April 21, 2022

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the April 21, 2022 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 2022

Amberton University (Garland, TX, USA)

Strengths

**Standard 1 - Leadership**
- The business unit has a clearly articulated mission and stated values. The business unit's mission statement shares several key components with the university's mission. The values align well with their goal of continuous improvement.

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

**Criterion 2.3**
- Work completed on the Project Management specific accreditation has led to appropriate strengthening of the program including the addition of standard in syllabi, teaching, and the addition of the Capstone Course.

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

**Student and Stakeholder Focus**
- The business unit has identified and engaged student and alumni stakeholder groups to learn from their experiences in their respective programs.

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

**Criterion 3.2**
- The business unit has partially deployed a system for engaging and obtaining feedback from stakeholder groups.

**Categories:** Deployment
**Verified:** This Strength was verified on site.
• There is evidence that student teaching evaluations have been used to enhance student learning.

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

**Criterion 4.1**

• The Business Unit has developed a systematic process of measuring and tracking student learning assessment.

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

**Criterion 5.2**

• Faculty are well-qualified to teach assigned courses. The majority of both undergraduate and graduate faculty are doctorally qualified.

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

**Criterion 5.4**

• The Business Unit provides faculty orientation and training programs on a consistent basis.

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

**Standard 6 - Curriculum**

• Curriculum within the core and major courses appear relevant and reflect current trends in business education.

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

**Criterion 6.1**

• The business unit makes a special effort to incorporate its adjunct faculty's considerable expertise into educational design wherever appropriate.

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

---

**Changshu Institute of Technology (Changshu, China)**

**Strengths**

**Business Program’s Organizational Profile**

• The business unit is competent in its approach to evaluating both internal and external environmental forces that impact its ability to succeed.

  **Categories:** Approach

**Criterion 1.4**

• CITBS leadership has done a good job documenting the process, key results, and actions are taken for improvement. It has met or surpassed the performance measures in most of its predefined targets such as student enrollment, employment rate, and recruiting faculty with industry/business backgrounds. In areas where it fell short of its targets, such as faculty research and publication, it has action plans to raise over 3 million RMB in research funds each year and to establish one provincial-level research platform to support faculty research and recruit research faculty.
**Categories:** Deployment, Results  
**Verified:** This Strength was verified on site.

**Criterion 2.1**  
- The business unit’s strategic plan is thorough and built on a solid foundation.

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

**Criterion 2.2**  
- The Business Unit developed performance measures that are aligned with the objectives.

**Categories:** Deployment, Results

**Student and Stakeholder Focus**  
- The business unit, CIT, and the Provincial Department of Education are effective at generating significant data from stakeholders in a way that benefits long-term student success.

**Categories:** Deployment, Results, Improvements

**Criterion 3.2**  
- The business unit deploys many surveys that are imperative to gauging the success of the relationship with that it maintains with many stakeholders.

**Categories:** Deployment

**Criterion 3.4**  
- The business unit provides information that shares the "closing the loop" in making improvements to its programs based on data collected from stakeholders.

**Categories:** Improvements

**Criterion 4.1**  
- The Business Program Assessment Plan provides an effective explanation of the strategies used to assess both the marketing and financial management programs of the business unit.

**Categories:** Approach

**Criterion 4.3**  
- The business unit utilizes an appropriate combination of instruments in generating OA results.

**Categories:** Deployment, Results

**Standard 7 - Business Unit Performance**  
- Key student measures of success are utilized to improve the quality of the business unit.

**Categories:** Improvements

---

**Friends University (Wichita, KS, USA)**

**Strengths**

**Business Program’s Organizational Profile**  
- The school has developed a detailed list of stakeholder groups that include communication mechanisms. For example, the business unit has partnered with the Business Department at LCC International University in Klaipeda, Lithuania, since the Spring 2018 semester; LCC draws students from across the globe (i.e., former Soviet Union, the Middle East).

**Categories:** Approach, Deployment  
**Verified:** This Strength was verified on site.
**Standard 1 - Leadership**
- 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 ‘service,’ ‘community,’ and ‘servant attitude.’ These attributes speak to the values of the institution.

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

**Criterion 1.4**
- The school’s leadership has created an ‘Oasis’ room to enhance students’ learning environment. This student lounge provides students an area for study, relaxation, and connection, located in the Business and Technology Building. Amenities include free coffee, hot chocolate, and snacks. For class assignments, there is a variety of resources (i.e., computer, printer, and office supplies). This practice could be considered a best in class.

