December 20, 2023

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the November 20-21, 2023 meeting.

Business programs identify opportunities for improvement, along with ACBSP, to help them plan to move to higher levels of academic excellence. ACBSP’s Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction." The institution and ACBSP identified these standards as having some opportunities for improvement.

**INITIAL ACCREDITATIONS FOR FALL 2023**

Columbia Southern University

(IV) Affordability, accessibility, and quality instruction are well-suited for the business unit as it thrives in a competitive environment. These items are noted by students who shared glowing comments about the business faculty, especially in support and communication with students.

(1.3) The faculty Monitoring Dashboard is an effective tool that includes surveys, attendance, grade inflation, and classroom observation notes. Such a tool provides valuable data and information for assessment and other purposes.

(3.1) The business unit includes many stakeholders that are significant to the success of the programs. Reliance on this group is a contributing factor to increasing value of the programs.

(7.3) Numerous survey results are utilized to evaluate performance measures in Table 7.1.b. This includes areas such as library services, advising, tutorial services, and career services.

(2) Strategic planning is prepared in detail as the base line for each component of the plan is specified. The process for developing the strategic planning is explained clearly and resulting decisions are data driven.

(2.4) The strategic plan includes many areas of the business units as the process and performance are analyzed. Ultimately, the business unit uses strategic planning as a means for continuous quality improvement.

(5.1) The business unit has a great propensity to fill most faculty positions. Many faculty members have vast industry experience and longevity in teaching at the university. Additionally, some faculty members become part of the leadership team (administration).

(4.1) The learning outcomes assessment process is effective as it is identified as a three-phase system that is well described and has vivid clarity.

(6.1.a) The self-study promotes course consistency as such courses share common design and format. These courses are offered via various delivery formats that are online, based on both audio as well as visual, and are interactive.

(6) Curriculum input is well secured from the business unit’s stakeholders This includes program faculty, academic leadership, academic advisory boards, and student feedback.
Columbia College

With many locations to offer a business degree—many located near military sites, the business unit’s strong geographic footprint may have continuously evolving students who are hungry for business knowledge. (Overall)

Showcasing the longitudinal report within the public performance report is evidence of the students’ performance above the regional mean. It helps potential students understand the benefit of obtaining a degree from this business unit. (Criterion 2.3)

The business unit’s self-reflection has identified possible areas to combine into single projects and the need for additional revisions to meet its strategic plan and objectives. (Criterion 2.4)

The business unit has a planned process to determine requirements and expectations of current and future students and other key stakeholders that measure stakeholders’ participation and satisfaction and uses the results for continuous improvement. (Standard 3)

Monthly meetings with the National Association of Realtors (NAR) may ensure that the partnership is ongoing and mutually beneficial. (Criterion 3.1)

The business unit has a repeatable assessment process, self-identified opportunities for improvement, and is working to strengthen the assessment process. They know what they need to do and are actively implementing it. (Standard 4)

Most (98%) of the undergraduate credit hours are taught by faculty with graduate or doctoral degrees. (Criterion 5.2)

The business unit provides budget and opportunities for its full-time and adjunct faculty development. This may ensure current, relevant information is presented to students in the courses. (Criterion 5.4)

There are repeatable processes and systems in place for curriculum design and delivery. (Standard 6)

The business unit has a pitch competition, funded by a key donor/stakeholder, which may encourage students to join the school or obtain additional business knowledge. This pitch competition appears to be an overall benefit to the school and a key strategic initiative. (Criterion 7.2)

Milwaukee School of Engineering

The business unit provides many files as evidence of leadership process deployment in Table 1-2. Hence, leadership is verified through multiple documents. (Criterion 1-2)

The business unit presents a systematic process to create a mission and vision that are aligned with the institution’s mission and vision. The parallel provides clarification in validating both statements. (2.1.a)

The business unit goes to great lengths to build and maintain an effective set of stakeholders that are valuable to the college. This enhances the effectiveness of the business unit. (Standard 3)

The business unit is effective in providing data cycles for satisfaction results of undergraduate and graduate students. Both are important in measuring vital stakeholders. (Standard 3)

The business unit has a great propensity to fill most faculty positions. This is accomplished, in part, by utilizing faculty members with vast industry experience, care for students, and a desire to remain at the university. (5.1)

The business unit has detailed policies, procedures, and practices in place for management of faculty and programs. This bolsters the quality of the business unit. (5.1.c)

The faculty of the business unit have a unique opportunity to create internal development opportunities through the CREATE institute. This aligns with the mission of the university. (5.4.a.4)

Students and alumni express a deep regard and appreciation for the dedication of both faculty and employees of the institution. (5)
The MBA in Educational Leadership (MBAEL) is a unique program with great opportunity for professional students. This was expressed many times by students and alumni of the program. (6.5)

The business unit has created an effective base for the assessment program. This will lead to many loop closing opportunities and a plan for continuous quality improvement. (4)

International University, Vietnam National University HCMC

Student segments and stakeholder groups have been clearly identified and the institution has established mechanisms to communicate with students through the Student Association and with faculty through the Labor Union. The business unit is well aware of the constituencies and important stakeholder groups it serves and it is geared toward satisfying their requirements.

The business unit provided evidence of deployed systems for quality improvement. In many cases, and specifically in discussions about the mission, vision, strategic plan, and PLO revisions, the faculty consistently described an iterative approach to drafting, collecting input on, and adjusting such important documents. Continuing to develop and document inclusive processes for creating and revising important documents will foster faculty input and engagement and recognize the needs of stakeholders closest to the students.

The business unit has selected, tracks, and publicly displays multiple measures of student achievements as required in Standard 1. This includes the multi-year tracking of outcomes of popular measures such as graduate employment, attrition, and job placement rate. Providing this important information will inform stakeholders and university officials of opportunities for improvement and university strengths as indicated by achievement measures.

The business unit provides evidence of an approach to a systematic performance improvement system. This includes ongoing reviews and improvement of PLOs, and feedback from multiple stakeholders concerning curriculum design, delivery methods, and staff performance. This fully deployed and robust improvement system will help ensure continuous improvement in academic and policy matters with concern for the interests of multiple stakeholders.

The business unit meets criteria for academically and professionally qualified faculty teaching in the undergraduate program, as more than 50% of undergraduate credit hours were delivered by academically (doctorly) qualified instructors in the last five years. Well-qualified faculty with degrees from well-known international universities is a notable strength and promotes further intellectual development of the institution.

There is a robust system in place monitoring faculty involvement in teaching, research and service functions, which is utilized for individual performance appraisal as well as for monitoring attainment of KPIs related to the mission and strategy of the institution.

The business unit mission emphasizes research orientation of the institution. Expectations for scholarly activities have been defined. It is a notable strength of the institution that all faculty are involved in scholarly activities, hence are staying current in their fields with a possibility to transfer latest research results into teaching. Overall, the business unit achieves commendable results in scholarly publications.

The school of business shows a systematic leadership approach to processes that support continuous quality improvement. This includes a documented process for continuously improving mission and values, performance measures, social and community responsibility, and impacts on society. This documented, iterative, and inclusive approach for each process will help foster continuous improvement in each process.

The school of business has deployed the “PDCA” model and the guidelines from the IU Quality Assurance Handbook, this was clearly evident from the meetings with the faculty and the Head of Quality Assurance and Testing, to assure the continuous improvement of curriculum and program delivery.
Shandong Vocational and Technical University of International Studies

Review of All Academic Activities - Review:

SVTUIS has formed a talent training model of “foreign language + occupation, specialty + foreign language, theory + practice, school + enterprise”. The current strategic plan “Exquisite SVTUIS” was proposed in 2020 and has been actively reviewed annually. The university transitioned from a vocational school to a 4-year university in 2018 with now over 21,000 students in 43 majors, out of which 17 of them are bachelor degree programs.

Standard 1 - The leadership team of SVTUIS has adopted a strong support system for teaching and learning. The budget allocated to support efforts in teaching, learning (such as funds allocated to the library to purchase new books, journals and databases), students’ admission, retention and job placement is generous and significant among all spending. The university is 100% self-sufficient financially and continues to invest on the modernization of the programs and various simulation labs in order to provide students with the most industry relevant and hands on learning experiences.

The leadership team has demonstrated a strong sense of social responsibility to serve the local community, established strong connections with the local stakeholders, supports entrepreneurship, and demonstrates collaborative applied research and innovation through high quality market-driven education and training which students can apply directly at their job in order to contribute to the industrial development. The curriculum is designed and developed based on job market demand survey and insight from industry expertise.

Innovation is demonstrated through high quality market-driven education and training which students can apply directly at their job in order to contribute to industrial development. The educational goals have been lined up with the university’s 2025 vision of “Exquisite SVTUIS”. Job placement rate, retention rate, and graduation rate are all above 90% at the institutional level.

Standard 2 - The institution has a mission statement and 5-year Strategic plan (initiated in 2020) clearly set up. A systematic approach is in place to monitor, review, assess and revise the mission and strategic plan, measures and action plans based on the changes such as government policy and market environment, etc.

Standard 3 - The business unit has successfully used a variety of approaches to attract and retain students and to strengthen the relationships with desired stakeholders, i.e., faculty, current students, alumni, advisory committee, etc. Students are very happy for the services they are receiving from the institution. They feel professors, staff, and administrators are very fast in addressing their concerns and resolve them to their satisfaction.

