November 18, 2021

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the November 18, 2021 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 2021

**Concordia University Texas (Austin, TX, USA)**

*Strengths*

**Criterion 1.3**
- The Business Unit has reported key performance results (retention and graduation rates, mastery of business concepts) for both BBA and MBA programs for at least three years, which has allowed leadership to identify trends and areas of improvement. Amid the COVID 19 pandemic, both programs increased their retention rates in 2020. In addition, retention rates consistently exceed 90% in the MBA program and most of the key indicators show that performance goals are being met.

*Categories:* Results
*Verified:* This Strength was verified on site.

**Criterion 2.2**
- There is evidence that the Business Unit has provided the short-term and long-term strategic objectives to address performance. The strategic objectives, performance measures, results, and analysis are summarized in table 2.2a.

*Categories:* Deployment, Improvements
*Verified:* This Strength was verified on site.

**Criterion 3.3**
- There is evidence that the Business Unit has produced trend data from surveys of the student internship experience, Embark onboarding (orientation) sessions, employer surveys of the student internship, alumni surveys, and faculty surveys (Organizational Culture Index). Analysis of these data trends provides relevant information to improve programs and student services.

*Categories:* Results
*Verified:* This Strength was verified on site.

**Criterion 4.3**
The Business Unit has collected, analyzed, and used internal and external (Peregrine and Glo-Bus) data results related to the BBA and MBA programs under review. Using external comparative data provides validity of the internal results.

**Categories:** Approach, Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 5.2**
- The Business Unit has a very strong process to evaluate faculty credentials. They developed a faculty credential form that is used to report the qualifications and credentials of the faculty. They also developed a faculty credentials manual and a faculty credentials policy to help with the review of faculty credentials. *The site visit team has recognized this as best-in-class practice.*
  **Categories:** Approach, Deployment  
  **Verified:** This Strength was verified on site.

**Criterion 5.2.B.**
- The Business Unit provides a robust onboarding process to support adjunct faculty members that include: a full-time adjunct director, Blackboard on-boarding training, already built Blackboard shells, one-on-one meeting with FT faculty members, and direct access to programs directors. *The site visit team has recognized this as best-in-class practice.*
  **Categories:** Approach, Deployment  
  **Verified:** This Strength was verified on site.

**Criterion 7.4**
- The Business Unit has a systematic process of monitoring enrollment management improvements, Business Operation Processes, and Educational Support Processes. Analysis of results and continuous improvement data and feedback were evident during the virtual site visit.
  **Categories:** Approach, Deployment, Results, Improvements  
  **Verified:** This Strength was verified on site.

**Massachusetts College of Liberal Arts (North Adams, MA, USA)**

**Strengths**

**Conditions of Accreditation**
- Reliable information to the public on student achievement is clearly provided on this business degree home page: [https://www.mcla.edu/academics/academic-departments/business-administration/](https://www.mcla.edu/academics/academic-departments/business-administration/) and by selecting this link from there: Graduation and Retention.

  **Categories:** Approach, Deployment, Results  
  **Verified:** This Strength was verified on site.

**Criterion 1.1**
- The Business Unit Chair works in close collaboration with the Vice President for Academic Affairs, Dean for Academic Affairs, faculty, and staff to achieve the mission and strategic goals.

  **Categories:** Approach

**Criterion 1.2**
- The Business Unit uses multiple approaches to address societal impacts. The Business Administration & Economics Department impacts the local community in several ways, including the Volunteer Income Tax Assistance (VITA) program, internships, consultancy, volunteering, and community service just to name a few.

  **Categories:** Approach

**Standard 2: Strategic Planning**
- The Business Unit provides a strategic plan with targeted outcomes that include short-term and long-term action plans with key measures. One of the strategic objectives is to expand collaboration with other departments and outside agencies. There are several successful initiatives such as the BIC and General Dynamics contracts that affirm this commitment.
When speaking with alumni, they all noted how they were still connected to, and supported by, faculty who served as mentors and supporters. Alumni noted how they continued to reach out to faculty for advice, letters of recommendation, and career guidance even years after graduation.

The Business Unit has used stakeholder feedback to make continuous improvements. For example, the Business Unit asks internship supervisors to submit an evaluation that provides evidence regarding the degree to which a student learned or gained new skills.

Figure 4.1.a. provides data and information on program learning assessment mapping, five major learning goals, and learning goals for seven concentrations.

The collective bargaining agreement outlines details concerning curricular changes and educational design, which includes faculty, student, and stakeholder involvement. A visual diagram was created to present and remind stakeholders of the continual improvement process.

The College outlines articulation agreements with 4 surrounding community colleges. Guidelines are stipulated in the Massachusetts Department of Higher Education MassTransfer Program and New England Commission of Higher Education. MCLA uses DegreeWorks to assure a degree audit tracking system that provides the student an optimal plan.

Administrators and the faculty routinely review business programs performance and capabilities to assess business programs success and the business unit's ability to address changing needs. Of note is that the curriculum is reviewed every two years through a program review process.

The business unit's processes for formulation and strategy and planning extensively leverage senior faculty and administrators from leading institutions abroad. This series of practices represent an exemplary long-standing approach to benchmarking and improvement of the strategy formulation, planning, and execution elements of the standard.

National Economics University (Hanoi, Vietnam)

Strengths

Criterion 1.1

[1.1b] Administrators and the faculty routinely review business programs performance and capabilities to assess business programs success and the business unit's ability to address changing needs. Of note is that the curriculum is reviewed every two years through a program review process.