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

**Standard 2 - Strategic Planning**
- The school has a systematic process for developing a strategic plan that leads to continuous improvement. At the undergraduate and graduate business programs, there is a strategic plan created for this academic segment. The business unit has implemented meaningful metrics in its strategic planning. Administrators, faculty, and staff are actively engaged in developing new programs and processes.

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

**Criterion 3.1**
- The school provides a comprehensive list of student segments, including the unique aspects and challenges of these segments and how the university provides support to meet these challenges.

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

**Criterion 4.1**
- The school has clear SLOs for each distinct program and concentration. This process includes multiple goals for each SLO with a variety of assessment mechanisms.

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

**Criterion 5.3**
- Faculty are involved in activities that enhance their instructional effectiveness and knowledge of their discipline.

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

**Criterion 5.4**
- There is active participation of faculty in a planned system of faculty and instructional development consistent with the school’s mission for the business program.

**Categories:** Approach, Deployment

**Criterion 6.4**
- The twelve components of the Common Professional Core demonstrate student competency with the intention of assuring recognition of the interdisciplinary nature of business.
The school documented that it met/exceeded the required coverage levels in each CPC component in business majors.

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

**Criterion 7.1**
- The business unit demonstrates significant processes for tracking key student performance areas for the purpose of continuous improvement.

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

---

**North China University of Technology (Beijing, China)**

**Strengths**

**Business Program’s Organizational Profile**
- The SEM developed a very comprehensive and realistic look at their organizational profile. This includes identifying challenges faced by SEM.

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

**Standard 1 - Leadership**
- The SEM has outlined clear Performance Expectations for Student Achievement in Table 1. SEM systematically tracks results in the Annual Review Highlights across multiple measures.

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

**Criterion 1.1**
- SEM used a systematic process for reviewing their mission statement including outside stakeholders in the process. SEM has aligned the business unit’s strategic plan with the institutions strategic plan. Community and social responsibility activities are clearly indicated with links to activities on the website. SEM has a systematic approach to measuring social impact and activities as outlined in Table 1.1.

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

**Criterion 1.3**
- SEM has used faculty feedback to revise the Mission, Vision, and Values to meet stakeholder’s needs. SEM uses Table 1.4 to identify process results and areas for improvement.

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

**Standard 2 - Strategic Planning**
- NCUT SEM has a well designed and thorough strategic plan, linking strategic planning elements, the mission, vision, and values to strategic goals. Faculty are aware of the mission and the strategic planning process for the SEM.

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

**Criterion 2.1**
- The SEM has a systematic way of developing and aligning its strategy to the university's planning process. This includes incorporating stakeholder feedback in the development of the plan. The plan is the communicated to all constituencies.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

- The SEM outlined a series of challenges in the Overview. NCUT University administration is aware of these challenges and is incorporating a strategic plan element at the university level to address SEM's challenges.

**Criterion 2.3**
- SEM has a comprehensive approach to collecting and analyzing data related to this criteria: Criterion 2.3.a. – Performance Effectiveness, Criterion 2.3.b. – Process Effectiveness, and Criterion 2.3.c. – Communication of Performance Results. This is well supported with documentation.

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

**Criterion 2.4**
- The SEM has a comprehensive approach to assessing its compliance with Criterion 2.4. This includes the use of Table 1.3 Leadership Process Results to monitor compliance with strategic initiatives.

Categories: Deployment, Results, Improvements

**Criterion 3.1**
- The SEM has a well designed system for soliciting input from key stakeholders.

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

**Criterion 3.2**
- The SEM has a robust system for soliciting input from its key stakeholders through satisfaction surveys.

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

**Criterion 3.3**
- The SEM provides data for three years from the satisfaction surveys.

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

**Criterion 4.1**
- The SEM has seven student learning outcomes for each of the four programs.

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

**Criterion 4.2**
- The SEM has three years of data for each of the seven student learning outcomes for each of the four programs to be accredited. A variety of internal, external, direct, indirect, formative, and summative assessments are utilized.

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

**Standard 5 - Faculty Focus**
- SEM human resource 5 years plan is well planned and organized.

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

**Criterion 5.1**
Well planned and documented with Human Resource 5 years plan.

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

**Criterion 5.2**
- Good number of faculty and high percentage of Ph.D faculty.

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

**Criterion 5.2.A.**
- High percentage of Ph.D faculty at 75%.

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

**Criterion 5.2.B.**
- 1. Well documented regulations on most of class teaching process from syllabus to a real class teaching.  
- 2. The procedure to approve the new courses is well organized as 5 steps. It is strong enough to support the new faculty to teach a class.

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

**Criterion 5.3**
- 5.3.D.1 Table; All the faculty are very active for intellectual contributions.

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

**Criterion 5.3.E.**
- The school homepage is well organized and provides the recent events and activities to students and faculty.

