

Accreditation Bulletin

2015 has been a busy year! In March we had a mock AACSB accreditation peer review. In April, we held a faculty forum and various meetings to address recommendations from the review. In May we held a faculty vote which resulted in the passing of a revised implications of mission, and an amended faculty qualifications and engagement policy. A big thank you to all who participated in these efforts over the year. Now, we are gearing up for our AACSB Continuous Improvement Review scheduled for February 28-March 1, 2016. Here are a few highlights.

AACSB Mock Accreditation Peer Review

Key Commendations

1. The team noted that LCoB is strongly connected to the Silicon Valley and has “clearly seized the advantages of its location to the benefit of its students, faculty, staff, and external constituencies.” According to the team, students are provided opportunities for engagement with organizations in Silicon Valley, and faculty intellectual contributions align impressively well with the LCOB mission, particularly with research connected to the Silicon Valley.
2. Moreover, LCoB engagement with the Silicon Valley business community was seen to be further enhanced through cultivated relationships with LCoB alumni who hold impressive leadership positions in business and industry. The team also noted that LCoB has a wide variety of active and engaged student organizations that connect students and faculty to the business community, particularly firms located in the Silicon Valley area. Our LCoB alumni and student organizations provide “outstanding networking platforms” that contribute to LCoB engagement, innovation and impact.
3. Our faculty, according to the team, is accomplished and diverse, and serves our very diverse student body well at both the undergraduate and graduate levels. Experiential learning opportunities were pinpointed as a best practice and factor leading to student success. The team noted that “student academic and professional engagement is a core part of the LCoB pedagogical and co-curricular culture,” and that related initiatives are “led by faculty who are highly experienced and recognized innovators in active learning pedagogies.” The team noted the faculty’s significant effort in enhancing the global content and experience for students in our programs.
4. The team was highly impressed with our centers and institutes, and noted that they contribute to a strong culture of entrepreneurship and innovation for students and faculty. Our centers, institutes and associated laboratories were seen to enhance professional engagement in support of student and faculty activities through “serving as the point of intersection between industry and the academic community.”

1. Mission Statement

The team observed that our strong connection to Silicon Valley is not fully reflected in our Mission. It was advised that we further articulate the LCoB distinctiveness by capturing the Silicon Valley “DNA” in LCoB activities and programs. To that end, we revised our Implications of Mission to specifically include a reference to Silicon Valley, as follows:

Silicon Valley focused - We integrate the Silicon Valley experience in our programs, research, student involvement, and community relations adding value to the Silicon Valley region and beyond.

See our full Mission statement here: www.sjsu.edu/cobaccreditation/mission/index.html

2. Faculty Qualifications and Engagement Policy

While the team was pleased with our new policy based on the 2013 AACSB standards, they suggested further clarification of the transition between faculty classifications, and further refinement to the point system. These suggestions revolved mainly around professional/business experience. To that end, we held a faculty forum to discuss these recommendations, and added language to the policy that clarifies the maintenance criteria for PA, IP, and SP classifications where current professional/business experience is required. Transition from SA to PA, for instance, requires current professional/business experience in addition to scholarly accomplishments. In line with recommendations from the team, we discussed and adjusted the point system by giving additional weight to professional/business experience (Category D points). The amended policy, passed by faculty vote, can be found here: www.sjsu.edu/cobaccreditation/policies/facultyqualifications/index.html

3. Engagement, Innovation, Impact Data

As mentioned above, the team was very impressed with all the activities of our students, faculty and centers/institutes. We currently do not document these activities in a formalized and systematic way. Our collective activities demonstrate the engagement, innovation and impact that we need to document for AACSB accreditation under the 2013 standards. It was suggested that we begin a practice of collecting engagement, innovation and impact data from our faculty and from our centers/institutes. To that end, we have sent survey forms to faculty and to the directors of centers/institutes to collect such data. Data will be collected on an ongoing basis.

Assessment Update

Thanks to faculty efforts this past spring, we are 99.9% finished with collecting assessment data and analyses, and will complete all requirements for AACSB this fall. Each of our five programs has six goals, and some goals have two or three sub-goals. Each of these goals is measured twice in the current five-year accreditation cycle. That is a lot of data collection! Particular appreciation goes to the faculty who participated in the BAT assessment at the undergraduate level, and the ETS assessment at the graduate level this past spring. We had a very good student turnout for these tests thanks to faculty efforts. Thank you all for the terrific work you do!

For more information on Accreditation topics, please visit www.sjsu.edu/cobaccreditation/index.html.
For questions, please contact Carol Reade at carol.reade@sjsu.edu