Criterion 2.1

[2.1a] The business unit's processes for formulation and strategy and planning extensively leverage senior faculty and administrators from leading institutions abroad. This series of practices represent an exemplary long-standing approach to benchmarking and improvement of the strategy formulation, planning, and execution elements of the standard.
**Standard 3: Student and Stakeholder Focus**

- The Business unit has well-established methods to receive feedback from its various stakeholders through which they address their requirements. The improvement to programs based on the feedback is clear.

**Criterion 3.1**

- The advisory board identifies the market trends and uses the results of various survey instruments to advise the president regarding the new programs. The Business unit attracts students of high merit from Hanoi and northern parts and exhibits gender diversity.

**Criterion 4.1**

- [4.1] AEP has developed program learning goals for each of its degree programs, for each program goals, mapped course designation, and identified associated measurement artifact or activity through a collaborative process that engaged the assessment committee along with senior faculty members.

**Criterion 4.2**

- [4.2] AEP deploys assessments for each program, collects data, analyses data by faculty and methodological council, discusses actions taken from previous assessment results and results of current semester. On this basis, actions are determined for the future as well as actions for changing assessment processes. AEP deploys changes for improvement and repeats the cycle. Data supportive of this criterion was provided in the Self Study and available on site.

**Criterion 5.1**

- [5.1] The school has an elaborate HR plan in place. Moreover, the team was able to see a clear relationship with the strategic goals of the school. The HR plan describes in detail the staffing plan as well as a rationale for the same. The HR plan very clearly relates to the Strategic goals of the school.

**Criterion 6.1.1**

- Feedback from various stakeholders such as faculty, students, alumni and labor market survey and comparison with foreign curriculum are considered for revision and updating of the curriculum.

**Criterion 6.2.1**

- This Strength was verified on site.
The Business unit has excellent infrastructure, library and technical resources. The Business unit has many support services for academic counseling, public service duty, student clubs that addresses the academic and social needs of the students.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

**Seneca College of Applied Arts and Technology (Toronto, Canada)**

**Strengths**

**Criterion 1.3**

- Enrollment tracking exists as a robust, analyzed process with a significant number of data points that may be viewed through dashboards. The new Vice-President of Academics has been tasked with prioritizing the production of a robust enrollment management system that should further strengthen this area of the Business Unit.

**Categories:** Approach, Deployment, Results

**Verified:** This Strength was verified on site.

**Criterion 2.1**

- The Business Unit and the College have multiple processes in place to ensure the Strategic Plan percolates down throughout the organization (e.g., kick off meetings at the start of the semester, PAC meetings, emails and faculty surveys asking for feedback, and feedback from stakeholders). Feedback is brought back up to show how they see themselves as part of the Strategic Planning process.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 2.2**

- A series of goals that measure sustainability, partnerships, and enhance stakeholders as creative thinkers and problem solvers, have been identified and linked to processes that can be improved (PRME, STARS, Impact Hubs).

**Categories:** Approach

**Criterion 2.4**

- It is evident from the Self-Study and the site visit that the leadership, faculty, and staff have done an excellent job of pivoting to the challenges of the current world-wide environment. Existing measurements do not show any significant variance due to this, indicating a resilience on the part of everyone concerned.

**Categories:** Approach, Deployment, Results

**Verified:** This Strength was verified on site.

**Criterion 4.4**

- All members of the Business Unit have displayed a strong commitment to outcomes assessment, as well as developing more assessment tools for program learning outcomes. A great number of changes have been made over a short period of time as indicated in this standard. The Business Unit is to be commended for the work done in this area during the Self-Study period.

**Categories:** Approach

**Verified:** This Strength was verified on site.

**Criterion 5.1.C.**

- The Business Unit has documented and deployed policies which may create consistency for the faculty qualifications.

**Categories:** Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 5.3**

- A robust system to orient new faculty members to the Business Unit and to the curriculum ensures swift attainment of institutional requirements that allow for faster ability to deliver high quality instruction to the students.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 6.1**

- There are clear and comprehensive policies and procedures for curriculum development and modification. The Business Unit actively promotes input from a subset of stakeholders, including full-time and part-time faculty and PAC members. There are clear links demonstrated to the pillars of the strategic plan in curriculum development, in particular sustainability.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

**Criterion 6.2**

- The Business Unit has a strong transfer system within the Province, aided by their internal transfer advisors. This was supported by student input, who intend to transfer to another institution for degree completion. There are articulation agreements in place with schools outside of the Province on an institutional basis.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

---

**University of Charleston (Charleston, WV, USA)**

**Strengths**

**Business Program’s Organizational Profile**

- The leadership team is dedicated in creating and sustaining core values and social responsibilities, leading program directions, focusing on instructional infrastructure, and providing student service. The Business Unit has demonstrated a strong passion in developing a culture that promotes core values of student-focus, integrity, and quality. Its guiding principles shape the culture and provide a foundation for the daily actions and work to recognize and embrace the importance of relationships, dynamic capabilities, and stewardship to bring values to life and achieve organizational excellence.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

- In order to accommodate the needs of growing online student enrollment, the University invested on the infrastructure building by adding three online advisors funded by a Title III grant and two more online academic advisor positions funded by the University, totaling five advisors dedicated to online learners. The University added five positions in the Registrar’s Office to assist with online student enrollment processes (Adult Student Support Specialist, Military Portal Manager, Adult Admissions Counselor, Assistant Registrar for Graduate Studies, and Assistant Registrar) for Adult and Online Education, expanding the IT department to include 11 helpdesk personnel, adding online tutoring service Smarthinking and providing training for faculty and preparing them for online teaching. All of these infrastructure investments fueled the online enrollment growth. When Covid started, the transition to the online instruction was seamless. The enrollment has been growing steadily over the years.

