" Anu Vuorikoski-Bullis's project, "Case Problems in Finance (173B) Simulations;" Bobbi Makani's project, "Using Cloud-Based Online Video Presentations to Enhance Learning and Development of Quantitative Skills;" and Noorein Inamdar's project, "Capstone Simulation."



Jennifer Bechkoff's project sought to implement an online soft skills course to build upon all business students' social skills.

This proposal addresses issues, such as work ethic, business etiquette, appearance, professionalism, multicultural sensitivity and integrity. The proposal goals are to educate students on social skills needed by employers and how to perform these skills in the workplace. Jennifer's proposal touches upon core

values in the areas of excellence, ethics and communications. The online course is designed to "help students learn to work more effectively and will help students conquer working in a



diverse environment." Anu Vuorikoski-Bullis's UCEP proposal introduced simulation games for the BUS 173B course to "enhance learning

outcomes for game participants." These simulations would "emulate (the) real world decision making process where students (would) get both immediate and later feedback." This proposal touches upon the College's mission to provide "relevant business education through hands-on student learning" activities. Anu states these simulations will also affect BSBA Goal One in the area of Business Knowledge by helping "students understand the fundamental principles of essential business functions and deepen their specialized knowledge of financial management." Anu also anticipates that the simulations will touch upon additional BSBA goals, including: communication, leadership and ethics as well as critical thinking and analysis.



Bobbi Makani's proposal involved the creation of a cloud-

based online video presentation for student's learning quantitative analysis. These online presentations would allow students to access lecture videos and solved problems according to their schedule and as often as needed. Bobbi stated that students deem quantitative analysis courses as some of the most difficult, and these online resources would permit them to watch continuously to further classroom instruction. According to Bobbi's proposal, "continuous and repetitive discussions of the concepts" would enhance student's development of quantitative skills. The presentations would be accessible through D2L with the assistance of Brainshark, a cloud-based software.

Bobbi's proposal corresponds to the BSBA goals of quantitative skills and communication.



As part of her proposal, Noorein Inamdar wants to pilot a management strategy simulation game for the BUS 189 course. Noorein stated

that the game simulation aims "to more effectively prepare graduating seniors for the practice of business." To implement the game simulation, three participating faculty members will employ the simulation in one of their 189 courses while simultaneously teaching another 189 section in its usual manner.

AACSB Team Visit Review

Highlights from the Team's Visit

IN February 2011, the College underwent its AACSB Maintenance of Accreditation Review, which resulted in an extension of the College's accreditation for an additional five years with the next review scheduled for 2015-2016. In the Team Visit Report, the Peer Review Team made many commendations regarding the College's strengths, effective practices, and innovations as well as recommendations for improvements in various areas.

Commendations & Strengths

The Peer Review Team commended the faculty for their dedication and enthusiasm, and attributed these factors to the creation of a positive learning environment for students. The Team found the faculty to be highly qualified based on their education and relevant business experience. They noted that assurance of learning was engrained in the College's culture through the creation of an effective infrastructure. As a result, the assurance of learning program is well developed and supports continuous efforts to refine program learning goals and assessment measures. The Peer Review Team reported that the College's documentation of assurance of learning is "extensive and impressive."

The College's various student programs were applauded for offering "unique and valuable learning opportunities." These programs included the Thompson Global Internship Program; Gary J. Sbona Honor's Program; Neat Ideas Fair; Bay Area Retail Center; Silicon Valley Center for Entrepreneurship; and Mineta Transportation Institute. Additionally, the College's Centers were praised for providing opportunities within the Silicon Valley business community for both students and faculty. Student organizations were recognized as pro-

viding development opportunities in "leadership skills and career enhancement." The Business Student Advise-ment Center (BSAC) was acknowl- edged for use of "best practices" in advising.

Opportunities for Improvement

The Team addressed the budget- ary challenges affecting SJSU and the College. They advocated that the College continue to build and main- tain different revenue sources to be able to achieve its vision and mission. Care should be taken to ensure that staff support for various programs and student services is not further reduced. "An important area will be to strengthen support for globaliza- tion efforts."

With regards to the graduate pro- grams, the Peer Review Team ac- knowledged the strong competition in the market for MBA students. The Team recommended that the graduate admission process at the University level be improved so that data are available to the College in a timely manner. "It is exceedingly important to respond quickly to admit qualified students."

They reported that consideration should be given to providing addi- tional Career Services support for the full-time MBA students. The Team suggested that the College investigate a market-driven approach to on-line or hybrid delivery of the MBA pro- gram.

The Peer Review Team recom- mended that the College revisit its AQ and PQ policies. They suggested that differentiation of research focus be considered. The Team encour- aged the College to consider a list of recommended journals that promote the desired impact and support of the College's mission.

