May 19, 2021

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the May 19, 2021 virtual 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 SPRING 2021

American University of Afghanistan (Kabul, Afghanistan)

Strengths

Criterion 1.1
- The leadership of the university as well as of the business unit is committed to continuous improvement and quality education.

Categories: Approach

Criterion 1.2
- The business unit is driven by its mission and strives to make relevant social impact on development of the entire country, its business environment and entrepreneurial mindset.

Categories: Approach, Deployment

Criterion 3.4
- The business unit systematically cultivates ethical behavior of its students as future leaders. Ethics is a strong component, which is embedded in the processes as well as in the general education and business curricula.

Categories: Approach, Deployment

Criterion 4.1
- There has been an appropriate outcomes assessment plan in place, which includes summative and formative assessment components.
Categories: Approach, Deployment, Improvements

Criterion 5.6
- The business unit has demonstrated a deployed approach to faculty evaluation using the IDEA framework for teaching.

Categories: Approach

Criterion 6.1.1
- The business unit has documented a process of new course and program development with substantial faculty input and involvement. The process is helpful in ensuring that courses and programs are developed and delivered in a consistent manner.

Categories: Approach, Deployment

Criterion 6.2.2
- The institution maintains and provides extensive security services to create a safe and collegial learning environment.

Categories: Approach

Langara College (Vancouver, BC, Canada)

Strengths

Criterion 1.1
- The senior leadership of Langara College expressed their support of the business unit and the value of the business unit to the college community. Support of the business unit includes the dedicated space, which is a premium on campus, and the reorganization in 2018 to establish the Faculty of Management within the campus organizational structure.

Categories: Approach, Deployment

Criterion 2.1
- The business unit clearly understands the importance of strategic planning and alignment of plans as evidenced by engagement and communications with stakeholders.

Categories: Approach, Deployment, Results

Standard 3: Student and Stakeholder Focus
- The business unit is attuned to the needs of its internal stakeholders. Although students are not assigned mentors or advisors, students consistently reported feeling supported by all units at the College including the library, student services, academic services, faculty, and administration. Additionally, students are encouraged to provide information regarding their satisfaction or dissatisfaction with courses through standard end-of-course evaluations.

Categories: Approach, Deployment, Results

Criterion 3.1
- The Center for International Engagement with the assimilation and acculturation of international students is impressive.

Categories: Approach, Deployment, Results, Improvements

Criterion 3.2
- The business unit has a well-developed new faculty training process. The mentorship program in the business unit uses tenured faculty and the College's Teaching Learning Center to help new faculty improve their teaching skills.
Categories: Approach, Deployment, Results, Improvements

Criterion 3.3

- The business unit actively engages faculty during regular meetings for the purpose of remaining current with educational service needs and directions of the department. Additionally, the business unit utilizes data collected to inform decisions.

Categories: Approach, Deployment, Results, Improvements

Criterion 4.1

- It is evident that the business unit has a focus on continuous improvement. Despite the differences in criteria/requirements between the Program Review and ACBSP accreditation, the business unit put efforts into reviewing and improving their learning outcomes and the assessment process. Identifying that the existing learning outcome assessment process did not meet ACBSP criteria, the faculty developed new learning outcomes and are working on improving the assessment process.

Categories: Approach, Improvements

Standard 5: Faculty and Staff Focus

- The faculty at the business unit is the highlight of the School. The site visit team is very impressed by how much business unit students love and respect their professors. The faculty actively engage with their students and are devoted to helping them succeed.

Categories: Deployment

Criterion 5.6

- Evidently, the business unit has a formal system of faculty evaluation that is intended to be a cordial coaching and mentoring process that encourages feedback both to and from the instructor. The business unit also continuously review and improve this process. Changing the timing of the evaluation meetings is an example of these improvements.

Categories: Approach, Deployment, Improvements

Criterion 5.7

- The business unit has inclusive professional development support for all its faculty. Each faculty member receives professional development funds every year. This includes both full-time and part-time faculty. The professional development events sponsored by the business unit are also for both full-time and part-time faculty.

Categories: Approach, Deployment

Criterion 6.1.1

- The business unit has a process in place to get feedback and consultation from various perspectives to consider program/course proposals and changes. Members of faculty and PAC Committee Chairs shared their perspectives on the discussions around program changes.

Categories: Deployment

Criterion 6.1.5

- The value and importance of the PDD Programs were echoed by students, faculty, and campus staff. The PDD program handbook provides valuable information to students.

Categories: Deployment

Kardan University (Kabul, Afghanistan)

Strengths

Criterion 1.1
Senior leadership exhibited a clear understanding of the details of direction setting, strategic development for the business unit, and associated results.