The Business Unit has a good standing in financial health. It generates 30% of the total university’s tuition revenue, ranks 2nd to School of Arts & Sciences in volume, and uses 26% of the total university’s instructional expenditures. Besides the revenue from tuition, it has other streams coming from certificates, training, and employer tuition assistance programs.
**Criterion 2.2**
- The Business Unit has a robust strategic planning process in place with adequate monitoring that should allow for continuous improvement.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 3.1**
- The Business Unit maintains strong relationships with advisory council members who are actively involved in providing internships and mentor opportunities for students and graduates.

The Business Unit also maintains the ability to establish and maintain critical organizational relationships such as those with the military and local corporations. These relationships are an important source of recruitment, experiential learning, and internship opportunities.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

**Criterion 3.3**
- The Business Unit utilizes a number of different measurement instruments that allow for assessment of satisfaction through trended data and to focus on continuous improvement. Directly attributed to these measurement instruments would be the curriculum changes involving internships.

**Categories:** Results, Improvements

**Verified:** This Strength was verified on site.

**Criterion 4.1**
- The Business Unit has a systematic approach to conduct program review and provide comprehensive reports for leadership review on a rotating basis. Student performance data is gathered and analyzed to benchmark with the goals set by each program, action items are set, and longitudinal success of changes made in response to student performance data in the previous cycle is measured. All programs have student learning outcomes clearly set. Full-time faculty members are actively involved in the assessment process through the courses they teach, as well as their service through the curriculum committee.

**Categories:** Approach

**Verified:** This Strength was verified on site.

- The Business Unit incorporated the seven competencies associated with career readiness by the National Association for Colleges and Employers (NACE) in their professional preparation initiative to develop skills and prepare students’ career readiness through their programs. At the conclusion of each internship (required in most of their programs), each employer supervisor fills out a Career Survey Evaluation for the student and the results are discussed between the student and faculty advisor during the exit interview.

**Categories:** Approach

**Verified:** This Strength was verified on site.

**Standard 5 - Faculty Focus**
- Both full-time faculty and adjunct faculty feel they are well supported by the school through the on-boarding process, and appropriate training was provided when they transitioned to online teaching. The results of student evaluations, peer reviews, and supervisor evaluations are used to determine what is needed to assure continuous improvement in curriculum and teaching pedagogy. Also, all faculty expressed appreciation to the leadership for caring about their wellbeing during Covid; on the top of all the training and instructional support to teach remotely the transition to online was seamless.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

**Criterion 7.1**
The Business Unit has strongly deployed business and education support processes to foster continuous improvement and student success. Additionally, the University has additional measures which the Business Unit actively participates in such as the UC*IC initiative which fosters continuous improvement by all members of the university community.

**Categories:** Approach, Deployment  
**Verified:** This Strength was verified on site.

**Criterion 7.4**

- The Business Unit, along with educational support services, has focused on a single point of contact for students engaged in certain programs. This initiative which utilizes a blended advising model of faculty and professional advisors was repeatedly well received by numerous stakeholders throughout the visit. The Business Unit showed a systematic, fully-deployed process which assisted them to continually improve upon a strong advising model.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

---

**REAFFIRMATIONS FOR FALL 2021**

**American InterContinental University (Chandler, AZ, USA)**

**Strengths**

**Business Program’s Organizational Profile**

- The AIU business program has created and is using an Industry Advisory Board (IAB). This strength allows them to receive feedback, monitor employee success, and respond to industry trends. The IAB works as strategic partners with a very cohesive leadership group.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Criterion 1.1**

- AIU, along with the business unit, has a clear and articulated mission and clearly stated values. The business unit’s mission statement shares several key components with the AIU statement of mission. The values of innovation, service, opportunity, diversity, and integrity align well with their goal of continuous improvement.

**Categories:** Approach, Deployment

**Criterion 2.1**

- The AIU business unit has an effective strategic operating plan that ensures each functional department aligns its initiatives with and adheres to the three-year strategic plan’s priorities. They effectively use their stakeholders for input and communicate regularly their plan and progress.

**Categories:** Approach

**Criterion 3.2**

- The AIU business program has a systematic process in place that focuses on key stakeholders within the business unit to provide evidence identified in Criterion 3.1 (Multiple forms of participation, input, and engagement to promote the best educational experience) are deployed across the business unit. The evidence presented includes surveys from national entities with peer comparisons along with internal feedback inclusive of faculty, industry, and staff. Meeting minutes with three data points and end-of-course surveys along with committee reports and quarterly in-service feedback are utilized.

**Categories:** Approach, Deployment

**Criterion 4.1**
The business unit maintains an assessment plan that addresses the assigned learning outcomes for each of the degree concentrations.

**Categories:** Approach

**Criterion 5.1.C.**

- AIU has an extensive written system of procedures, policies, and practices for the management and professional growth of faculty members. The faculty handbook details processes and requirements for faculty training and development as well as the process for academic promotion.

**Categories:** Approach, Deployment

**Criterion 6.1**

- The business unit demonstrates how it manages key processes for design and delivery of its educational programs and offerings, including how input is received and applied from stakeholders.