Criterion 3.2 - The business unit has a solid alumni network continuously engaging and supporting each other’s career success after graduation. Alumni are very happy with the education they have received which they can adopt and apply directly at their workplace. The advisory council members are very dedicated to the program development to ensure the most industry relevance for the class material.

Students are placed into the internship program at different phases of the program and courses to get hands-on industry experience to support students’ readiness for the job market. For example, the project partnered with Shanghai Baozun E-commerce Co., Ltd. in 2022. 150 students majoring in e-commerce and marketing participated in the project which trains the students with real-life customer service and sales experience. The students helped the company achieve a transaction of 1 billion yuan. In April 2023, the institution and enterprise officially signed a contract to jointly build the "Baozun E-commerce Industry center", exploring a new technology application and innovation platform for talent cultivation in the construction of new business disciplines.

Criterion 3.3 - About 220 students participated in the exchange/study abroad programs through the international affairs office and participated in summer camps themed on corporate capabilities and cultural experiences. The institution has trained nearly 800 foreign students so far. Approximately 150 professors have been sent overseas to participate in various training programs since 2019, when the bachelor degrees started to launch. The students have participated in various competitions outside the province including international events and have won prizes in these competitions.
Standard 5 - Detailed HR strategic plan is available to all programs. The faculty team has a robust support system to develop their skills and knowledge professionally and the institution provides various financial incentives such as benefits, stipends for meals and housing, etc. to retain talents.

Standard 6 - The University has emphasized “application” through the curriculum design and development. Programs established simulation labs eg. Financial Virtual Simulation Experimental Center, Financial Innovation Laboratory and Financial Intelligence Simulation Training Base to provide students with real world experience. Students also obtain hands-on customer service (eg. Puma customer service lab) and marketing experience through the live stream marketing lab.

The institution owns one municipal-level “Demonstration Base for Entrepreneurship Incubation for College Students”, one “community-based workshop”, and one provincial-level e-commerce entrepreneurship incubation base, which can accommodate up to 5000 students for entrepreneurship education and practical training. In the past three years, more than five thousand students for innovation and entrepreneurship teams have been trained through these venues, and over one hundred Innovative Seed Projects have been incubated.

Standard 7 - The institution places students’ job placement as their first strategic priority. The job placement rate for all programs is above 95% for the first cohort of bachelor degree graduates (graduates of June, 2023). The institution invests more than 1 million yuan to promote job placement annually, there’re a total of 146 staff engaging in career planning and employment advising. The President and the Deputy of the Party are taking the lead for this effort of the entire institution.

The institution has a robust student tracking system for their academic progress and identifies students at risk for early stage academic advising and student support. The institution was able to maintain a higher than 90% retention rate.

President University

IIV - Business Program's Organizational Profile - PU as well as FoB have clearly defined Vision and Mission, along with an appropriate learning environment with computers, communication, faculty rooms, all classrooms with projectors. etc. The Library with books, eLearning resources and a section sponsored by the Bank of Indonesia, is near the entrance on the ground floor attracting students for self-learning before/after the teaching classes.

Standard 1 – Leadership - The President University Indonesia, Faculty of Business is one of the leading Business Faculty in Indonesia with “A” (Excellent) Grade by National Accreditator ‘LAMEMBA’.

Standard 1, Criterion 1.1 - PU-FoB has a compulsory requirement for faculties and students to do community service in the 3rd (short) semester for 45 days as practical project, as a part of nine (9) credits comprising four compulsory courses like PanchShila, Bahasa (local language), Citizenship and Religion.

Standard 4, Criterion 4.2 - The PU-FoB has used externally normed Peregrine assessments in developing and establishing trends in key subject matter areas of business programs.

Standard 4 - Criterion 4.4 - The PU-FoB reevaluates the process based on results obtained. The results are discussed in the leadership and faculty. Changes are continuously made in syllabi and course contents. The PU-FoB is developing new minors and areas in sustainability with a small number of students.

Standard 5, Criterion 5.1 - The PU-FoB has an appropriate Human Resource Plan, aligned with its five-year Strategic Plan (2021-2025).

Standard 5, Criterion 5.2 - PU-FoB has 100% courses taught by Masters or PhD faculties.

The Credit hours taught by doctoral faculties stand at average 61%, which far exceeds the historical requirement of minimum 40% credit hours taught by doctoral or AQ faculties in undergraduate programs.

Standard 5, Criterion 5.3 - PU-FoB has a high level of research and publications in Scientific Journals as well as SCOPUS indexed Journals and Books / Chapters, with most faculties contributing. The President Research Center (PRC) under the university offers training and financial support from the endowment funds contributed every year by the university and industry sponsors.
Standard 5, Criterion 5.4 - The FoB has a favorable Faculty:Student Ratio of 1:35 against the Government mandated ratio of 1:40.

Standard 6, Criterion 6.1 - PU-FoB deploys outcome-based cooperation and strong engagement with the business sector since the university is located in the Jababeka industrial area and has a specific procedure to embed the feedback and input into the curriculum. PU has various extracurricular activities to promote entrepreneurial mindset and active citizenship.

Standard 7, Criterion 7.1 - PU-FoB uses a well-designed and user-friendly information system to trace the internship processes of students and keep active communication with companies to collect feedback for further development and improvement.

Zhejiang Wanli University

Standard 2 The BU evidences a systematic process to track and analyze key performance measures associated with Business Operations Processes (e.g., record keeping and class management materials) and Education Support Processes (e.g., library resources and computer labs), resulting in continuous improvement systems. In addition, Career services evidence robust systematic policies and practices of students, faculty, and alumni offering student services, student-faculty engagement opportunities, and alumni events.

Shorter University

1.1 The Business Unit has an effective, systematic approach to establishing, meeting and measuring performance expectations. The Business Unit presents a mission-driven academic culture, corroborated onsite by senior leadership, management, faculty, and students. Faculty and students confirmed that the leadership is committed, accessible, and responsive. Also, the Business Unit evidences a well-documented, action-oriented commitment to social and community responsibility through community engagement and service. The University vision, in turn Business Unit, promotes their Impact on Society through Transforming Lives Through Christ.

3.1 The Business Unit has a defined and systematic grievance procedure evidencing focus on ensuring a receptive and responsive student-focused educational environment. This policy and associated procedures evidence a well-developed, systematic approach, development, and review of grievances by key stakeholders, enabling continuous improvement.

4.1 There is a systematic and formative assessment planning and deployment by the B.U. The addition of Watermark Assessment Tracking System and alignment with the Canvas L.M.S. indicates that the data collection, analysis, and use resulting from implementing the Watermark Assessment Tracking System is beneficial to further the implementation of systematic processes, enabling continuous improvement. (Note: Also applies to 4.2).

7.1 The BU evidences a systematic process to track and analyze key performance measures associated with Business Operations Processes (e.g., record keeping and class management materials) and Education Support Processes (e.g., library resources and computer labs), resulting in continuous improvement systems. In addition, Career services evidence robust systematic policies and practices of students, faculty, and alumni offering student services, student-faculty engagement opportunities, and alumni events.
WeChat for their review and comments. Any amendments or updates are discussed, revised and are appropriate and ultimately approved at a school-wide faculty meeting.

Standard 3 Criterion 3.1: The advisory board has deep experience in higher education. They are engaged with the business unit including aiding in developing the strategic plan and reviewing program outcomes.

Students complimented the quality of programs and the quality of the faculty such as kindness, friendliness, and caring. Faculty have students focus on soft skills (teamwork, communication, time management, etc.). Strong support for international engagement. Students like competitions offered in programs. Students like the internships offered by business programs. Programs have changed student perspectives on their ability to succeed in their careers.

Standard 4: The assessment plans for each of the accredited programs are well documented and include the measures, outcomes and action plans for each student learning outcome. This well documented process allows for a strong plan for continuous improvement. Data is collected systematically, reviewed by faculty and programs where problems are identified and new strategies are developed. The assessment process has developed into a mature system in a relatively short period of time. Comparative data is collected at the Chinese district level. The university has been in the top 3 in the district. Two of the programs applying for ACBSP were at the first-class level.

Standard 5: The BS uses a mentoring system so senior faculty will work with new/junior faculty, and full-time faculty will work with part-time faculty to provide support to peers and share experiences. The school has a well-established faculty training program for new faculty and has regularly hosted events to get faculty socialize with peers in and outside the school and the university. The BS has a faculty development center that provides faculty with funds and professional development opportunities.

Standard 5 Criterion 5.1: The HR Plan was thorough and well written and it linked to the Key Objectives in the BS strategic plan. The HR plan analyzed the current deficiencies in retaining master and doctoral qualified faculty. The school has outlined specific action plans to recruit and retain young faculty with doctorate degrees by offering more competitive salaries and better faculty development opportunities, such as increasing travel funds to faculty to attend/present at professional conferences.

Standard 5 Criterion 5.1.c: The BS has a written system of procedures, policies, and practices for the management and professional growth of faculty members. The faculty handbook with specific operational policies and procedures is available online and all relevant information is publicized on its website to which the faculty members have full access. The website and the required information is verified by the site visit team.