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

**Criterion 5.4**
- 1. The Stated Mission of Business Administration Program is well established and proposed for the future vision.  
- 2. The accounting major of North China University of Technology ranks among the top three majors in Beijing’s universities.  
- 3. 2+2 or 3+1 international collaboration programs are encouraging students to have global perspectives for future entrepreneurship. Faculty continuous development is supported from the domestic University networking.

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

**Criterion 6.1**
- 1. The four core values in the strategic plan (pragmatic, responsible, innovative and open) are well chosen and a total of 11 objectives, 25 strategies and 67 action steps are also well developed.  
- 2. Establishing student-run business in the school campus is a good idea to improve student’s practical learning during their study.

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

**Criterion 6.5**
- SEM has a strong capacity to apply an accreditation of Master program. 280 is not small scale for master program for an accreditation.

**Verified:** This Strength was verified on site.
Standard 7 - Business Unit Performance

- SEM has multiple measures across programs to measure student achievement. Goals set are appropriate for the programs.
  
  **Categories:** Approach, Deployment, Results  
  **Verified:** This Strength was verified on site.

Criterion 7.2

- NCUT has well established policies and procedures for SEM to comply with the items in Criteria 7.2.
  
  **Categories:** Approach, Deployment, Results  
  **Verified:** This Strength was verified on site.

Criterion 7.4

- Table 7.4.a is well designed with strong analysis and recommendations.
  
  **Categories:** Results, Improvements  
  **Verified:** This Strength was verified on site.

Saint Augustine’s University (Raleigh, NC, USA)

Strengths

Standard 1 - Leadership

- The Business Unit’s focus on serving the student population is evidenced through the vision of its leadership. A significant amount of work and innovative thought has resulted in the development of projects relevant to the needs of students and employers. There is clear evidence of leadership's commitment to the continuous quest for quality education and tangible results.
  
  **Categories:** Deployment  
  **Verified:** This Strength was verified on site.

Criterion 1.3

- There is clear evidence that the Business Unit has recently established a culture of assessment through its leadership and strategic goals. Program values and performance expectations are clearly communicated and shared with some constituencies.
  
  **Categories:** Results  
  **Verified:** This Strength was verified on site.

Standard 2 - Strategic Planning

- It is evident that the Business Unit has established a clear strategic direction to better address key student and program performance requirements. The business unit's leadership recognizes the importance of setting a continuous strategic planning process that leads to the creation of an action plan that accomplishes goals and objectives.
  
  **Categories:** Deployment  
  **Verified:** This Strength was verified on site.

Criterion 2.2

- The Business Unit provided a clear timetable with both short-term and long-term objectives. The plan includes key components - who what and when. All the goals are measurable.
  
  **Categories:** Deployment  
  **Verified:** This Strength was verified on site.

Criterion 3.1

- The business unit has developed strong partnerships within the business community. These partnerships are used to provide exciting internship opportunities and to enhance graduating students' ability to find jobs.
Categories: Approach
Verified: This Strength was verified on site.

**Criterion 5.2.A.**

- As in many small schools, faculty are asked to perform duties outside of the teaching load, but the administration aggressively uses release time to help ensure a more fair workload when these duties are substantial (administrative duties, university projects/appointments, broader focus of continuing education, and student development)

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

**Criterion 5.3**

- The adjunct faculty reported a very high level of connection to the business unit and the university as a whole. Efforts made to include adjunct faculty in meetings and planning sessions have been very well received and have increased the adjunct faculty’s connection to the rest of the business unit

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

**Criterion 5.4**

- There is evidence of a healthy focus on faculty development. Resources have been made available to faculty upon request, internal training meeting immediate needs during COVID was effective and the Center for Teaching, Research, and Learning provide additional resources. Faculty report a high level of satisfaction with the process.

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

**Standard 6 - Curriculum**

- The business unit supports personal financial responsibility by requiring BUS301 personal financial planning for accounting and business administration majors. This is the type of course that could benefit students in all majors at the university.

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

---

**Swiss School of Business Management (Geneva, Switzerland)**

**Strengths**

**Criterion 2.1**

- [2.1 b] The business unit has identified several strategic focus areas in its strategic plan to become a leading Business School in the country. The strategic plan is mission-based that focuses on innovation, global competitiveness, and socially responsive. Some of the areas of strategic focus are i) Continuous improvement and sustainability ii) Learner-centeredness iii) High impact research iv) Stakeholder relationships v) Work environment & culture vi) Visibility and vii) Innovation. The objectives, action plans, and measurements are detailed in the strategic plan. During the site visit, the team also found that the top management has recognized that the strategic directions set in the plan will lead to continuous improvement and overall development of the institution.