**Categories:** Approach, Deployment, Results, Improvements

**Verified:** This Strength was verified on site.

### American Public University System

**Strengths**

**Criterion 4.1**

- American Public University System has a formal program review process every three years. There are individual course assignments which serve as internal direct assessments related to learning outcomes. Direct assessment of student learning is necessary to measure strengths and weaknesses of the programs and provide a basis for continuous program improvement.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 4.2**

- American Public University System has two and sometimes three years of internal direct assessment data points for individual course assignments which can be used to determine how students are performing during the course of the program. Direct assessment of student learning is necessary to measure strengths and weaknesses of the programs and provide a basis for continuous program improvement.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

### Edinboro University of Pennsylvania (Edinboro, PA, USA)

**Strengths**

**Standard 1: Leadership**

- Recognition is deserved for the commendable efforts of all leadership staff and faculty to create and sustain values of the business unit during a period of significant change involving reduction of staff, integration of the university with other university systems and COVID-19.

**Categories:** Results

**Verified:** This Strength was verified on site.
Criterion 1.1
- The transition to a multi-modal delivery system including face-to-face, asynchronous, and synchronous options addressed the needs of non-traditional adult student workers in the business unit graduate program.

**Categories:** Results  
**Verified:** This Strength was verified on site.

Criterion 1.2
- During interviews with students, positive comments supported the activities that fostered an environment of legal and ethical behaviors.

**Categories:** Results, Improvements  
**Verified:** This Strength was verified on site.

Criterion 2.1
- Both the Leadership Team and Faculty of the business unit have a lot of longevity within the business unit and their positions, allowing for a stable academic direction of the school. Specifically, Faculty members spoke with genuine pride about the job they are performing.

**Categories:** Approach, Deployment  
**Verified:** This Strength was verified on site.

Criterion 3.5
- The Academic Success Center makes available to students an excellent and integrated student success system called STARFISH where an individualized assigned faculty, sports coaches, Academic Success Coordinator, Academic Coach, and other important personnel tasked with ensuring student success can "flag" a student at risk of underperforming academically.

**Categories:** Approach  
**Verified:** This Strength was verified on site.

Criterion 4.4
- The business unit has consistently used assessment data to find opportunities for improving the business programs.

**Categories:** Results  
**Verified:** This Strength was verified on site.

Criterion 5.1
- The course offering plan for Fall 2021 – Spring 2022 supports a focus on how the curriculum correlates with employer needs and commitment to continuous improvement of the curriculum.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

Criterion 5.8
- Documentation provided by the business unit revealed participation in scholarly and professional activities, during the period of self-study, in full support of the mission of the business unit.

**Categories:** Results  
**Verified:** This Strength was verified on site.

Criterion 6.1.2
- The business unit offers various delivery modes of its classes, providing flexibility and convenience to students, while keeping the rigor of a high-quality education, and enforcing the required number of hours to comply with the Carnegie system of credit hours.

**Categories:** Approach, Results  
**Verified:** This Strength was verified on site.

Criterion 6.1.6
The business unit developed and implemented a modern graduate program with a clear differentiation from the competition. The value aggregated is maximized by a practitioner-oriented approach to education, with faculty members that have real-world marketplace experience and courses that clearly form professionals ready for decision-making.

**Categories:** Approach, Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 6.2.1**

- All support services provide students with the necessary environment and support to achieve a successful learning experience. A special recognition should be awarded to the library services, which clearly provide students with a comprehensive access to reliable sources for study, while offering thorough information on all services and resources available, and great training on how to use them.

**Categories:** Approach, Deployment  
**Verified:** This Strength was verified on site.

---

**Kazakh-American Free University (Ust-Kamenogorsk, Kazakhstan)**

**Strengths**

**Criterion 1.1**

- There is a strong sense among students, faculty, alumni, and other stakeholders that the top leadership of the University is very supportive of the university’s advancement and has led the faculty, staff, and students to take pride in their affiliation with the University. The stakeholders are extremely loyal to the leadership of the University, and they are willing to give back to the University in many ways.

**Categories:** Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 1.2**

- Industry leaders are invited to the Business School faculty meetings to provide relevant inputs related to the market and industry. These inputs are used for improvements in curriculum to keep the business programs current with industry trends.

**Categories:** Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Standard 2 - Strategic Planning**

- There is a systematic process of developing strategic plans for the Business School. The process is aligned with the Ministry of Education of Kazakhstan policy and the strategic plan of Kazakh-American Free University (KAFU).

**Categories:** Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 3.4**

- The Business School demonstrated a systematic process for utilizing information obtained from students and stakeholders for the purposes of improving educational processes & curriculum development.

**Categories:** Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 4.1**

- The Business School outcomes assessment plan includes consistent undergraduate, graduate, and doctoral outcomes, assessment tools, and methods to measure achievement.
**Standard 5 - Faculty Focus**

- All Business School faculty are active in diverse scholarships with a high number of PhD qualified faculty who have an opportunity to participate at conferences and development activities that are financially supported by the University.

**Criterion 5.1**

- The Business School places emphasis on orientation of new faculty members. Each new full-time and part-time faculty member attends approximately 45 contact hours of orientation with the HR department and teaching methodology orientation organized by the Pedagogic and Psychology Department.

**Criterion 5.2.B.**

- In terms of career planning, the Business School operates in accordance with yearly and 5-year development plans for all teaching staff.

**Criterion 5.3**

- The Business School supports faculty in publishing, development activities, attending conferences, internationalization, and cooperation with businesses to provide up-to-date insight for student learning.

**Criterion 6.2**

- The Business School has well-developed policies, procedures, and articulation agreements (MOUs) for transfer to and from local and international institutions.

**Criterion 7.3**

- The Business School experiences a high level of employed graduates and places emphasis on monitoring their readiness.