Standard 5 Criterion 5.2.b: The HR Department has established policies for recruiting, training, observing, evaluating, and developing faculty. These policies are published on the ZWU website and each in-service faculty member can login to obtain the related information or submit applications online. In addition, ZWU uses its website to advertise and recruit high quality faculty members.

Standard 7 Criterion 7.3: Multiple sources of data used for monitoring processes are included along with supporting files.
REAFFIRMATIONS FOR FALL 2023

Alabama State University

Criterion 1.0
Under the direction of the Dean, the business unit has created a culture of engagement and commitment to organizational goals. Faculty and support staff are collegial, energetic, enthusiastic, and devoted to serving their peer faculty and students. In addition, they are committed to providing appropriate academic oversight to the business programs.

Criterion 1.1
There is a comprehensive engagement of “Students Business Organization (SBO)” that are involved in community responsibilities. Likewise, COBA faculty have community representation in their research works and the faculty conduct workshops to help small and medium entrepreneurs on exportation.

Criterion 2.1.
There is evidence of faculty and students’ participation recorded in the strategic planning initiatives and meetings. The strong participation of business unit students manifested in the ambassadorial roles played at student recruitment, career fair and homecoming events organized by the university with considerable support from COBA faculty advisors.

Criterion 3.3
The business unit has a strong set of student tracking and internal assessment measures in place. This was used in monitoring critical program learning outcomes relating to curriculum improvement and deployment for student success.

Criterion 3.4
There is good COBA coordination with institutional research department and frequent dissemination of student survey and enrollment data to business unit leadership, which filters down to faculty curriculum committee and finally to the instructors.

Criterion 4.1
The business unit is implementing Peregrine services examination for both entry and exit assessments by Fall 2023 for MBA program and exit Peregrine for undergraduate student assessments. This will provide the college with a customizable and flexible way to assess learner’s retained knowledge and use results to conduct ongoing quality assurance efforts.

Criterion 5.1
The Business Unit provided evidence that it has a systematic process to ensure current and qualified faculty members by fostering teaching excellence, aligning faculty credentials and skill sets with current and future program objectives, evaluating faculty performance, and ensuring faculty development including scholarly and professional activities.

Criterion 5.2
There is sufficient evidence that the Business and Accounting Units’ faculty are qualified to teach the related business and accounting courses. All faculty resumes are presented in the “Faculty Resumes Package” file. The business unit exceeds the expectation of the criterion that faculty are qualified to teach the business courses, with undergraduate courses instructed by 70% of Doctorate-qualified faculty members and 100% of master’s and Doctoral-qualified faculty members (comparing to respective 40% and 90% requirement); and graduate courses instructed by 100% Doctorate-qualified faculty members (comparing to 70% requirement).

Criterion 5.3
There is sufficient evidence of the deployment of faculty resources among the disciplines within the Business Unit to ensure that students have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.

Criterion 5.4
There is sufficient evidence of faculty active participation in a planned system of faculty and instructional
development consistent with the mission of the business unit. The faculty and curriculum needs are determined
through the student course evaluations SmartEvals and requests from faculty.

**Criterion 6.1**
The Business Unit has a process to ensure the curricular development process links with the unit’s strategic plan and mission. On-site, faculty and staff indicated how the curricular development is aligned with the university’s mission. Furthermore, the Business Unit provided evidence that courses taught by both full-time and adjunct faculty have comparable quality and consistency. All courses are evaluated by the students and the results are reviewed by both the Chair and the Dean. For multi-section courses, there is an assigned coordinator who issues a common syllabus.

**Ashland University**

Strengths:

*Standard 1- Leadership - Faculty strongly regard leadership in the current business unit. Faculty trust and respect the present Dean and Associate Dean.*

The business unit leadership has a strong, open relationship with top institutional administration. The President and other institutional leaders respect and support the business unit leadership and faculty.  

*Standard 1-Leadership, Criterion 1.2 - One traditional part of the institutional mission is “Accent on the individual.” This attribute was cited throughout the day as a very genuine and important characteristic of the school and the relationship between faculty and students.*

*Standard 2 – Strategic Planning, Criterion 2.4 - The business unit has established an innovative program called the Eagle Investment Group, which allows finance majors to manage $2 million of the school’s endowment fund. Students make all decisions related to investing and reinvesting. Results are tracked. This program provides experiential learning to students while significantly impacting the employability of graduates.*

*Standard 3 - Stakeholder Focus, Criterion 3.1 - Engagement is a recurring theme among faculty and the business unit administration. This includes faculty-student engagement but also with the community, employers, alumni, donors, business advisory board, and other stakeholders. Faculty spoke of practitioner involvement, projects for community members, and portfolio management. The school’s academic community expressed a strong appreciation for engagement.*

The business unit has developed a “Life Calling” elective course to address attrition by providing additional support to undecided students.

*Standard 5 – Faculty Focus, Criterion 5.3, c - The business unit faculty are actively engaged in research, writing, and publication. Various faculty have multiple publications every year.*

*Standard 6 – Curriculum, Criterion 6.1 - Faculty communicated their commitment to career preparation through applied projects and experiential opportunities. The school’s stakeholders repeatedly commented about the excellent preparation of the school’s students and their success in finding good jobs.*

*Standard 7-Business Unit Performance, Criterion 7.1 - The admissions and career services staff expressed very strong respect and support for business school leadership and faculty. There is a positive working relationship between admissions and the business unit.*

**City University of Seattle**

[1.1.c] Social and Community Responsibility. The business unit’s efforts at social and community responsibility are supported by a University-level office of Equity, Diversity, and Inclusion (OEDI). The office works with a project manager in the business unit in a coalition effort to foster Diversity, Equity & Inclusion.
[1.1.d] Impacts on Society. The business unit has been active in the efforts of Enactus and PRME. Activities have include extensive student and faculty involvement in award-winning Enactus projects serving the local Seattle community. The business unit has demonstrated strong ties with local community leadership.

[4.1.a] Business Unit Outcomes Assessment Plan and Process. The business unit has a detailed, systematic, and repeatable process of outcomes design and assessment. The process is clearly structured with clear responsibilities and involvement of teaching faculty. Best practice design techniques are used in developing the curriculum. Programs are reviewed annually to ensure currency and effectiveness.

[4.2.a] Assessment Process Deployment. The business unit provided evidence that learning outcomes data is assessed and measured over 3 to 5 cycles. The data is captured in the learning management system, Brightspace, and subsequently analyzed using analysis tools such as Power BI.

[5.2.A, C, D, E] Deployment - Faculty Coverage. The faculty qualifications shown in Table 5.1.c contain several miscategorizations of doctoral vs. master’s qualifications. A list of the issues noted is included as an Appendix to this document. It is not possible to ascertain whether the percentage coverage requirements for each degree level have been met. The business unit should revise the qualifications and calculations using the appropriate categories.

[6.1.a.] Process management. The business unit has described a systematic and repeatable process for the design and delivery of its curriculum. The approach was developed with the expertise of external consultants and has fully elaborated steps. The approach references the use of role-model techniques and structures such as the Quality Matters rubric. The approach involves clearly articulated steps, which include needed input from staff, faculty, and other stakeholders at appropriate times. This well-structured process represents a best practice approach to the challenges of managing the design and delivery of curriculum.

[7.4.a.] Use of Student Performance Results for Improvement. The business unit is tracking student results, which has led to improvements as documented in several places in the Self-Study and were described during the site visit.

**Colorado Technical University**

1. The CTU and the business unit demonstrated strong leadership support for the business unit’s success. The established processes are strong evidence of the results of such support and commitment.

1.1.c CTU has very strong corporate engagement aligning with their Mission. The business unit engages with businesses to support industry-relevant curriculum by establishing and maintaining relationships with a large number of companies through the University-wide Center for Corporate Engagement (CCE) department. It is commendable that the College not only provides needed education to employees of the partner corporations, supports them through the academic journey, but also celebrates their successful milestones with them at their workplaces.

2.1.b Stakeholders’ input is collected for the systematic strategic planning process. The planning process overall is comprehensive. The business unit faculty and other stakeholders’ involvement in this systematic process is impressive.

4.1.a The business unit describes the outcome assessment plan and process throughout its Assessment Philosophy of continuous improvement and utilizes the Baldridge Model. The business unit model focuses on planning, implementing, monitoring, and evaluating student academic performance using two direct student-learning measures, the Common Assignment Assessment strategy(CAS) and Peregrine.

The accounting program uses the specific Accounting Peregrine exam at the Bachelor’s level to assess student learning. There are also 2 accounting representatives on the assessment committee.

4.2.a The business unit evidences that the assessment process is thoroughly and systematically deployed. Deployment of the assessment process of student learning includes the use of a Common Assignment Assessment, which provides the ability to compare assessment results of different learning outcomes at varying points. In addition, the business unit established a Faculty Assessment Committee that assists in identifying assignments to be used as assessment artifacts and collaborates with subject matter experts and leadership within the College of Business and Management to create assessment rubrics.
The business unit follows the same assessment process regardless of delivery method and the data can be broken down if needed by each delivery method.

4.3.b The business unit uses a comparative measure (internal and external) to improve overall student performance. A third-party vendor, Peregrine, provides benchmark comparisons both internally and externally. From an external perspective, the business unit directly compares student performance of specific business common professional components (CPCs) against colleges and universities within Region 7 of ACBSP.