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

**Criterion 2.4**

- [2.4 a] The business unit has taken steps to allocate additional funding for improvements in several areas of operation which has resulted in better and improved processes and training opportunities alongside enhanced learning experiences for all stakeholders. The management of the school is extremely supportive,
believes in continuous improvement, and takes the necessary steps required to ensure addressing of necessary opportunities for improvement.

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

**Criterion 3.1**
- [3.1.d] 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 various surveys and methods used to collect relevant information and how to proceed with collected data. Actions are taken in a timely manner following their Quality Assurance Cycle (Figure 4). This was verified during interviews.  
**Categories**: Approach  
**Verified**: This Strength was verified on site.

**Criterion 4.1**
- [4.1.a/b] The business unit has provided a comprehensive Assessment Plan Student Learning Outcomes, describing the assessment process and program’s student learning outcomes for all programs under review.  
**Categories**: Approach  
**Verified**: This Strength was verified on site.

**Criterion 5.2**
- [5.2 A] The business unit has an excellent pool of well-qualified and experienced adjunct faculty. The adjunct faculty members add value by actively being involved in curriculum development, assessment improvement process. They also play an advisory role in the full-time recruitment process.  
**Categories**: Approach, Deployment  
**Verified**: This Strength was verified on site.

**Criterion 6.1**
- [6.1.b.] The Business Unit has a variety of methods to collect input on the quality of curriculum as shown in Figure 15. The data collection approaches include both internal and external methods, which include benchmarking of reference programs.  
**Categories**: Approach  
**Verified**: This Strength was verified on site.

**Criterion 7.1**
- There is evidence that the Business Unit has key Education Support Processes to ensure student success. Examples include Library, e-SSBM Online Learning Management System (https://online.e-ssbm.com), Personal Advisor, Registration Team, Course Tutor, DBA Mentor, and Monthly course webinars to support students.  
**Categories**: Approach  
**Verified**: This Strength was verified on site.

---

**Universidad de Cuenca – Ecuador (Cuenca, Ecuador)**

**Strengths**

**Organizational Charts**
- The University of Cuenca and the Faculty of Economic and Administrative Sciences have a clearly defined organizational structure, whose roles favor their efficient operation.  
**Categories**: Approach

**Criterion 2.1**
- The business unit and its’s faculty systematically implement strategic and operational planning processes, supported by the necessary resources for its execution.
**Criterion 3.1**
- The business unit has clearly defined admission profiles for students for each of its programs. During the virtual visit, the business unit showed the admission profiles of each of the academic programs evaluated, which are updated based on the information that the University collects at the beginning of each school year.

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

**Criterion 3.4**
- During the virtual site visit, it was evident that the faculty members links efficiently with stakeholders. For example, students and alumni reported high satisfaction with the performance of the Faculty in aspects such as the quality of teaching in its academic programs, teaching practice, and linking activities established to strengthen academic development, services, and facilities. Faculty and stakeholder inputs are taken into account to make improvements in study plans and programs.

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

**Criterion 3.6**
- The University has a University Welfare Unit, whose legal and operational framework is clearly defined in the University Statute. This department represents to the business students an entity that protects their rights and manages their programs and projects focused on the preservation of health, as well as the social inclusion of professors, students, and staff members.

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

**Criterion 3.8**
- The business unit reports three measurement periods, in order to monitor the degree of satisfaction of its students and stakeholders.

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

**Standard 4: Measurement and Analysis of Student Learning and Performance**
- The business unit has a well-defined assessment plan, with clear competencies to be evaluated for each of its academic programs. Various evaluation instruments (formative and summative) are established to measure each competence. Having a clear assessment plan allows the business unit to track implemented strategies and collect historical data. During the site visit, it was evident that the results are disseminated to the community through the School web page.

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

**Criterion 4.2**
- The business unit assessment plan has clearly defined the competencies to be achieved (for each academic program). The business unit systematically measures the competencies, in order to implement the pertinent improvement actions. Dissemination of the historical results is reported to the community through the School web page.

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

**Criterion 4.4**
- The business unit uses rubrics that allow measuring the development of the competencies for each program and demonstrating that it meets the graduation profile of its students.

**Categories:** Approach, Deployment
Criterion 5.2

- There is evidence that faculty members have strong relations with the business sector. In addition, a high level of institutional commitment was observed, which is manifested through careful attention to students.

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

Criterion 6.1.1

- The business unit implements systematic mechanisms for updating study plans, which include the participation of stakeholders.