---

**Lincoln Memorial University (Harrogate, TN, USA)**

**Strengths**

**Criterion 1.1**

- Both the University and the School of Business leadership demonstrated a strong commitment to promoting compliance with ACBSP standards. The president’s vision and support for the School of Business and the initiatives, the implementation of the School of Business Leadership Team, and the establishment of the Executive Advisory Board from the Dean of Business School are examples of this commitment.
**Standard 2: Strategic Planning**

- The LMU School of Business should be congratulated on the progress made in developing a formal strategic planning process and detailed plan to meet its goals.

  **Categories:** Deployment, Improvements  
  **Verified:** This Strength was verified on site.

**Criterion 3.5**

- The LMU School of Business has a variety of approaches to attract and retain students. The employment of an Undergraduate Programs Recruiter and a Graduate Programs Recruiter within the School of Business is a unique initiative that demonstrates the school’s effort in attracting students.

  **Categories:** Approach  
  **Verified:** This Strength was verified on site.

**Criterion 4.1**

- The LMU School of Business has a comprehensive learning outcomes assessment program. There are at least two learning goals for each concentration, and each goal is assessed by at least one outcome measure.

  **Categories:** Approach, Deployment  
  **Verified:** This Strength was verified on site.

**Criterion 5.5**

- Faculty are heavily engaged in the programs and are dedicated to their students. They conduct a great deal of investigation when preparing their courses, actively engage with their students, and are devoted to helping them succeed.

  **Categories:** Results  
  **Verified:** This Strength was verified on site.

**Criterion 6.1.4**

- The LMU business programs offer a good mix of core and elective courses in general education and business-specific areas to meet the ACBSP curriculum design criterion.

  **Categories:** Deployment  
  **Verified:** This Strength was verified on site.

**Criterion 6.2.1**

- LMU offers a wide range of educational support services for its programs to ensure student success for business undergraduate and graduate programs.

  **Categories:** Deployment  
  **Verified:** This Strength was verified on site.

---

**Lindenwood University PSB&E**

**Strengths**

**Criterion 1.1**

- The business unit, through various processes, provides effective support of social and community responsibility.

  **Categories:** Approach, Deployment  
  **Verified:** This Strength was verified on site.

- During the interviews, it was evident that Dean Molly Hudgins was well-respected and appreciated for her innovative leadership.
Categories: Approach, Deployment  
Verified: This Strength was verified on site.

Criterion 1.2
- The business unit demonstrates service excellence and shares it via an effective website. For example, Innovation Technology Entrepreneur Network (ITEN) & Career Services are embedded in the College of Business.

Categories: Deployment  
Verified: This Strength was verified on site.

Criterion 1.4
- ITEN (Innovation, Technology, & Entrepreneur Network) provides an excellent parallel environment that shares in seeing results of teaching excellence. The site visit team has recognized this as best-in-class practice.  
Categories: Deployment, Results

Criterion 3.2
- The business unit uses multiple methods to listen and learn from students and stakeholders. There is evidence that the business unit periodically and systematically collects, analyzes data, and reviews/edits formal and informal instruments which allow the business unit to effectively trend-track improvements.

Categories: Deployment  
Verified: This Strength was verified on site.

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

Categories: Approach  
Verified: This Strength was verified on site.

Criterion 4.2
- The business unit has presented evidence that the assessment process is fully and systematically deployed and they have collected and analyzed Internal (I), External (X), formative (F), and summative (S) data for all of the undergraduate and graduate programs under review.

Categories: Deployment  
Verified: This Strength was verified on site.

Criterion 5.1
- The HR plan has identified positive trends in the number of terminal degrees as well as identifying disciplines where additional hires are needed due to retirements or growth of the program.

Categories: Approach, Deployment  
Verified: This Strength was verified on site.

Criterion 6.1
- The business unit employs a number of significant stakeholders in curricula decisions as pertaining to both undergraduate and graduate programs and courses.

Categories: Approach, Deployment, Results

Criterion 7.1
- There is evidence that the business unit has key Education Support Processes to ensure student success. Examples include Library and Academic Support Center, Student Academic Success Center, Learning Academy support for teaching effectiveness, IT Integration of LMS and Educational Technology and support, Center for Experiential Learning, and Hammond Institute.

Categories: Approach  
Verified: This Strength was verified on site.
**Strengths**

**Conditions of Accreditation**

- The school has demonstrated continuous improvements in the business undergraduate and graduate programs since the initial accreditation in 2011. These efforts include updated strategic planning processes, new program objectives, revised assessment processes, and enhanced curriculum development. These improvements have contributed to significant improvements in the school’s business undergraduate and graduate programs.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Standard 1 - Leadership**

- The school has a strong, professional, and committed team of senior leaders who are engaged with key stakeholders including faculty, students, staff, and alumni. Faculty and staff view leadership as a positive attribute. Since the initial accreditation in 2011, the school’s leadership has advocated continuous improvements in processes at the business graduate and undergraduate programs. These improvements include curriculum development, faculty development, and learners’ outcomes.