**Categories:** Approach, Results, Improvements

### Criterion 2.1
- Based on information in the self-study and evidence presented it is evident that faculty and staff members of the business unit have significant input into the strategic planning process. The process for the upcoming 2021-2025 strategy included extensive involvement of multiple stakeholders including faculty and staff.

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

### Criterion 3.1
- There is a Strategic Enrollment office at every campus of Kardan University, each of which attempts to identify the best students from high school graduates who have expressed interest in attending the university, encouraging them to come to the university, providing them with an entrance examination, and offering admission to the students that score the highest results.

As a general rule they meet or exceed enrollment targets in the BBA

**Categories:** Approach, Deployment, Results

### Criterion 3.2
- The business unit has deployed multiple means and methods to obtain feedback from students, faculty, and industry partners to determine requirements and expectations, measure student performance in courses, and during co-op work terms.

**Categories:** Approach, Deployment

### Criterion 4.2
- The business unit has at least three data points for each of the six program learning outcomes for the business core and at least three data points for each of the six program learning outcomes for each of the two concentrations.

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

### Criterion 5.4
- The business unit has deployed full-time academically and/or professionally qualified faculty members per program to ensure that students receive quality instruction across disciplines, programs, and student groups.

**Categories:** Approach, Deployment, Results

### Criterion 5.8
- The business unit has demonstrated a rich breadth of scholarly and professional activity by faculty. The business unit also has undertaken efforts to improve the quantity and quality of faculty scholarship.

**Categories:** Approach, Deployment, Results

### Criterion 6.1.3
- The business unit has met all of the CPC requirements for the BBA program.

**Categories:** Approach, Deployment, Results

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

### Criterion 6.2.1
- The business unit collects data on the effectiveness of its educational support service processes from key stakeholders. Those data are evaluated and improvement plans are developed.

**Categories:** Approach, Deployment, Results, Improvements
Seminole State College of Florida (Sanford, FL, USA)

**Strengths**

**Criterion 1.1**
- The business unit has an advisory board that provides opportunities for feedback across many industries. The team verified the direct and regular involvement of the business unit Advisory Council, which provided direct feedback for curriculum improvements and operational suggestions.

**Categories**: Results

**Criterion 3.5**
- The business unit uses various processes to attract students and retain students, and build relationships with desired stakeholders. There is evidence that various initiatives are in place to effectively recruit and retain students as a result of strong faculty involvement in the Starfish Early Alert™ system, and enrollment management for the business programs. During interviews with current students and alumni, it was evident that students are highly satisfied and happy with the services and attention provided to them.

**Categories**: Approach, Results, Improvements

**Criterion 4.1**
- The business unit has identified four common learning objectives for each of the undergraduate programs. These objectives are aligned with the business unit learning outcomes, and the internal and external data and results are tracked in closing the loop process. A well-designed learning outcomes assessment plan allows the business unit to measure, analyze, and track results in a timely manner as well as to identify strengths and opportunities for improvements.

**Categories**: Approach, Deployment, Improvements

**Criterion 5.5**
- Seminole State College has a collective bargaining agreement (CBA) that determines all aspects of faculty employment. Within this document the faculty workweek, workflow, college service, professional development and release times are well defined and in alignment with Standard 5 criteria.

**Categories**: Approach, Deployment, Results

**Criterion 5.7**
- The Seminole State Faculty Center for Teaching and Learning provides opportunities for all College faculty to engage in professional development activities. Endowed Teaching Chair Awards encourage outstanding educators. The Adjunct Academy, The College Leadership Academy, and the Faculty Senate offer solid opportunities for Adjunct and Full-Time faculty to remain engaged.

**Categories**: Approach, Deployment

**Criterion 6.1.2**
- The business unit is focused on a business program with specific foundation, core, and elective courses. This focus ensures the resources to schedule all courses needed so students can continue to progress to a degree every term. This approach is strong as most students enter the BIM as part of the 2+2 program, resulting in an Associate Degree with Seminole State University before entering the BIM.

**Categories**: Deployment

**Criterion 6.2.1**
- The business unit has the benefit of a wide range of student support services. The use of the services is well documented with stakeholder feedback on support services and broad services provided and continuous improvements in these areas. Excellent support systems ensure student success and continuous improvement.

**Categories**: Results, Improvements

**Criterion 6.2.2**
The program review document and follow-up processes of documented observations and next actions are notable. The team was very impressed with the partnership of Institutional Effectiveness and the business unit’s programs and leadership. The business unit has closed the loop in timely and relevant approaches to ensure continuous improvement to its program and operations.

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

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**REAFFIRMATIONS FOR SPRING 2021**

**Malone University (Canton, OH, USA)**

**Strengths**

**Conditions of Accreditation**

- Malone University and the School of Business and Leadership has a clearly stated mission and vision and they are consistent with each other. The mission is evidenced through stakeholder's discussing its importance and how it has benefited the various stakeholder groups.