5.1.c All Faculty from the business unit have access to procedures, policies, and practices for faculty members' management and professional growth through the University's Internal Website, specifically through the website's Teaching and Learning and Human Resources sections. Key documents that provide Faculty information regarding procedures, policies, and practices that affect them are the faculty handbook, the faculty instructional expectations, the Code of Business Conduct and Ethics, the Academic Leadership Structure, Faculty Rank and Promotion, Faculty Scheduling, Scholarly, and Professional Development.

5.3.f The business unit ensures sufficient human resources are available at each location to provide leadership. The Dean of the business unit is responsible for the business programs and courses at all locations and modalities. Those programs and courses are directly the responsibility of the Executive Program Directors. The faculty teaching at these locations all report to the Lead faculty, who oversees faculty teaching online. All processes, procedures, and policies for students on campus are the same as for students online. The Lead Faculty for Campus are onsite when courses run to support and guide faculty.

6.1.f The business unit has a comprehensive process for course development and revisions that includes instructional designers as well as subject matter experts and a number of approvals prior to launching the course.

7.1.c The business unit has a number of Education Support processes to ensure students' success, including the Alumni Learning Consortium, CTU Network, META Initiative, student survey of library use, various clubs and chapters including SHRM, student success coach/advising, New student relationship management system (SRM), laptop program, Mobile App, various engagement programs, and degree completion grant.

Embry-Riddle Aeronautical University – Worldwide Campus

1.2 The integration of technology and data into processes is striking. Using industry standard software enables considerable capabilities. Internally developed enhancements to those and the additional use of numerous dashboards is noted as a distinctive element.

2 The strategic plan is integrated with the organizational mission, is regularly reviewed, and is in the process of being updated for a new five-year period.

2.1 The strategic plan includes the mission, vision, and values of the university at the beginning of the page. It appears that the mission was taken seriously in relation to developing the plan. The new goals for the strategic plan were developed by a leadership team and then the five identified goals were presented to faculty with a call for volunteers to form teams to work on developing the initiatives for that goal. Progress in meeting the strategic plan goals is reported in bi-annual faculty meetings and with monthly video updates.

2.2 The overall university has a thorough report that it produces annually to describe progress on the strategic plan. The WW-COB intends to produce a similar report for its specific strategic plan. While this is a new effort that has not yet been done, the university’s report gives a significant picture of the progress on the overall strategic plan. If the WW-COB follows through on this intention, it will be a strong picture of progress.

2.3 The WW-COB has accomplished a number of elements that fit within the three key strategic goals of achieving academic distinction, enhancing and enriching student experience, and strengthening the college brand. These include improving publication quality and quantity, securing of research grants, revising of the graduate curriculum, enhanced data accessibility for students, and improved communications with students.

3.1 Stakeholder groups are clearly defined. Processes for connecting and communicating with those groups are well-established. Ample feedback and input channels exist.

4 The assessment infrastructure at the University is strong (e.g., online portal, review cycles, etc.) and offers potential for further development.

4.2 The strong assessment culture ensures that these processes are well established.
4.3 Longitudinal measures from Peregrine are well-displayed in graphical form and provide comparative benchmarking. External stakeholders have access to considerable information regarding assessment processes and results.

4.4 OAA engagement and expectations are valuable for WW COB program assessment. In particular, the scoring rubric is worthy of note.

5.1.c The business unit has many ways for faculty both full time and part time to be successful. The RCTLE is a great example of developing faculty and recognizing faculty. Several faculty received teaching awards from ACBSP.

5.2.B The data collection and review of the end of course student surveys is impressive. There is quantifiable data, along with heat maps to indicate areas of improvement as well as areas of strength.

5.3 The business unit provides many opportunities for faculty to attend conferences, attend professional meetings, and to perform professional activities. Financial resources are available for the faculty to use to complete professional service.

5.4 RCTLE is a strength to orient new faculty as well as ongoing support for all faculty. There are mandatory requirements for all faculty members to refresh annually in addition to having access to content slides on demand.

6 The Standard 6 explanation gives a clear picture of average length of time for a degree, the variety of program delivery methods, as well as an explanation of how consistent objectives are maintained across the platforms, and the method of computing contact hours. The explanation is well written and makes it easy to find details.

6.1 Program has a robust system for establishing curricular objectives, determining classes to be taught and then providing systematic help in designing the classes. Curriculum changes are vetted through a process that requires approval of curriculum changes to the actual requirements for graduation and for changes that directly impact the substance of individual classes. The college of business then has a system where the faculty class designer (subject matter expert) works with an instructional designer to develop the method of course delivery. With the high percentage of non-traditional classes taught, this is a strong combination for developing quality courses. Each degree program has its own mission statement defining the broad knowledge and skill set to which the developed courses should contribute.

6.2 Each class has a course template that lists the learning objectives and the setup of educational modules in order to meet the objectives. The template explains the basic structure of the class and gives links to resources for materials. Each module in Canvas is created for the students and provides the faculty with requirements for each module and even some suggestions about approach. Yet, it still leaves room for faculty to put their own touch on how the courses are covered. The abbreviated syllabi for the bachelor’s degree programs shows the total hours in business disciplines necessary to satisfy the CPC.

6.4 The CPC requirements are fully addressed according to Figure 6.4.b. The abbreviated syllabi support the number calculations.

6.5 Both master’s programs have more than 50% of their course work in business related courses. The program provides a method for students who do not have undergraduate business requirements to acquire the leveling knowledge.

7.1 The percentage of students placed in jobs is very high, but that may also consider that many students are employed while in their program. Great resources with coaching, Vantage Point series, etc.

7.3 Data is being tracked, reviewed, and acted upon as necessary. There is a continuous improvement process in place with regular collection and review of key metrics.

**Florida A&M University**

Standard 1- The school of business and industry (SBI) unit does a wonderful job of aligning the mission, vision, and core values with the institution’s mission, vision, and goals. This will ensure that SBI trajectory stays in sync with the institution’s path. The benefit is that the SBI and university will present a strong united front to the stakeholders and communities they serve.
Standard 1; Criterion 1.1 - The advisory board and business industry cluster groups provide multiple services and opportunities for the students of SBI, both units provide mentorship, professional development with soft skills training, preparation for interviews, and enhancements to the classroom engagement through guest lecturing. This will benefit the students of the SBI by preparing them to transition into the real world and be successful.

Standard 2; Criterion 2.1 - The advisory board and business industry cluster are heavily involved in the development of the strategic planning process. The advisory board and business industry clusters meet on a regular basis to discuss the business program strategic plan initiatives. The constant engagement is a benefit to the SBI and its students through continued efforts and accomplishments of tasks presenting real time results for an accurate picture of success. The advisory board and business industry cluster have documented their approach with meeting minutes.

Standard 2; Criterion 2.4 - Table 2.2 strategic plan artifact was presented in an easy-to-read format. This allows the stakeholders to easily follow along with the plan and see the measurable progress of the goals. The spreadsheet provides milestones of achievement that need to be accomplished.

Standard 3 - During the site visit, it is evident that the business unit effectively communicates with their stakeholders which helps strengthen their programs. They receive input from current students, alumni, career partners, faculty, and staff. The benefit to this initiative is that relationships create opportunities for students to engage in high quality internship programs and to interact with the business community prior to graduation. Current students and alumni both stressed the value this has added for them and their current and future careers.

Standard 3; Criterion 3.3 - When meeting with the current students, alumni, and the advisory board it is evident that the internship experiences for undergraduate students are beneficial to them and give them confidence when they think about future career opportunities. The current students also indicated that they strongly feel that Professional Leadership Development courses prepare them well for their internship experiences, and that these courses help them be successful and set them apart from others competing for the same internships as them.

Standard 4; Criterion 4.1 - The business unit has a sound and comprehensive assessment system in place to measure the Learning Outcomes. The benefit of this is that the assessment system will ensure the course objectives and goals are being met.

Standard 5 - The SBI unit provided evidence that the faculty are qualified to teach in the discipline they have chosen. The SBI produced strong evaluation documentation illustrating that the students held the professors in high regards. The benefit of the strong evaluations illustrates a connection with the students and their teaching effectiveness.

Standard 6; criterion 6.1 - The SBI unit showed a clear and consistent effort to keep the offered programs very up to date, with constant input from alumni, corporations and board of advisors to include the current trends in the business education arena, and the demands from the global marketplace, while embracing innovation and entrepreneurship in those updates. The benefit of this is that the business unit courses will remain relevant with the needs of the business community.

Standard 7; Criterion 7.3 - The business unit discusses the data collected relative to their business operations and educational support operations in faculty meetings, planning programs, and the Provost’s Dean’s Council meetings. The benefit of this is that it will help them identify ways to collaborate with other resources on campus to increase their student success.

George Fox University

Criterion 1.1: The Business Unit uses various assessment tools (Peregrine tests, surveys, videos) to evaluate and monitor the achievement of its stated mission and values.

Criterion 1.4: The Business Unit recognized the challenges and struggles of previous years, incorporated policies and processes to address those issues, and created a systematic plan for continuous improvement.
Criterion 2.1: The current dean took proactive steps to address the lack of a strategic plan and engage various faculty, staff, and Advisory Board members in creating, implementing, and tracking strategic objectives.