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

Criterion 6.2.1

- The University library has been improved with new databases that facilitate the remote use of consultation resources for students and professors. Similarly, it was observed that the general facilities are in an excellent state of conservation and conditioning which favors the proper development of academic and support activities.

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

William Jessup University (Rocklin, CA, USA)

Strengths

Criterion 1.1

- Interviews with faculty members revealed a high level of confidence with the dean and his demonstration of support for the students, faculty, and staff.

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

Criterion 3.3

- Faculty meeting minutes and several examples provided in the self-study demonstrate that the faculty periodically considers ways to improve the delivery of their educational service. This will help the unit to maintain a high quality educational experience.

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

Criterion 3.5

- The business unit demonstrated robust involvement in the recruitment and retention of students. The full-time and adjunct faculty both mentioned the strong connections they make with students. Such involvement and meaningful connections often has a significant impact on the program's ability to attract and retain students.

Categories: Results

Criterion 3.6

- The collection and review of course evaluations and the overall faculty review process as it relates to the student experience is strong. Of particular note is the way in which this data is incorporated into the Professor Development program.

Categories: Results, Improvements
Verified: This Strength was verified on site.
**Criterion 3.8**
- Figures 3.2 and 3.3 provide evidence that the business unit has measures by which it tracks the persistence of its students and the outcomes of its graduates. Such data is helpful to discern the extent to which the program meets the expectations of its stakeholders.

**Categories:** Results

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

---

**Criterion 4.1**
- The process of creating course learning outcomes and program learning outcomes that map to the university outcomes is well established, and well understood by faculty, leading to PLOs for each program that are clear and well written.

**Categories:** Results

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

---

**Criterion 4.2**
- The business unit is committed to improving the breadth and methods of assessment across their curricula and have the support of institutional staff.

**Categories:** Deployment

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

---

**Criterion 5.2**
- The onboarding and training process for new and adjunct faculty is well established, and there is much collaboration among the full-time and adjunct faculty, which contributes to the success of the faculty.

**Categories:** Approach

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

---

**Criterion 5.6**
- The business unit is in compliance with expectations regarding a formal system of faculty evaluation for use in personnel decisions. Furthermore, faculty evaluations are integrated into the overall Professional Development plan for faculty. Having such a robust evaluation process will foster continuous improvement by affirming effective teaching practices as well as informing faculty of opportunities for personal improvement.

**Categories:** Deployment, Results, Improvements

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

---

**Criterion 6.2.2**
- Most business operations processes are centralized at the university. Faculty and students expressed satisfaction with the processes, and stakeholders’ needs are being met.

**Categories:** Results

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

---

**Criterion 6.3.7**
- As evidenced from minutes and meeting with faculty, the faculty of the business unit are proactive in recruiting and retention.

**Categories:** Deployment

**Verified:** This Strength was verified on site.
REAFFIRMATIONS FOR SPRING 2022

ADEN University – Argentina (Mendoza, Argentina)

Strengths

Student and Stakeholder Focus

- The business unit has an information management system integrated through different technological tools that provide updated information for decision-making processes.

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

Criterion 4.4

- During the stakeholder’s meetings, graduates and employers evidenced the business unit’s focus on responding to market demands and making a significant learning experience that has allowed them to develop professionally and personally. In addition, graduates and employers stated that the business unit has taken into account their training and administrative needs, for the improvements that have been presented in the program.

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

Criterion 5.2.A.

- The business unit has a highly-qualified academic staff with professional experience, over 70% of the faculty is Academically Qualified.

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

Criterion 7.1

- The business unit provides a full range of business operation processes and education support processes to ensure student success with specific metrics and results. In the site visit, the implementation and results of the CANVAS platform, ACROPOLIS (student monitoring), and ALUMNI were reliably evidenced. Evidence, results, and improvements were reviewed during the site visit.

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

Brenau University (Gainsville, GA, USA)

Strengths

Standard 1 - Leadership

- The energy, enthusiasm, and passion of the business unit’s leadership in guiding colleagues through the accreditation process is noteworthy. They have clearly invested a great deal of time and effort along with the faculty in presenting a very strong case for ACBSP accreditation. It is manifest that Brenau is a learning organization, dedicated to the mission of the University, with a strong commitment to continuous quality improvement and student centered success. The school is also demonstrating willingness to change based on market demands as evidenced by the certificate/concentration offerings, internationalization initiative, plans for a hotel for hospitality management program, 360 faculty review process, and a new Center for Academic Success.

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

Criterion 3.4
The use of the skills mapping project is an effective tool in helping make improvements within the business unit.

