The Maintenance of Accreditation Committee (MAC) met on Wednesday, April 15, from 12:45-2:45 PM in the Dean’s Conference Room.

We are in the third year of the five year cycle for our accreditation review. The self study is due in Fall 2012 and the team will visit SDSU CBA in Spring 2013.

At the previous meeting (November 2009), there was a discussion of the mission statement. After the meeting, Jim distributed the statement to the CBA faculty and staff and invited comments and suggestions. The committee reviewed all suggestions and is working on several different choices to present to the faculty/staff for a Fall 2010 vote.

Jim asked Gangaram to discuss the process of monitoring the CBA Strategic Plan. At his Associate Dean presentation, Gangaram showed a matrix/scorecard approach which would document for each objective, who was responsible, progress to this point, timeline for completion, resources needed, and other information. As the new AD, he will take charge of this process. The strategic plan is an ever-evolving document that needs to be monitored and adjusted annually. It was also suggested that each department/center report on progress towards the initiatives that they have identified at the beginning of this year and several years ago.

Jim gave an AQ/PQ update. He is tracking the progress of the faculty on AQ/PQ standards for each year of the five year period. Each academic year is a five year look back. For the first two years, we are close, but slightly below the requirement of 90% of the faculty positions (counting Lecturers at the fraction of their appointment) be either AQ or PQ. Part of the problem has been the assignment of GTAs to ACCT 201 by the School of Accountancy, for which Sharon is changing that beginning next year.

Jim prepared a list of faculty who are already AQ for the self-study, based just on their professional growth records from the first two years of the five year period. Almost half of the CBA tenured/tenure-track and FERP faculty have already met the AQ requirement. For determining lecturer PQ status, the committee agreed that we should have a Schedule B-type form for the Lecturers. Sharon has been using such a form, and will share that with the Chairs to develop a common form for the college.

There has been a new metric in recent accreditation visits that is not part of the standards, which is the percentage of graduate courses taught by AQ faculty. There is an implied belief at AACSB that a high percentage of courses in graduate programs should be taught by AQ faculty, with a suggested percentage of 60-70% (for Masters only programs), even though there is nothing in the written standards. Kelly has been working on this and Jim brought in the results for AYs 2007-2008 and 2008-2009. Overall, we are doing fine as a college, but the Marketing Department, decimated by losses of tenure-track faculty, is well below the desired percentage.
Jim reported on progress over the past two years on Participating/Supporting standards. As a college, we are below the requirement that 75% of all courses, however we define the metrics, are taught by participating faculty members. Jim has been assigning Participating/Supporting status to Lecturers based on discussions with the chairs, without using any specific form. Jim will send out the document that he worked on last year with this committee and the chairs on how Participating/Supporting status is achieved. Jim and the chairs will develop a form for that which can clearly document these activities and will evaluate Participating/Supporting designations from previous years and make adjustments to the tables as appropriate.

Kathy gave an update on Assurance of Learning (AOL aka Assessment). Kathy reported that now, more than halfway into our five year period for our self study, we have made good progress in defining course and program learning outcomes, collecting data to measure progress in attaining these outcomes, and analysis of the data. The two most worrisome areas are closing the loop and faculty education and involvement. Closing the loop refers to activities intended to strengthen programs by making changes based on assessment data. While several relatively small closing the loop activities have been instituted across the CBA, this final, critical step in the assessment process remains lacking for many of the college’s programs. With respect to faculty education and involvement, Kathy and the CBA Assessment Committee have made multiple efforts and presentations to departments and committees in an effort to explain the importance of AOL and the role expected of faculty in the process by the AACSB. It still appears, however that many faculty members are resistant or uninterested in the AOL program of the college. With less than 2.5 years until our self-study report is due, Kathy and the Assessment Committee will be working on further communication and education with the faculty in an effort to help everyone understand the importance of AOL and their role in it.

One additional note, not part of the meeting, that Jim feels it important for faculty to know. Cal POLY SLO, which has always had outstanding business programs, received a sixth year in their most recent review, due to a deficiency in AOL, which was partially attributed to lack of faculty support.