Criterion 2.2: The unit has made significant curricular changes in every program, expanded online offerings, integrated analytics, and created popular certificate programs.

Criterion 3.1: The Business Unit uses formal and informal processes and methods to seek information and respond to complaints from students and other key stakeholders. There is evidence of a formal Grievance policy and various methods used to collect relevant information, and actions are taken in a timely manner. This was corroborated during interviews with both graduate and undergraduate students.

Criterion 4.1: The business unit provides evidence that the faculty and Administrator via meetings are engaged and participate in the assessment process. This was verified with the faculty during the site visit.

Criterion 4.2: The business unit has implemented, collected, and analyzed Internal (I), External (X), formative (F), and summative (S) data for the undergraduate majors and MBA program learning outcomes under review.

Criterion 7.2: The business unit has systematically deployed the process to track student achievement, monitor educational services, and monitor business operations processes. During the site visit evidence was demonstrated that tracking and monitoring are performed using various systems in place.

Georgian Court University

Standard 1- Leadership: As evidenced in the meetings with various stakeholders, the SBDM has a dedicated leadership in the offices of the Dean, the Department Chairs, and the MBA Director who are committed the mission of the University as well as the Business School.

Standard 1; Criterion 1.2: SBDM has developed and deployed comprehensive, systematic and measurable leadership plans and reporting systems. The leadership processes plans are developed with short term and long term goals. The SBDM also prepares and submits a comprehensive annual report to the Office of the Provost.

Standard 3; Criterion 3.2: SBDM has an Executive Advisory Committee, Alumni Advisory Committee, and Students Advisory Committee. This approach provides the Business School direct contact with three major stakeholder groups.

Standard 4- Learning Outcome Assessment: The School of Business and Digital Media (SBDM) has six separate degrees. Each degree is listed in the catalog.georgian.edu (digital and hardcopy). Each area to define student learning assessment is available on a separate link for quick access.

Standard 4; Criterion 4.2: The School of Business and Digital Media (SBDM) provided Figures 4.1-4.6, each of the program’s objectives are staggered to be assessed at the rate of one to two objectives each year for a three-year period. This method did not provide a trend of last three year of performance nor a clear assessment of formative and summative outcomes.

Standard 4; Criterion 4.3: The University undergraduate and MBA program maintains comparative measures as required by criterion 4.3. The real-time data was available in the Fact Book, National Survey of Student Engagement, and other restricted files.

Standard 5- Faculty Focus: Every full-time faculty hold a doctorate degree in the SBDM. This is very impressive that all FTE retains the highest level of degree. Adjunct faculty met the degree requirement with respect to the class assigned. All faculty members are following the standards for continuous professional development and annual University-level Mercy initiatives.

Standard 5; Criterion 5.1: The SBDM has a unique Human Resource plan. The high growth areas are target for the new Sport Management degree, and Marketing. The school is down one marketing faculty member as of AY 2023 and will have one retirement in accounting discipline for AY2025. The business school has sufficient faculty per student ratio.

Standard 5; Criterion 5.2: The SBDM has 100% full time faculty with a doctorate degree. Adjunct staff met criterion 5.2 based on an advance degree or extensive work experience in the specific field the faculty is assigned.
Standard 5; Criterion 5.2B: Seventy-four of undergraduate credit hours in business are taught by Doctorate Degreed faculty and 88% of the graduate credit hours in business are taught by Doctorate Degreed faculty. Teaching duties were illuminated in the Faculty Personnel Policies VOL. IV of the GCU Policy Manual. Course Release file is maintained by the Provost (Bus. Admin chair gets 6-credit release each semester; MBA program director gets a 3-credit release each semester; and two SBDM faculty served as advising fellows during AY 2023, University Advising Fellows get a 3-credit release each year.)

Standard 5; Criterion 5.3: ACBSP team met each business leader for the five undergraduate programs, and one graduate degree program. GCU has the required number of faculty for the re-accredited programs. When a faculty is needed full or part-time, the process begins with the Chair, then Dean, to the Provost for decision. The business HR plan outlines the details for new hire, including orientation and training that is required. GCU provides professional development funds for the business school’s Center for Teaching and Learning. The Institutional Governance of the GCU Policy Manual outlines the Faculty Development Committee procedures. The school was awarded $13,350 internal summer and travel grant award for AY 2023. The Chair and/or Dean complete a course observation for each new faculty member in the first year until gaining tenure status. A standard form is utilize for feedback and student course evaluation are shared with the faculty members.

Standard 5; Criterion 5.4: Phyton software was added to the curriculum for Accounting. SBDM instituted a Faculty Research Roundtable in AY 2022 with faculty members. This program allows the faculty to present their current research for lively discussion and feedback. An external invited guest in the specific program is invited each semester. The Dean executed an Annual Retreat offsite in AY 2022, Reach High that was well received. The business faculty is engaged with Chamber of Commerce, leverages International Study Aboard programs, and take in digital technology from Google, Facebook etc.

Standard 7: Meetings with undergraduate and graduate students indicated that the SBDM full-time faculty are actively engaged in student advising and committed to student success.

Standard 7; Criterion 7.1: GCU has robust student success, support, and counseling services.

Huston-Tillotson University

1. Through regular faculty and academic division meetings, the business unit identifies opportunities for program curriculum improvements supporting their continuous improvement strategy.
2.1 The Business Unit provides ongoing review of student success indicators and collaborates with other departments to ensure student support and success.
5.1 The business unit has developed a thorough human resources plan which detailed the inclusion of a Fulbright scholar each academic year as a visiting professor and a succession plan for pending retirements. The site team was able to confirm the inclusion of the VPAA and Human Resources department in the development and approval of this plan.
5.1.c The site team observed a high degree of satisfaction from the faculty regarding the level of support provided for faculty development, utilizing both internal campus resources and external sources.
5.2.b 100% of undergrad classes taught by Masters or Doctoral qualified faculty. 100% of MBA course taught by Doctoral qualified faculty.
5.4 The business unit aggressively trains new faculty members both with internal and external resources. New faculty are encouraged to attend a teaching-focused conference and are given access to external certifications like Quality Matters. On campus resources like the Center for Academic Innovation and Transformation (CAIT) are available as well to develop both new and existing faculty.
7.1 The business unit and the college collect and analyze relevant data that provides the leadership with the identification of issues and opportunities for improving the programs offered.
7.4 The business unit works very collaboratively with other departments to ensure a positive student experience.
Notre Dame de Namur University

Criterion 2.2 The Business Unit has established a strategic plan that includes clear short and long-term objectives and metrics

Criterion 3.1: The Business Unit uses formal and informal processes and methods to seek information and respond to complaints from students and other key stakeholders. There is evidence of a formal grievance policy and various methods used to collect relevant information and actions are taken in a timely manner. This was corroborated during interviews with graduate students.

Criterion 3.4: The Business Unit presented evidence that results from MBA/MPA student satisfaction surveys are analyzed and actions are tracked in a “close the loop process” from period to period. Pursuing regular cycles of learning from key stakeholders, evaluation, and ongoing improvement strategies and systems are likely to amplify student/stakeholder satisfaction at each period of analysis (see Tables 3.2 Criterion 3.2-3.4 separate tables for the MBA and MPA programs in the evidence file.)

Criterion 4.1: The business unit provides evidence of the process of developing PLOs by consulting with faculty members, program directors, Advisory Boards, Student Feedback via Student Satisfaction Surveys, and informal conversations with alumni. This was verified with the faculty, advisory board members, and alumni during the site visit.

Criterion 4.4: The business unit presented evidence of the use of formative and internal data, with actions taken, and proper follow-up for the business program. During the site visit, it was evident that results were discussed with faculty members and department leaders, and appropriate changes were implemented and tracked. This process provides a continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational program offerings and processes.

Oklahoma Christian University

1.1.a The business unit is intentional about communicating its mission and key values and operating in a manner consistent with those values. This intentionality benefits key stakeholders.

1.3 The Optimized Academic Balance Data Report utilized by the University provides the business unit with relevant, consistent data on its performance that can be used for operational and programmatic improvement.

2.1.a The College of Business mission is well-aligned with the University's mission.

2.1.b Input from key stakeholders has been considered in the development of the strategic plan. The various advisory boards have provided input on the direction of the College and certifications.

2.1.c Progress on the strategic plan is kept in front of the eyeballs of faculty and staff, especially through the strategic plan poster in the faculty/staff workroom.

2.3.a Accomplishment of results has been documented in the self-study and is communicated in summary form on the strategic plan poster in the faculty/staff workroom.

2.3.b The business unit has developed an effective process for strategic planning that has led to considerable goal accomplishment.

2.3.c The business unit has effectively communicated results of the strategic plan on a consistent basis, and has done a great job of keeping the strategic plan in front of key stakeholders.

3.1 The business unit has identified internal and external stakeholders and adopted ongoing methods to listen and learn from stakeholders. Advisory members are active above the subject matter meetings such as Finance, Marketing etc. and are generally alumni and also very engaged throughout the student's education through Benchmark Society, Bootcamp, Women in Leadership and Entrepreneur Scholars.