**Categories:** Improvements

**Criterion 4.2**
- The Office of Assessment shares in helping the business unit conduct the appropriate outcomes process (as is evident by the comprehensive "Assessment Database by Program" document shared for the report).

**Categories:** Deployment

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

**Criterion 5.1**
- The business unit engages in Human Resource support activities such as Committee on Excellence in Teaching & Learning, providing sabbatical for faculty development, supporting Governor’s Teaching Fellows program and opportunity for faculty to present research via Ten talks.

**Categories:** Approach, Deployment

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

**Criterion 5.2**
- The business unit conducts adjunct faculty annual evaluations and utilizes faculty qualification sheets to identify faculty academic and professional qualifications for teaching assignment.

**Categories:** Deployment

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

**Criterion 5.2.B.**
- The business unit has developed and uses new faculty orientation handbook, adjunct faculty orientation handbook and evaluation.

**Categories:** Approach, Deployment

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

**Criterion 5.3**
- The business unit has developed an effective faculty evaluation timeline, faculty Annual Review rubric, new faculty orientation handbook, adjunct faculty orientation handbook. Faculty housed on the same floor which is conducive to mentoring.

It is evident that business unit faculty members are engaged in Scholarly and Professional activities such as Governor teaching fellow, ACBSP evaluator, SACS evaluator, VITA program and Speaker series. It is evident that Business Unit faculty members are engaged in scholarly & professional activities. For example, faculty members have 105 professional memberships, attended 132 professional meetings, and 108 professional conferences.

**Categories:** Approach, Deployment, Results

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

**Criterion 5.4**
- It is evident that Business Unit provides faculty development opportunities through the Swinton A. Griffith III Deanship fund.

**Categories:** Approach, Deployment, Results

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

**Standard 6 - Curriculum**
- The library services Integrating with canvas for online and face to face students for example providing Lib guides to students in BA 507 and Marketing 315 as well as providing zoom or online support for students.

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

**Criterion 6.1**
- The business unit has demonstrated that the five skills that employers are looking for have been incorporated in courses such as Microsoft Office course BA 185 was added to BBA curriculum and critical thinking course BA 340 was added to the BBA core and Business Analytics course BA 770 was added to MBA program.

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

---

**Campbell University (Buies Creek, NC, USA)**

**Strengths**

**Criterion 1.1**
- The leadership team collectively provides support for the goals and vision of the business unit. This was seen throughout the meetings with different departments, people, and groups.

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

**Standard 2 - Strategic Planning**

- The business unit took advantage of the ACBSP Quality Assurance Review and created a strategic planning committee. Results are quite telling as, looking at the many factors noted in Table 2.2a., one sees many areas of evaluation, how they were measured, results of measurements, and (when needed) OFIs that can be incorporated into the business unit. The business unit’s strategic plan is in line with that of the university. An area that is quite impressive is the number of different stakeholders that were part of this overall process. In many other places, business units may be weak in that they rely on a limited number of stakeholders. That isn’t the case with this business unit, as it not only utilized the stakeholders but also shared the information gathered by them.

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

**Criterion 2.1**
- The strategic plan of the business unit is based on information provided by numerous stakeholders, of which each is seen as a vital component of the University.

**Categories:** Approach

**Criterion 3.1**
- The business unit offers BADM 100, New Student Forum, to freshmen who plan on majoring in a business discipline. Excitement about opportunities presented in the course permeated meetings with various groups, such as the Alumni, Students, and the Business Advisory Council. Discussion from these groups focused on the opportunity that the class offers. Those opportunities included the upper-level students mentoring the freshmen, the peer-mentors, and the alumni mentor, having the dean as the course instructor, and the opportunity to work with peers/classmates. As a whole, these opportunities offered to freshmen to work in the class on the food truck case study were all provided as strengths that positively affect the first year experience. This focus on student mentoring across all stages of their academic program could be considered a best in class.

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

**Criterion 4.3**
- The business unit provided documentation establishing several assessment cycles. Data was provided for selected learning outcomes and the multiple measurements that utilized varied types of assessment - including internal, external, indirect, direct, formative, summative, and comparative methods.
Standard 5 - Faculty Focus

Criteria:

- Faculty members of the business unit are dedicated and a true value to the institution and students.

Criterion 5.1

- The business unit utilizes a viable Human Resource plan that is detailed and patterned after that of the university HR plan.

Criterion 6.4

- The twelve components of the Common Professional Core demonstrate student competency with the intention of assuring recognition of the interdisciplinary nature of business.

The business unit documented that it met/exceeded the required coverage levels in each CPC component in undergraduate business majors.