**Categories:** Approach, Improvements  
**Verified:** This Strength was verified on site.

- Values and expectations have been actively integrated into the school’s leadership process and culture. Administrators, staff, faculty, and students embrace the school’s mission; the school’s culture creates an environment that fosters social and community responsibility. Words used from interviewees to describe how they feel about the school and its mission included ‘life of service,’ ‘community,’ ‘Christ-centered,’ ‘respect of others,’ ‘culture of caring,’ and ‘faith.’ These attributes speak to the values of the institution.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Criterion 2.1**

- The school has an established process for implementing strategic direction to better address key student and program performance requirements. Strategic planning involves all key stakeholders including students, faculty, staff, alumni, the business sector, and community. Both graduate and undergraduate programs have established strategic planning processes. For example, the undergraduate business department commissioned various Theme Teams to bring a diversity of informed insight to the strategic planning process through focused discussion and brainstorming in 2019.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Student and Stakeholder Focus**

- The school has an active process for engaging stakeholders in its undergraduate and graduate program development and its continuous improvement cycle. The process includes both informal and formal opportunities to engage in discussions about the current status and future outlook of the curriculum and program objectives. All stakeholder groups spoke highly about the quality of the program, faculty, and students.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Criterion 3.4**

- The school has provided explanations for improvement steps related to the data collected for each performance measure. This information includes business advisory council meetings where actions are identified and then tracked for deployment. The business advisory council is engaged in discussing the actions related to meeting suggestions. These suggestions are placed on the agenda; the department chair actively engages with this group to make sure that the school is accountable for reaching objectives.
Criterion 4.1

- The AEFIS Assessment Workflow system and process appear to provide a proactive system to address continuous assessment of the institutional and program objectives. Assessment review responsibilities are clearly defined in the job descriptions of the dean, chair, and faculty. Each year faculty engage in a collaborative process to review and update objectives and measures while reviewing data for accuracy and impact. The chairs and deans of each program (graduate and undergraduate) work together to review and validate the assessment plan and data to close the feedback loop for continuous improvements.

Criterion 4.4

- May development week offers graduate and undergraduate faculty an opportunity to focus on closing the feedback loop for program improvements. Full-time faculty and adjunct faculty have opportunities to provide input through this process and one-on-one conversations with their respective chairs throughout the academic year.

Criterion 5.2.B

- Adjunct faculty report a high degree of satisfaction with the university's onboarding process. With student evaluation and other faculty feedback, the school is able to develop a connection between adjunct faculty and the academic institution.

Criterion 7.3

- The team members of the career center are extremely pro-active in contacting students and getting students involved in activities to prepare them for entering the job market. Activities range from the traditional methods (i.e., resume reviews, interview preparation) to the forward-thinking approaches (i.e., bringing professionals in for networking lunches, group trips to cities to visit with professional in a work setting). The career center mentioned that the business programs were very helpful in marketing these activities and encouraging a high level of student participation.

**Mississippi University for Women (Columbus, MS, USA)**

**Strengths**

**Criterion 1.2**

- MUW's policies and procedures are documented and reveal a comprehensive approach. The Business Unit takes advantage and incorporates such policies.

**Student and Stakeholder Focus**

- It is apparent that the Business Unit and the larger university have a strong, student-focused approach to education. The commitment to personalized attention to students, small class sizes, access to resources, pathways for transfer students, and meaningful mentorships and advising was evident in meetings with all stakeholder groups.
Category 4.2
- The Business Unit provided documentation establishing four assessment cycles (2016-2020) that provided data for the selected outcomes and the multiple measurements that utilized varied types of assessment - including internal, external, indirect, direct, formative, summative, and comparative methods. Their assessment process meets all requirements set forth in the MUW Assessment Planning Guide and will enhance the ability to meet the Business Unit strategic objectives.

Category 4.4
- The Business Unit has deployed a systematic assessment process that has resulted in curricular changes, personnel adjustments, and assessment process improvements.

Standard 5 - Faculty Focus
- Throughout the interviews and self-study report review, it is abundantly clear that the faculty (full-time and adjunct) are the cornerstone of the Business Unit success. They have achieved amazing results by stretching resources to execute their passion for students. Both current students and alumni provided anecdotes on the pivotal role that faculty have played in their success at MUW and in their careers.

Category 5.1
- Training and development needs of faculty are met through multiple methods at various levels including the VPAA, Department Chair, and peer faculty mentorship. These broad perspectives help new faculty members become acclimated to MUW as well as gain a holistic picture of their responsibilities.

Category 5.2
- The Business Unit meets the qualification thresholds of ninety percent (90%) of undergraduate business credit hours taught by Master's or Doctorate-level Degreed faculty and at least forty percent (40%) of the undergraduate business credit hours taught by faculty holding terminal degrees.

Category 5.4
- Availability of resources from 1) travel funds from the College, 2) Faculty Senate, 3) MUW research grants from the Faculty Research Committee, and 4) the MUW Foundation Development awards support faculty development opportunities outside of MUW.

Category 6.2
- Courses are regularly monitored for effectiveness, regardless of delivery platform, through end-of-course student evaluations and monitoring by the department chair. Students reported having a similar experience with courses whether taught online or face-to-face and whether by full-time or adjunct instructors.
Curriculum changes and improvements are discussed and voted on during the Business Unit faculty meetings. Faculty participation is prevalent in all phases.

**Categories:** Approach, Results  
**Verified:** This Strength was verified on site.

**Tarleton State University (Stephenville, TX, USA)**

**Strengths**

**Standard 1: Leadership**
- The College of Business strategic plan comprehensively aligns with the university's plan, identifies actionable goals, and champions those who drive practices toward established objectives.

**Categories:** Approach, Deployment  
**Verified:** This Strength was verified on site.

**Standard 2: Strategic Planning**
- An effective systematic approach, responsive to the basic requirements of the standard is evident. The COB Strategic Planning Committee is composed of faculty members, department heads, associate dean, and the dean. The committee presented a draft to faculty and a vote was taken to accept the plan.

**Categories:** Results  
**Verified:** This Strength was verified on site.

**Criterion 3.1**
- The COB clearly identifies all of its stakeholder groups within each of its satellite campus sites and online. The university has established admissions and retention goals to grow specific demographic groups.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 3.3**
- Recognized communication channels have been established with university services including advisement, career services, library, and the Registrar's Office. Dedicated library liaisons, COB advisors, and career service staff allow business students to receive specialized support related to their degree programs.