3.4 The business unit demonstrates use of improvements and actions taken with defined actions. Changes were made to courses and additional learning opportunities for students, such as the Business Pathway expo.

Three sessions that focus on career and professional development were added to the Business Boot Camp (an orientation program for incoming undergraduate students).
4.1.a The College of Business has a developed and deployed a program outcomes based assessment process.

4.1.b The program learning outcomes are differentiated and developed by SMEs (full-time faculty) with verification through advisory boards.

4.1.c Full-time faculty, employers, alumni, and students are involved in the assessment process.

5.1.a The business unit does not appear to have a specific HR plan. The self-study contains a general discussion of HR needs but does not have specific steps or a timeline. With changing programs and pending faculty retirements, a plan is needed to help guide the staffing process.

5.1.b The business unit has the opportunity to develop an HR plan that will be integrated with the new strategic plan as it is developed.

5.3.a The business unit follows the University’s Academic Policy Manual procedures for faculty evaluation; these procedures appear to be sufficient to ensure quality instruction.

5.3.b The processes for faculty recruitment and training appear to be adequate to meet the needs of the business unit.

5.3.d A high percentage of faculty members are involved in professional activities, most of which helps faculty members to stay current in their disciplines.

5.4 Faculty improvement plans are developed individually in consultation with the dean. Faculty members believe that this system meets their faculty improvement needs well.

7.2.c Evidence the College of Business monitors and makes collaborative responsive changes to the educational support services. In campus meetings, the library shared changes made to a database that reduced the cost without compromising student service. Additionally changes to the start of the semester and registration stepped up the process for verifying ACT scores to get students registered.

Post University

[1.1 - Approach] The leadership of the Malcolm Baldrige School of Business (The business unit) uses various approaches that together form a set of systematic leadership processes. The processes include a series of meetings and communication exchanges such as the Dean’s Council (the Dean’s direct reports), the undergraduate business meeting (the Assistant Dean of Undergraduate Business Studies direct reports), the graduate business meeting (the Assistant Dean of Graduate Business Studies direct reports), programmatic advisory boards, and School of Business town halls (one for faculty and one for students). Performance excellence and continuous improvement are integral elements of the leadership processes.

[2.2.b - Deployment] There is an extensive set of performance measures that are aligned with the nature and type of students and other stakeholders. As shown in Appendix AH, a variety of measures are used to support the Helix Teams in the areas of student retention, persistence, and completion.

[3.1.a - Approach] The business unit has clearly identified its major stakeholder groups and has taken action to determine requirements and act on those requirements. Several techniques including the use of advisory groups and the Student Government Association allow for listening and learning from the stakeholder groups.

[4.1.a - Approach] The business unit has a clearly articulated and defined assessment process and plans for all degree programs as shown in Appendix AQ.

[4.1.b - Approach] The business unit has an effective process for determining Outcomes and Performance Measurements as reflected in the Visualization process provided in Appendix AS.

[5.1.c - Approach] Through the use of a growth mindset, the business unit has used a thorough analysis of enrollment forecasting to predict the future HR needs of the business unit.

[6.2.a - Approach] The business unit utilizes a Master Course model, allowing an instructional designer, subject matter expert, program chair, and librarian to collaborate when updating courses. This design process allows students in different courses to experience a similar educational experience. This process has been clearly established and integrated into the business unit.
Roosevelt University

IV - Business Program’s Organizational Profile – Review: Although the self-study indicated declining enrollment, during the site visit, it was noted that enrollment increased to the highest level ever in the history of the university. This is due to initiatives such as targeted international student recruitment and offering interdisciplinary studies such as the PharmD/MBA degree.

Standard 1: The university and business unit leadership team work cohesively to bring new learning opportunities for the students. The site visit revealed that the institution’s leadership spearheads and supports the business unit’s innovative programs such as Business Analytics. This has resulted in positive enrollment opportunities for the business unit such as those experienced in Fall 2023. It is to be noted that the business unit ranks second or third among academic departments in the university.

Standard 2: The business unit has short-term and long-term action plans that align with the university strategic plan. There is a fully deployed approach to meeting the set goals as well as closing the loop for improvements.

Standard 3: Table 3.1 identifies key student and stakeholder groups, their requirements, and the processes of the business unit’s educational program with specific evidence of the approach.

The business unit has a clear process for handling student complaints as outlined in the Student Handbook and on the website.

Standard 4: The business unit has an assessment plan in place that determines the outcome plans and processes. It is evident that an effective and systematic approach is in place to measure and assess each program learning outcome.

The business unit effectively uses assessment data to make improvements to the curriculum. For example, the recommendation to include ENG 102 - Composition II: Introduction to Academic Research as a prerequisite to BCOM 301 - Business Communications was effectively implemented and the change included in the undergraduate catalog.

Standard 5: Prior to accepting the Deanship, the business unit’s leader was a former Human Resources faculty member who is equipped with skills and knowledge needed to write the Human Resources Plan.

The business unit has many adjunct faculty members who are industry practitioners actively engaged in the corporate world. These faculty members are eager to support the business unit in areas of student mentoring, internships, interview coaching, resume reviews, and job opportunities.

Standard 6: The business unit has an experienced advising department that advises students and monitors their progress. It has a multi-level alert system that ensures students complete their degrees in a timely manner and that electives are used to best assist students achieving their professional goals.

Southwest Baptist University

Standard 1 – Leadership - Interviews with students and faculty demonstrate strong satisfaction with and confidence in Business Unit leadership.

Standard 1 - Criterion 1.1 - The Business Unit has an exceptionally strong commitment to social and community engagement at both the faculty and student level. The Sentrepact club is a best-in-class method of expanding the Business Unit’s social impact in the community.

Standard 2 - Criterion 2.1 - The alignment of the Business Unit’s mission, vision, values with the university’s Strategic Plan allows for consistency in furthering the goals and objectives of the university.

Standard 3 - Criterion 3.1 - Interviews of students overwhelmingly indicated that they view business faculty as being student-centered and having an open-door approach to communication.
Standard 3 - Criterion 3.4 - As a result of stakeholder feedback, the Business Unit has made several changes to curriculum and processes (e.g., integrated the advisory board into the processes of the business unit, focused on soft skills and teamwork development, expanded the Industry Experience Trips, and conduct intentional faith integration into courses) that have improved the Business Unit’s performance. The approach is well integrated with organizational needs.

Standard 4 - Criterion 4.2 Faculty interviews confirmed that faculty are major stakeholders in the student assessment process and the choosing of courses and assignments to be measured.

Standard 5 - Criterion 5.2.B The business unit has the continuous support of the Center of Teaching and Learning that demonstrates an effective systematic approach that is fully deployed for new faculty orientation to courses and curriculum along with training and development for faculty in business pedagogical areas. Faculty are required to attend Teacher’s Camp I and II, New Faculty Book Club, Faculty Mentor Relationship building, and encouraged to use the Magna 20-Minute Mentor Commons on demand learning tools when needed.

Standard 5 - Criterion 5.3 The full-time faculty evaluation process is well defined, developed and supported by the Business Unit Head and Dean with evidence in the self-study. Faculty are evaluated by class observation on five criteria that support their overall teaching effectiveness annually in the spring. Interviews with faculty show that this class observation and overall review with the Division Head’s feedback supports faculty development and strengthens the trust and relationships within the business faculty team.

Standard 6 - Criterion 6.1 The Business Unit has an effective, systematic approach to curriculum revision that assures changes are responsive to stakeholders’ needs and consistent with the Unit’s mission and values.

Standard 7 - Criterion 7.1 The Business Unit’s Professional Development course is an innovative approach to help students prepare for their careers. Interviews with both faculty and students indicate it is well integrated with organizational needs and is a best-in-class approach.

The University of Findlay

There is ample evidence of a systematic process of assessing student progress and achievement, resulting in an informed and well-executed curriculum.

COB utilizes Peregrine Business Field Exam to measure and track student performance including appropriate benchmarking data. The exam is comprehensive in its depth and breadth mirroring the areas of the Common Professional Component.

There is ample evidence that the COB uses assessment data to inform strategic decisions such as curriculum revisions and targeting of resources in support of a robust continuous quality improvement initiative.

The COB may consider further parsing field exam data to identify various sub-populations within the school, for example traditional students versus international students or degree completion program students versus full time students.

In the Fall of 2022, the COB responded to feedback from the business community by adding Spreadsheet Design as a business core course. COB students will prepare for and take the Microsoft Office Specialist (MOS) Excel Certification Exam as part of this course.

The COB responded to feedback from the Advisory Board that led to creation of an MBA Business Analytics Concentration. Business Analytics combines traditional MBA classes with four computer science classes that results in a Graduate Data Analytics Certification. This STEM approved certification is also beneficial to international students.

The COB fosters teaching excellence by offering orientation, training programs, continuous professional development, course observations and training opportunities that are part of the Center for Teaching Excellence, on campus, for new full and part-time faculty members.

The COB provides a Credit Plus Dual Enrollment Program consisting of 45 High Schools and 2000 students enrolled in finance and accounting courses. The COB is the largest private provider in the state of Ohio. Additional
activities include Career Exploration Day involving a tour of the UF campus and activity using smart phones to research different careers.