Criterion 7.1

- Curriculum changes and improvements are regularly discussed during the business unit's faculty meetings.

Immaculata University (Immaculata, PA, USA)

Strengths

Criterion 1.1

- Values and expectations have been actively integrated into the business unit'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 'service,' 'academic excellence,' and 'educating the whole person.' These attributes speak to the values of the institution.

Criterion 1.4

- The business unit has a Leadership process that is actively engaging faculty and business advisory board members on the development, analysis, and discussion of results of Mission and Values, Performance Measures, Social and Community Responsibility, and Impacts on Society.

Criterion 3.1
The business advisory board is an example of the best in class practice, since the board is heavily engaged in areas of scholarship, mentoring, curriculum review and development, and community and student engagement. Each of these areas is directed by board members serving as chairs. There is evidence that the BAB has made significant contributions that have positively impacted the business programs and the student community.

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

**Criterion 4.2**

- The business unit has implemented, collected, and analyzed Internal (I), External (Peregrine) (X), Formative (F), and Summative (S) data related to each one of the program learning objectives for each program under review. The data is systematically collected through Moodle LSM and reported in two modes: an Annual SLO Assessment Plan and the 5-Year Program Review process.

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

**Criterion 5.2.B.**

- It is evident that IU, along with the Provost and VPAA, strongly support ongoing faculty development. Examples include support for faculty to participate in the Center for Advancement of Scholarship, Teaching and Learning Excellence (CASTLE) sessions where peer-to-peer sharing on research, teaching and conferences occurs; mini-grants to pursue collaborative research offered by the Office of Sponsored Research; and virtual faculty "coffeehouses" that offer opportunities for faculty to engage and dialogue with their peers as well as executive management.

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

**Criterion 6.1**

- The business unit has a systematic process to ensure continuous improvement of curriculum and program delivery.

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

**Criterion 6.2**

- The One Shell Model is a collaborative effort between academic departments (content experts) and the Offices of Curriculum & Instruction/Online Learning. This model addresses students desire for more flexibility in the curriculum. It provides consistency across the curriculum.

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

---

**Kentucky State University (Frankfort, KY, USA)**

**Strengths**

**Standard 1 - Leadership**

- The Dean, Chairperson, and MBA Coordinator serve vital roles in carrying out the duties of promoting excellence and continuous improvements.

**Categories:** Approach  
**Verified:** This Strength was verified on site.
- Through various activities, the business unit is taking steps to tackle the issue of declining enrollments. An in-state marketing plan, adding innovation to the mission statement, and offering help to local business owners are examples of broad approaches to make the program appealing to potential students.

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

**Student and Stakeholder Focus**
- One of the university’s values is "Students are first", a recurring theme from the Provost as well as those connected with the business unit. This is exemplified by providing opportunities for students to take classes when they need them.

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

**Standard 4 - Student Learning Assessment**
- The business unit utilizes the university’s assessment and instructional effectiveness committees to assess programs and course learning outcomes.

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

**Criterion 4.1**
- A key stakeholder for assessment measurement is employers. The business unit utilizes employers’ internship evaluations. The Career and Professional Development Center is instrumental in matching students with appropriate internships so students can get experiential learning as well as apply knowledge and skills gained in the classroom to real-world situations.

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

**Criterion 5.1**
- The Human Resource plan is robust, benefiting faculty by supporting successful faculty members while providing resources for faculty that require professional development in order to exceed standards of performance.

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

**Criterion 5.2.A**
- The business unit provides solid coverage of undergraduate/graduate courses with appropriately qualified faculty.

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

**Criterion 6.1**
- The business unit utilizes a number of key stakeholders to gather information to make changes in business curricula.

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

**Criterion 6.4**
- The business unit shares a Common Professional Component (CPC) that meets or exceeds the requirements noted for ACBSP.
**Categories:** Deployment

**Northern Arizona University (Yuma, AZ, USA)**

**Strengths**

**Criterion 2.2**

- The business unit has operationalized strategies and goals for developing a strategic plan that leads to continuous improvement.

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

**Criterion 3.1**

- The business unit has a robust stakeholder support system resulting in a strong understanding of student needs and requirements.

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

**Criterion 4.1**

- The business unit clearly describes the student learning outcomes assessment process for each of the programs included in the self-study.

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

**Criterion 5.1.C.**

- The business unit has extensive written policies and procedures to guide faculty throughout the employment process (i.e., orientation; mentoring; training; workload; evaluation; termination; etc.). The HR office and the faculty are well-versed in the policies.

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

**Criterion 5.2.B.**

- The business unit provides sufficient academic leadership in the academic programs. There is a variety of academic qualifications across the content areas, and there is a variety of professional expertise in the content areas.