**Categories:** Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 4.1**
- The COB implemented an assessment system, which includes internal and external measurement tools.

**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.

**Standard 5: Faculty and Staff Focus**
- Full-time faculty receive support for scholarly activities. There is evidence of publishing and attendance at academic conferences.

**Categories:** Deployment, Results  
**Verified:** This Strength was verified on site.

- Leadership is striving to improve full-time faculty compensation with a clear plan for annual reviews and increases. This plan is focused on faculty retention.

**Categories:** Deployment  
**Verified:** This Strength was verified on site.
**Criterion 5.2**
- The formal course lead system is supported by full-time faculty and adjunct faculty, and is considered as an attempt to maintain consistency in course setup and delivery within COB programs.

  **Categories:** Approach, Deployment, Results  
  **Verified:** This Strength was verified on site.

**Criterion 5.3**
- All faculty teaching graduate level courses have terminal degrees. Faculty credentialing appears to be well maintained.

  **Categories:** Approach, Deployment, Results  
  **Verified:** This Strength was verified on site.

**Standard 6: Educational and Business Process Management**
- The COB programs offer a variety of formats for students (face-to-face, online, and hybrid).

  **Categories:** Deployment  
  **Verified:** This Strength was verified on site.

---

**Trinity Christian College (Palos Heights, IL, USA)**

**Strengths**

**Criterion 1.4**
- The incorporation of data analytics into the TCC business curriculum adds value to their existing programs. Once the data analytics program has graduates, it should be submitted for ACBSP accreditation.

  **Categories:** Improvements  
  **Verified:** This Strength was verified on site.

**Criterion 2.1**
- The strong relationship that TCC establishes with its students and alumni is extremely impressive. The dedication to TCC among all the stakeholders discussed is a true strength that suggests a lot of positive focus on nurturing relationships.

  **Categories:** Approach  
  **Verified:** This Strength was verified on site.

**Criterion 2.3**
- The creative ingenuity behind the 1871 and Fusion59 projects are clearly a strength of the Business Department. The future appears bright for both of these opportunities.

  **Categories:** Results  
  **Verified:** This Strength was verified on site.

**Criterion 3.4**
- The self-study reported on several important measures of student and stakeholder-focused results, including the Senior Student Evaluation Survey for each major, graduate survey results for each major, graduate satisfaction results, intern supervisor evaluation, and graduate placement. Data from these instruments are being used to make programmatic improvements, thus benefitting stakeholders.

  **Categories:** Results, Improvements  
  **Verified:** This Strength was verified on site.

**Criterion 4.2**
- Well integrated assessment activities include both direct and indirect assessment.
Criterion 4.3
- Results and the engagement of the Assessment Committee provide effective discussions of the results and next steps. The processes were well developed toward sharing results/findings.

Categories: Results
Verified: This Strength was verified on site.

Criterion 5.2.A.
- The relationship between the TCC business faculty and 1871 (Chicago's Entrepreneurship Center) offers students a practical opportunity to apply theoretical understanding. Additionally, this community partnership affords faculty members unique service opportunities. The site visit team verified this partnership via meetings with faculty, students, campus staff, and community partners.

Categories: Deployment, Results
Verified: This Strength was verified on site.

Criterion 6.1
- The Business Department used both informal and formal methods of gathering information related to its curriculum and the design of new programs. Input from employers, alumni, and business contacts is being used by the faculty to help keep programs consistent with the needs of business. The HR major provides a good example of the process followed to improve the curriculum.

Categories: Approach, Improvements
Verified: This Strength was verified on site.

Criterion 6.4
- The undergraduate curriculum provided excellent coverage of the CPC, which helps to ensure that the business degrees provide appropriate knowledge of the different functional areas of business.

Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 7.2
- Site visitors commend TCC on the access that business students have to educational support services. The resources are vast, student-centered, and easily accessible.

Categories: Deployment
Verified: This Strength was verified on site.

Universidad Autonoma de Aguascalientes (Aguascalientes, Mexico)

Strengths

Criterion 1.1
- The business unit contributes to different processes within society from the participation in regional advisory committees where they have a voice and vote and which are important for the decision-making and policies of the State of Aguascalientes.

Additionally, the teachers of the unit participate as experts in topics relevant to business and are invited to interviews in radio and television programs.

Categories: Improvements
Verified: This Strength was verified on site.

Criterion 1.4
The early warning system helps tutors and academics to have timely information on students' performance allowing them to take action and activating other supporting areas as needed to support students.

**Categories:** Improvements

**Criterion 2.2**
- The results are generated and systematically reported through key performance indicators by Educational Program. The Institutional Early Warning Information System (SIIAT) shows data on key teaching indicators, which allows the Institution to identify problems and work on them immediately.

**Categories:** Improvements

**Verified:** This Strength was verified on site.

**Criterion 2.3**
- It has been shown that the strategic objectives and goals have been implemented and measured. The evidence presented during the visit allowed the team to verify the effectiveness of the process, through the dissemination mechanisms, both on the WEB page and in meetings with Stakeholders.

**Categories:** Improvements

**Verified:** This Strength was verified on site.

**Criterion 2.4**
- The UAA offers courses in different languages and constantly promotes its agreements with different universities to motivate students and teachers to exchange, which shows that it works on internationalization in an intensive way.

**Categories:** Improvements

**Verified:** This Strength was verified on site.

- UAA has a staff of more than 20 doctoral investigators working intensively in Research Processes, some related to the improvement of curricula and contents of Educational Programs.