**Uniempresarial - Fundacion Universitaria Empresarial**

Uniempresarial is a university that follows the German dual model where academic teaching is combined with the development of internships in "co-training companies", which in this case guarantees that each student carries out business internships in three companies.

The business unit has a high social impact on students with an employability percentage well above the country average. Teaching and administrative collaborators are very committed to the social impact they generate.

The business unit presented a systematic process for developing an institutional strategic plan incorporating administrative and academic elements, including institutional governance, budgetary framework, self-evaluation processes, quality improvement and assurance, and stakeholder management. A copy of the plan is provided.

The business unit presents a report outlining short- and long-term objectives to address student, stakeholder, and program requirements, with corresponding timelines and performance measures.

The business unit has developed periodic performance reports that include 54 relevant metrics and indicators to assess progress toward strategic objectives shared in periodic meetings, internal newsletters, and open discussions where stakeholders are invited to provide feedback on results and overall performance.

It would be beneficial if the business unit pointed out their areas for improvement and made an action plan to overcome them.

The business unit is above the national average of educational assessment (Saber PRO test) and has conducted benchmarking through the Companygame simulator.

The business unit has a system to measure and compare learning ratings of each of its programs and continuous scanning of market opportunities.

The business unit has a system of procedures, policies, and practices for faculty members' management and professional growth supported by faculty operational policies and procedures.

The faculty members have demonstrated a balance between scholarly and professional activities, evidenced by their CVs, as they are involved in activities that enhance the depth, scope, and currency of knowledge related to their discipline and instructional effectiveness.

**Universidad Ana G. Mendez (UAGM) - Cupey Campus**

The business unit has a culture of social responsibility, which is integrated into the institutional educational model and the business programs, significantly impacting results and social recognition.

The university’s social responsibility is reflected in student services such as the solidarity store, activities with Enactus, childcare services, and scholarship programs.

The business unit has the technological resources and updated equipment necessary for the operation of all educational programs.

The business unit has a strong team integration that enables it to achieve results and consolidate projects.

The mission and vision of both the institution and the business unit are clearly defined and aligned. The institutional philosophy is pervasive throughout all areas of the business unit.

The business unit has a highly qualified faculty that positively impacts the quality training of students. A high percentage of them have doctoral training.
The business unit has a mentoring program for new professors; these mentors are professors of the business unit with more experience and seniority in the institution, which facilitates the integration of these new members with the activities of the unit.

A systematic support network for students from enrollment to graduation is in place, with tools such as call systems for student tracking, tutoring services, academic advising, scholarship programs, on-campus childcare services, and a solidarity store.

The role of the Retention Office in Educational Support processes, such as tutoring services, academic counseling, and advising, is a central part of student retention efforts. The Board of external advisors as a consultation tool contribute to the continuous improvement process of the business unit.

University of Arkansas at Pine Bluff

Criterion 1.1.: The SBM has created the Economic Research for Development Center to assist in community development.

Criterion 2.1.a.: The SBM has a well-developed strategic plan that is consistent with the strategic plan for the university.

Standard 3: UAPB and by extension the SBM have a strong commitment to helping students succeed and fulfill their potential. Administrative units of UAPB and the faculty of the SBM demonstrate on a recurring basis their commitment to student success. This commitment is acknowledged by the students, who are extremely appreciative of this commitment.

Standard 4: The Office of Assessment provides the SBM with a wealth of assessment data that can be used to improve student learning.

Criterion 4.3.b.: The SBM utilizes comparative measures to assess student learning.

Criterion 5.2.a.: The SBM significantly exceeds the minimum requirements for faculty deployment.

Criterion 6.2.d.: UAPB and the SBM have well-articulated transfer agreements with sister institutions. The Registrar’s and Admissions Offices provide adequate resources for transfer and continuing students.

Standard 7: The SBM has multiple measures across programs to measure student achievement. The goals set are appropriate for the programs.

Criterion 7.1.c.: The Educational Support Processes provided to ensure student success are robust and up to date. The John Brown Library, Student Success and Career Services are examples of effective educational support processes.

Criterion 7.4.: The SBM has developed a few initiatives to improve the performance of the Unit based on the feedback received from stakeholders.

University of Northwestern Ohio

3.1 The Business Unit engages with Business Partners to provide students with opportunities for professional growth and development.

The faculty is student focused based on interviews on site with faculty and students.

3.4 The Business Unit uses the student end of course survey as a component of the faculty evaluation. The Business Unit has a process to use the information obtained from students and stakeholders for purposes of improving educational processes.

4.1 The Business Unit has an Assessment Handbook establishing a designed approach in the Accounting program with a process to develop an outcomes assessment plan with curricula mapping. In addition, the Business Unit adopted the Quality Matters program to improve curricula.
5.3 The Business Unit after the self-study year has developed a process to gather data on the demonstration of scholarship in teaching, discovery, integration and application.

6.2 Standardized syllabi are used and both f2f and online curricula include the same competencies, so courses are delivered consistently with the same quality, regardless of (FT vs PT) instructor.

7.1 The Site Visit Team verified the statistics at graduates-by-program.pdf (unoh.edu) for the self-study year, demonstrating a systematic approach.

University of the Incarnate Word - Extended Academic Programs

Standard 1 Leadership The University and School of Professional Studies (SPS) has a steadfast mission and core values rooted in the Judeo Christian values to educate students to facilitate their development as concerned and enlightened citizens within the global community.

Standard 2, Criterion 2.1. Through the effective execution of the designed SPS Partnership Development Model, the SPS Dean/Associate Provost, Strategic Outreach and Partnerships, has procured various strategic partnerships to improve educational opportunities for SPS non-traditional and adult student learners.

Standard 2, Criterion 2.1. In alignment with the University and SPS mission and inspired by the Catholic Intellectual Tradition and Social Teaching to educate men and women to become concerned and enlightened citizens within the global community, undergraduate students, including those within the SPS, engage in a minimum requirement of 45 hours of community service throughout their undergraduate program.

Standard 3, Criterion 3.1 The SPS has a strong active military, veteran, and Department of Defense (DOD) student population that utilizes University SPS coursework for skill-building to facilitate successful transition into a civilian career path.

Standard 4, Criterion 4.1.a. SPS has developed measurable student learning outcomes for all degrees offered by the unit and has a documented plan for assessment for all SLO’s at the degree level.

Standard 5, Criterion 5.1.a. While the business unit does not have a formal HR Plan, the hiring process supports the strategic priority to “improve UIW’s infrastructure of facilities, staffing levels, and business processes” identified in the university’s strategic plan.

Standard 5, Criterion 5.1.c. The University has a comprehensively defined process for the management and professional growth of both full-time and part-time faculty members that is clearly defined in the Faculty Handbook.

Standard 6, Criterion 6.2.b. The SPS NW Campus provides students access to collaborative learning and meeting spaces that serve the unique needs of undergraduate, master’s and doctoral students.

Standard 7, Criterion 7.1.c. Under the capable direction of the Library Dean and SPS Liaison Librarian, the J.E. and L.E. Mabee Library avails to students significant learning resources, including individual and collaborative learning spaces and a robust collection of business specific databases and licensed ejournal collections.

University of Puerto Rico – Carolina

1.1 The institution and the business unit are governed through formal documents that authorize and document the different processes they have defined regarding the establishment of the mission and vision, measurement of results and their transparency.
1.3 The business unit has valuable information on the measurements of the different processes that are involved in the management of Administration programs with a concentration on Management and Finance.

2.1 There is alignment and coherence between the strategic plan of the institution and the business unit, which are focused on improving academic programs and evaluation processes, and creating learning environments with technological support.

The mission and vision of the business unit are coherent, respond to the institutional philosophy, and contribute to forming socially responsible professionals with well-defined ethical values.

There is a formal and transparent budget assigning process for each of the campuses and business units with uniform criteria. The Central Budget Office is in charge of compiling information and assigning an amount to each campus. It aims at improving the discipline of budget control and making sure that the business units can provide an education service in accordance with their needs.

2.2 The institution has an Institutional Planning and Effectiveness Office that centralizes the different measurements and provides important information on the different business units for making decisions and monitoring the established goals and indicators.

2.4 The business unit presents the proposed strategies and improvement actions considered as the most relevant for achieving its strategic goals. Additionally, the meetings with those in charge of the areas showed the actions that will be taken regarding the delayed objectives.

4.1 The business unit has clearly described its assessment plan, detailing how it identified the competencies that students from their academic programs must achieve. Additionally, it provided evidence of how and when these competencies are measured.

5.2.a Faculty members have a permanent interaction with the industry, which allows them to recognize the training needs of their students for their insertion into the labor market. In the meeting with the students, it was one of the points that they most valued and recognized from their faculty.

The business unit has a formally established student advisory/counseling system, which helps in the students’ learning process and collects their concerns.

5.2.b New full-time professors have the support of a senior professor that allows for a proper integration into the culture of the organization.

7.1 The institution has a counseling service department that addresses personal, vocational, and psychological needs of students individually or in groups. This department has been certified by the International Accreditation of Counseling Services (IACS) since 2012 and has recently been renewed.

University of Puerto Rico at Cayey

Standard 01: LEADERSHIP The University presents evidence of having a solid commitment to the topic of Social Responsibility since it has the Blue Angels Project, which consists of providing support to the different communities in the region, through the implementation of different projects with social impact. To do this, it involves its students, fostering social awareness in them, in alignment with its institutional mission.