**Categories:** Approach, Deployment

**Business Program's Organizational Profile**

- The School of Business and Leadership shows an important commitment to their vocation-focused, faith-based educational experience for students. The faculty of the School of Business share a desire to develop personal and lasting mentoring relationships with students in order to prepare them for all aspects of life.

**Categories:** Approach, Deployment

**Criterion 1.4**

- Malone University and the School of Business and Leadership is doing very good work in connecting vocation and professional calling. The Pendle Hill Challenge seeks to "empower students to enter their careers and lives with meaning and purpose to serve the church, community, and world" through various strategies.

**Categories:** Approach, Deployment, Results

**Criterion 2.1**

- The School of Business and Leadership has involved administration, faculty and staff in using "blocks of work" to build and deploy their planning efforts that include strategic, tactical, and operational components. Malone University is providing internal stakeholders with departmental dashboards to make data-driven decisions with the goal of improving the overall organization.

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

**Student and Stakeholder Focus**

- Malone University and the School of Business and Leadership’s alumni survey enables them to gage overall satisfaction, student experience success, advising experience, and faith integration. This instrument is fully deployed across the business unit with multiple data points available for analysis. Faith integration and the supportive community was a recurring strength named by several stakeholders which included students, alumni, and faculty.

**Categories:** Results, Improvements

**Standard 4 - Student Learning Assessment**

- The School of Business and Leadership has a robust system of assessment for each of their accredited programs that is linked to the University's and Department's mission and is fully and systematically deployed. The School undertakes a continuous improvement approach to its assessment processes and measures that leads to program changes that ultimately enhance student learning.
**Categories:** Approach, Deployment

**Standard 5 - Faculty Focus**

- Malone University and the School of Business and Leadership has a formal system for awarding tenure which is centered on teaching, scholarly work, service, and alignment to Malone University’s mission. Additionally, evaluation of faculty members is based on defined criteria which includes an annual faculty report consisting of individual development plans, timelines, service, and scholarship. These reports serve to not only support the promotion activities but also allows for professional growth of faculty members.

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

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**University American College Skopje (Skopje, former Yugoslav)**

**Strengths**

**Criterion 3.2**

- The business unit has identified its major stakeholder groups, and have well developed and systematic processes in place to engage with these groups. The processes are well deployed and as result of these engagements, the business unit is fully aware of the needs and expectations of its stakeholders.

**Categories:** Approach, Deployment

**Criterion 3.4**

- The business unit has an effective, systematic, and well integrated process in place to use information from its students and stakeholders. This allows the business unit to improve its educational programs and services on a continuous basis and align the organization with the expectation of its stakeholders groups.

**Categories:** Deployment, Results, Improvements

**Criterion 4.1**

- There is a robust and well developed outcome assessment process for all the business unit’s programs. The outcomes assessment plans showcase internal, external, formative and summative measures allowing for a systematic evaluation of the program learning outcomes.

**Categories:** Approach

**Criterion 5.7**

- The leadership of the business unit encourages and financially supports faculty to take part in various professional development activities. This practice is consistent with the business unit's faculty, staff, and institutional needs and expectations.

**Categories:** Approach

- The Annual International Conference on European Integration clearly supports the business unit's faculty development and professional development focus, next to its research focused activities. Faculty members are sponsored to partake and publish in the peer-reviewed Conference Proceedings and as a result further enhancing their individual developmental activities.

**Criterion 6.1.3**

- A thorough and comprehensive approach to applying the CPC instructional framework was evidenced. The CPC tables were effectively presented demonstrating a clear understanding of their importance and use in the accreditation process.

**Categories:** Approach, Deployment

- The school quickly adapted to hybrid learning

**Categories:** Approach, Deployment
**Criterion 6.1.7**

- The University evidenced significant adaptability and resilience in transitioning from an in-class to entirely distance learning instructional delivery in approximately one (1) week. This is a critical institutional accomplishment demonstrating a strong team-oriented organizational culture.

  **Categories:** Approach, Deployment, Results

**Criterion 6.2.2**

- The School provides evidence of comprehensive and adaptive business operations processes enabling its business programs; instructional staff, administration, marketing, and support services to effectively monitor, deliver, measure, and manage education delivery.

  **Categories:** Approach, Deployment, Results

**Criterion 6.3.5**

- The School provides comprehensive policies associated with recruiting, admitting, and retaining students. Also, University and School leadership, staff, and stakeholders evidence innovation and resilience in its approach, deployment, and results associated with student engagement and management.

  **Categories:** Approach, Deployment, Results