In the area of assurance of learning, the Peer Review Team recommended that the BSBA program learning goals be streamlined. They also sug- gested that assessment measures for the MBA program be broadened.

Accreditation Timeline

2012-2013

Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities

2013-2014

Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities
Submit Maintenance Review
Application

2014-2015

Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities
Scope Confirmed
Select Peer Review Team
Set Visit Date

2015-2016

Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities
Submit Maintenance Report
Peer Review Team Visit

Revised BSBA Program Learning Goals

Closing-the-Loop Activities

IN response to the AACSB Peer Review Team's recommendation, the BSBA Program Learning Goals have been streamlined from seven to six. Thanks go out to Bobbi Makani and Anne Lawrence for their work on the initial revised BSBA Program Learning Goals and to the members of the Undergraduate Enhancement Curriculum Project (UCEP), Core Course Community (CCC), Undergraduate Curriculum Committee (UGCC), Accreditation Steering Committee, and faculty members who attended the faculty forums in the fall for their valuable input on the revised goals. The revision process provided an opportunity for reflection and enhanced alignment with the College's vision and mission.

In October 2011, UCEP sponsored a Giving Voice to Values Workshop and Presentation by Mary Gentile, of Babson College. Giving Voice to Values is an ethics curriculum that provides students with "the tools not just to recognize what is right, but to assure that the right things happen." Many thanks go out to Anne Lawrence who arranged the visit and worked with CCC faculty to develop a coordinated, integrated approach to infusing ethics across

the curriculum. Anne also set up the ethics curriculum lending library in BT550. Check it out!

In November 2011, the CoB Teaching Seminar Committee and UCEP co-sponsored a lunchtime discussion with Dr. Catherine Gabor (Coordinator for 100W in the English Department) on identifying the writing knowledge and skills needed by graduating BSBA students. This event addressed the CoB faculty concern regarding the need to strengthen the writing skills of our students. The discussion served as a starting point for a college-wide initiative aimed at improving student writing.

The Contemporary Tax Journal was launched in 2011 by the MST program. The journal is online and managed by the MST students. The journal features work of the students, as well as original articles from tax practitioners, academics, and graduate students. The journal was created to provide an avenue for enriching the MST students' "graduate tax learning by engaging with tax compliance, planning and policy areas through writing, editing and researching." The journal is published online twice per year (winter and summer). Please check out the journal at www.sjsumstjournal.com.

GOAL ONE: Business Knowledge.

Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

GOAL TWO: Communication.

Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

GOAL THREE: Ethical Awareness.

Recognize, analyze, and articulate solutions to ethical issues that arise in business.

GOAL FOUR: Leadership, Teams and Diversity.

Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

GOAL FIVE: Critical Thinking.

Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

GOAL SIX: Innovation.

Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Going Global with EFMD



In December 2011, the College of Business and Lucas Graduate School of Business officially became an affiliate member of the European Foundation for Management Development (EFMD). EFMD is an international membership organization based in Brussels, Belgium and has over 700 members from the public sector, business, and academia from 80 countries. EFMD provides a forum for networking, research, and information sharing on innovation and best practices in management

development. EFMD is the accrediting body for EQUIS (European Quality Improvement System). The EQUIS scheme was launched by EFMD in 1997. An institution must be an EFMD member to be eligible for EQUIS accreditation. EFMD is currently celebrating its 40th anniversary.

There are approximately 40 universities and organizations in the U.S. that are EFMD members, only 2 of which are EQUIS accredited (Babson College and Bentley University). There are a total of

130 EQUIS accredited schools that span the globe. SJSU currently has formal relationships with 13 of these schools. Of the EQUIS accredited schools, 75 (58%) are also AACSB accredited.

EFMD emphasizes international and corporate partnerships. The College's website has been updated to include a list of our corporate, international, and Gary J. Sbona Honors Group partnerships (<http://www.sjsu.edu/cob/Partnerships/>).

U.S. EFMD Members

AACSB International	Northeastern University
Babson College (EQUIS Accredited)	Northwestern University
BALAS - Business Association of Latin American Studies	Pace University
Bentley University (EQUIS Accredited)	PMI - Project Management Institute
Boston University Metropolitan College	Rice University
CIEE - Council on International Educational Exchange	Stanford University
Clemson University	Thunderbird School of Global Management
DePaul University	Trinity University
Duke Corporate Education, Inc.	Tuck Executive Education at Dartmouth
Executive MBA Council	University of Florida
Florida International University	University of Louisville
GBSN - Global Business School Network	University of Maryland University College
George Mason University	University of Minnesota
Georgia State University	University of North Carolina at Charlotte
GMAC® - Graduate Management Admission Council®	University of Pennsylvania
Kennesaw State University	University of Richmond
Microsoft Corporation	University of San Diego
Nathan Weiss Graduate College	USC Marshall School of Business
North Carolina State University	UTSA - The University of Texas at San Antonio