The University has developed various virtual courses, to cover other types of students, such as those who are outside the island, non-traditional student enrollments, and students from other countries.

Standard 02: STRATEGIC PLANNING The University of Puerto Rico in Cayey has a 2020 - 2023 Strategic Planning approved by the Academic Senate, whose structure is based on the following strategic axes: Educational Environment; Research and Creation; Technological Culture and Sustainable Management; Institutional Innovation, Institutional Transformation and Student Success. Which are aligned with the mission and vision of the University of Puerto Rico.

The University of Puerto Rico–Cayey has an office called: the Office of Institutional Assessment and Research, which has the function of producing various institutional studies, made available to teachers, researchers, and administrators for analysis.
It is important to mention that the Office of Institutional Assessment and Research has a space on the institutional page of the University of Puerto Rico – Cayey, in which information is disseminated to the internal and external community, such as its mission, vision, generated functions and reports, contact information, among other topics.

Standard 03 FOCUS ON STUDENTS AND INTEREST GROUPS During the focus groups with students and professors, they expressed a high sense of belonging and pride with the institution, as well as their willingness to participate in the different consultation processes and decision-making of the University.

There is a Board of Advisors, made up of prominent businessmen in the region, who collaborate with the University in proposing improvement actions, which result in optimizing the professional development of students.

Standard 04 EVALUATION OF STUDENT LEARNING The University of Puerto Rico has a learning evaluation process, which is deployed towards all evaluated programs. For each academic program, student learning outcomes have been defined, which are measured through the implementation of various evaluation instruments (internal, external, formative, and summative). For each learning outcome, goals are established, as well as those responsible are defined and graphs are presented with measurements corresponding to four cycles. Likewise, the improvement actions to be implemented based on the results obtained are presented.

Standard 05 FOCUS ON TEACHERS More than 60% of the credit hours evaluated are taught by teachers with a Doctorate (AQ), which guarantees the academic quality of the Institution.

The University of Puerto Rico Cayey has a full-time and part-time teaching team, with diverse experience, accessible to resolve doubts towards its students, and committed to the learning of its students.

Standard 07 BUSINESS UNIT PERFORMANCE The University has key performance measures, commercial operation processes: and education support processes, which monitor, evaluate and implement improvement actions

University of Puerto Rico – Humacao

1.2 The business unit’s support of Small Business Incubators and Accelerator Projects is a good example of community involvement.

3.4 As confirmed on-site, the students are very happy with their professors, courses, and student activities. They remarked that they are learning and that the faculty care about them.

4.1 The BAP has developed an assessment plan that includes the major competencies, the courses where these competencies must be taught, how they must be assessed, and the instrument to be used.

4.4 Assessment results have been used to implement new curricular sequences for the four BAP majors, allowing new students to start taking courses in their majors from their freshmen year instead of waiting until their sophomore year.

5.2 A Accounting faculty has the administrative duty to administer the tax internship program. Ninety percent of the accounting students are placed in accounting internships, with 46% of the students receiving job offers from their internship employer.

7.1 The University has in place different strategies to evaluate student performance, business operation processes, faculty performance, and educational support processes.

7.3 To assist in the continuous improvement of the business unit programs, some questions were included in the exit and alumni questionnaires that directly address student satisfaction in relation to their satisfaction with the program.

University of Wisconsin-Stout

1.1 The business unit’s mission and identity as a polytechnic institution is powerful. Across the campus and across many groups, repeated references to experiential learning, collaboration, and career preparation were
notable during the site visit. This should provide an excellent enabling space to further develop impactful business programs.

The business unit Factbook and public information dashboard provided via Tableau Public are well-designed and provide useful information to external stakeholders. The ability to drill into specific areas of interest is a strength noted.

2.1 The Advisory Boards (PACs) are a notable strength for the business programs and the University at large. It was apparent that PAC members take on various roles in supporting the students and programs of UW-Stout. Of note, members of PACs are provided with ongoing data regarding the business programs’ performance.

The business unit Alumni program is strong, with continuing relationship with their instructors, and where they make themselves available for mentoring current students.

3.1 Many (eight) student segments and stakeholder groups are identified, and processes to understand their needs are described for many groups.

The advisory boards for the various programs appear to serve a number of purposes relative to students and other stakeholders.

3.3 Surveys reveal strong student and alumni satisfaction across a number of measures. Career preparation is reported as strong. Hands-on content in courses is notable, even if it is not universal.

Employers of interns are generally satisfied with student preparation as well, especially in the Supply Chain Management program.

4.1 Institutional resources, such as PARQ, appear to be strong and available in support of the business unit’s student learning outcome assessment efforts.

5.1.c The business unit has an extensive collection of procedures, policies, and practices for the management and development of faculty members, which is available to the public (including faculty members) at any time. In addition to the accessibility of these policies and procedures, there is ample evidence of shared governance at the institution. This indicates that faculty not only have access to these materials, but are also actively involved in shaping these policies and procedures at the institution-level.

7.1 There is ample evidence that the business unit is tracking key student performance indicators such as retention, graduation, and job placement rates. The business unit’s approach to sharing this information publicly via their website represents a strength.

West Virginia University at Parkersburg

1.3 The business unit uses several feedback mechanisms to solicit input from stakeholders including faculty surveys, student survey opportunities both at the end of class and at the end of the program and periodic discussions with both state representatives and the local community.

2.3 The business unit provides information as to their performance results through their website, which is available to their stakeholders and general community. They make public some statistics regarding their retention and graduation rate, as well as others under a tab clearly named ACBSP.

3.1 The business unit listed what they considered to be the primary stakeholder groups and seemed to be aware of the type of students that make up their student base. The business unit appropriately included both traditional and non-traditional students as well as transfer and first-time students and noted that a large percentage of their students were traditionally aged.

3.4 The business unit has identified its primary internal and external stakeholders (to include the community although this stakeholder was not specifically listed in Table 3.1). Stakeholders included employers, government agencies, state agencies, faculty, students, community, and community college boards.

4.1 The business unit identified and divulged on their website the learning objectives for each of the degree programs seeking the ACBSP accreditation.

A Program Review Handbook was developed showing how some improvements are made to the programs annually, where a narrative report addresses student’s performance in some courses, scores obtained at Peregrine Standardized tests and some measurements at the capstone level.
5.2.b The business unit intellectual and academic leadership is provided by the four full-time professors who are mostly in charge of the programs, and it was evident at the site visit their total commitment and disposition to always go the extra mile for the benefit of the students and the institution.

5.3 The business unit promotes that their faculty members are active and stay up to date in three specific areas: teaching and service to students, professional development and growth, and service to the institution and community, according to their Procedures for Annual Faculty Evaluation.

7.1 The business unit shares information through their website regarding some student success, outstanding alumni, and basic data as to achieving their academic goals.

A speaker’s series for student engagement and as a service to the community was developed and advertised for this fall semester evidences their commitment to providing additional support with inspirational positive success stories.

Xavier University of Louisiana

Standard 1: The business unit has created a culture of engagement and commitment to organizational goals. Faculty and support staff are collegial, energetic, enthusiastic and devoted to serving their peer faculty and students. In addition, they are committed to providing appropriate academic oversight to the business programs.

Criterion 1.1 The Business unit has developed a process by involving various candidate's compatibility with the university and Business unit’s missions and values.

Criterion 1.2 As reported by faculty, students, alumni, and the Business Advisory Council (BAC), the Business unit has significant involvement in the community. This can be seen through internships, institutes, class projects, guest lecturers, speaker series, VITA, etc.

Criterion 2.1 There is evidence of stakeholder’s participation recorded in the strategic planning initiatives, meetings and minutes. Faculty also confirmed their involvement in interviews.

Criterion 2.3 The Business unit provides documents in the evidence file to support claims of student performance, faculty involvement and participation in strategic planning and curriculum decisions, process effectiveness, and communication of performance results.

Standard 3 - Student and Stakeholder Focus: During our meeting with the students, they reported that they really value the caring and supportive faculty in the business unit. Students appreciate all of the connections and career opportunities that are presented to them. The curriculum is rigorous and allows the students opportunities to explore what they are truly interested in.

Standard 4 - Student Learning Assessment: The Office of Institutional research and decision science, the office collects and analyzes the data for all of the student feedback and assessments. The business unit is able to benefit from this service and conduct a more detailed analysis of the data. This office reported that the business unit does an exemplary job in assessment and has been used as example model for the rest of the university. In addition, this office reported that in the university SACSCOC recent accreditation report, they did not have any recommendations or areas of improvement for assessment.

Standard 5 - Faculty Focus: The faculty also self-reported that they worked very collaboratively together and the department environment was very supportive. The lack of turnover also supports faculty satisfaction. From all areas that we interview, the faculty was called out as being exceptional.

Criterion 6.1 It appears that the curriculum change process is working efficiently because the Division of Business recently used the process to establish a new area of focus: Healthcare Management and emphasis on Supply Chain.

Standard 7 - Business Unit Performance: Great partnership with the creation of SASO, which coordinates student support for all students especially incoming freshmen or those that need academic support. The early alert system allows for a continuous feedback loop between faculty, students, and student support services.