**Verified:** This Strength was verified on site.

**Student and Stakeholder Focus**
- The Faculty of Business has a system to select its new students, to make a diagnostic study of the student according to the career he wishes to enter. The business unit has mechanisms to consult all stakeholders, students, graduates, employers, teachers and administrative staff; information that is used to improve processes.

**Categories:** Improvements

**Verified:** This Strength was verified on site.

**Criterion 3.1**
- In the interviews with graduate students and the labor sector, they described the different forms of interaction and communication of the faculty with them and expressed feeling that they are heard because they have seen a response from actions carried out after the suggestions made.

**Categories:** Improvements

**Verified:** This Strength was verified on site.

**Criterion 4.3**
- The business unit has a system to document the results of students' performance. This information is included in the information system (E-SIIMA) for performance follow-up. It is communicated to teachers in periodic meetings each semester and it is also delivered to the students in a report where they can evidence their performance in the tests.

This information was verified with the stakeholders in the meetings as well.
**Standard 5 - Faculty Focus**

- The UAA is making important efforts to increase the number of teaching doctors by encouraging them through scholarships or reduction of teaching hours.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 5.1**

- The UAA presents a human resources plan in accordance with the objectives and strategies of the Institutional Development Plan (PDI). The various strategies and actions aimed at achieving these objectives are mentioned, seeking congruence with the Institutional Educational Model (MEI).

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 5.1.C.**

- According to the meetings with the teachers, it has been possible to verify their commitment to learning with their students.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 5.2.A.**

- There is a very clear regulation that makes the policy of designation of working hours for teachers transparent.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 5.2.B.**

- Something important to note is that in the meeting with one of the stakeholders (alumni) they highlighted that work experience is a constant in almost all teachers, which helps them for their job placement.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 5.3.E.**

- The UAA has the figure of Leading Teacher, to whom students are assigned to whom they must accompany, guide and motivate during all their academic development. This commits the student to the institution and reduces dropouts.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 5.4**

- The UAA establishes its needs individually, and the improvement processes are aimed at achieving the objectives established in the PDI and the specific objectives of each department.

**Categories:** Improvements  
**Verified:** This Strength was verified on site.

**Criterion 6.6**

- The doctoral program provides each student with an academic tutor and a thesis tutor who keeps track and help students with their research process. Students are motivated by their tutors to become classified in their research national system which is highly valued in academia.

**Categories:** Results, Improvements  
**Verified:** This Strength was verified on site.

- The doctoral program improved significantly their performance of graduation in the last years.
Criterion 7.2
- The UAA has a tutoring system that ranges from the student's enrollment to a career until they reach the time of graduation. This tutoring system involves all full-time professors of the business unit. Teachers are assigned a number of students, from whom they receive the results of the psychometric evaluation, which they perform during the admission process, information that allows them to identify if the student requires some type of special attention, or if they want skills from their tutor to help the academic process. And with the early warning system, the longitudinal tutor follows you up to have onboarding tutorials with students who may be at academic risk. They also have thesis tutorials for undergraduate programs, supporting students in the process of preparing their final work before being assigned the thesis advisor.

Categories: Results

Verified: This Strength was verified on site.

Criterion 7.3
- The business unit has performance processes clearly identified and published on the website.

Categories: Improvements
Verified: This Strength was verified on site.

Criterion 7.4
- The performance results are used in the improvement processes through the institutional strategic plan, where the goals to be achieved have been established, and in the annual operational plan of the business unit each career a goal is established to reach the final goal, developing actions in order to achieve the institutional objective. Giving as an example how the monitoring system to the student performance indicators has improved from 2017 to 2020, where initially the students who required follow-up for the failure of subjects was 24.9% at the end of 3 and a half years of follow-up it was possible to decrease to 13%.

Categories: Improvements
Verified: This Strength was verified on site.

University of Indianapolis (Indianapolis, IN, USA)

Strengths

Standard 1 - Leadership
- The School of Business Leadership has shown the ability to both follow through on goals as articulated in the 2013 Strategic Plan, and to make decisions based on available resources as well as changing market conditions. This was verified through discussions with both the business unit and University leadership. Examples include upgrades to facilities including labs, as well as sunsetting programs and determining the school was not in a position to pursue AACSB Accreditation.

Categories: Approach
Verified: This Strength was verified on site.

Criterion 2.3
- The School of Business 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.

Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 3.1
- The School of Business identifies student segments in its programs, setting engagement direction for a diverse set of students. External stakeholders are involved with recruitment, speaker series, internships and full-time employment opportunities. The BizHounds provide a strong marketing arm for recruiting students,
participating in career fairs and applied business projects which develop the positive reputation of the School of Business.

**Categories:** Approach, Deployment, Results

**Standard 4 - Student Learning Assessment**

- The self-study shows that the business unit has assessment data for its business program illustrating five consecutive periods for all identified student learning outcomes. The new assessment process includes clearly defined steps.

**Categories:** Deployment

**Criterion 5.1**

- The School of Business HR Plan clearly outlines the needs of support for full-time faculty to cover existing and future growth. Monthly meetings encourage strong engagement and communication that is maintained between the School of Business leadership and faculty that allow robust input from all faculty members in the planning and curriculum decisions.

**Categories:** Approach, Deployment, Results

**Standard 6 - Curriculum**

- The School of Business prides itself on hiring faculty with significant (typically 10 or more years) professional experience who are engaged and empowered to maintain a close relationship with the students to lead the development and delivery of the curriculum which in turn, results in student career growth and satisfaction.

**Categories:** Deployment

**Verified:** This Strength was verified on site.