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

**Criterion 5.3**

- The business unit provided evidence of a strong balance of faculty members’ involvement in professional and scholarly activities (via CV and in discussions with faculty members).

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

**Criterion 5.4**

- The business unit provides faculty members with extensive training for onboarding and on a continuing basis in college policies, sexual harassment, technology, pedagogy, and course content, as per discussions with HR and faculty members.

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

**Criterion 6.2**
The Business Unit has strong relationships within the community and articulation agreements with the Community College system throughout the state.

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

Criterion 6.5

The Business Unit has a multi-pronged strategy to provide students with program entrance opportunities in the MGBA program.

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

Criterion 7.3

The business unit has a systematic educational process that consistently improves over time (Table 7.1b on Education Support Processes-student satisfaction with Breadth of Curriculum; Use / Manage Technology; Advising; Facilities).

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

Criterion 7.4

The business unit uses data (Table 7.1.b) on Education Support Processes for student satisfaction with Breadth of Curriculum; Use / Manage Technology; Advising; Facilities) to adjust advising and pedagogy.

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

Paine College (Augusta, GA, USA)

Strengths

Criterion 1.1

The business unit has established processes to support continuous improvement. Processes include a 5-year cycle of review of the business program.

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

Criterion 1.4

The business unit has a process by which actions are taken to 'close the loop' on feedback and steps are taken to maintain and improve the teaching and learning environment.

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

Criterion 2.1

The business unit has a structured plan that employs the stakeholders in its preparation. For a business plan to grow and evolve with the changing business environment, the communication of progress and goals needs to happen on an ongoing basis. The business unit presents information to most of the identified stakeholders.

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

Criterion 3.1

The Business Unit clearly defines its target student segments for the undergraduate programs. Having a clear understanding of its student segments helps to align program offerings to match the requirements and expectations of current and future students.
Spring 2022 BacGrad Degree BOC Accreditation Decisions

**Criterion 3.2**
- The business unit uses multiple methods to listen and learn from students and stakeholders (employers and alumni). There is evidence that the business unit has collected, and analyzed data for several periods. The business unit has a systematic process to review/edit formal and informal instruments which will allow to effectively trend-track improvements.

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

**Criterion 3.3**
- There is evidence that the business unit has produced and analyzed trend data for students' course evaluations, alumni, employers, internships, students' clubs, and organizations as documented and summarized in tables 3.2 to 3.8.

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

**Criterion 3.4**
- The Business Unit has systematic procedures for the purpose of improving educational processes. There is evidence that the Business Unit has analyzed results from course evaluations and stakeholders surveys 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.

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

**Criterion 4.3**
- The business unit has a process to collect and analyze external comparative (MFT) data for the programs under review, there is strong evidence of how comparative data is used for benchmarking purposes. Using external comparative data provides validity to the internal results. See PLO 4.1 Content Knowledge and Rubric document.

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

**Criterion 5.1**
- The Business Unit does an outstanding job at describing how they develop the current faculty body. The Unit has and implements plans to assist faculty in teaching and in scholarly development. This greatly improves the overall product provided to the students for their successful careers.

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

**Criterion 5.3.E.**
- The Business Unit has qualified and experienced faculty. Students and employers remarked that they benefited from the connections made with the faculty.

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

---

PSG Institute of Management - PSG College of Technology (Peelamedu, Coimbatore, India)
Strengths

Criterion 1.1

 [1.1.b.] The business unit has demonstrated a deployed approach to review business school performance and capabilities, to assess business school or program success, and the business unit's ability to address its changing needs. The approach includes several performance measures used within a continuous improvement process developed for ISO 9001 certification.

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

Criterion 2.1

 [2.1.a.] The business unit demonstrated that the faculty and staff members of the business unit have significant input into the strategic planning process. The faculty have been able to provide input through a variety of methods including faculty committees, direct contact with senior leaders, and suggestions for improvement of programs and offerings.

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

Criterion 3.1

 [3.1] The business unit has a systematic and fully deployed process to recruit and select students.

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

Criterion 3.5

 [3.5] The business unit documented and described processes to attract and retain students, and to build relationships with desired stakeholders. Included in those processes was a multi-pronged admission system that addressed the required admissions of half of the applications with official test scores and another half that were admitted through an institution-specific method. The processes have been improved and refined over time to reflect experience and generate improvements in student selection.

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

 [3.5] The business unit is highly engaged with the advisory board. The board holds quarterly meetings. The advisory board members provided numerous examples of how their feedback has been both solicited and utilized to improve business programs and services.

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

Criterion 3.7

 [3.7] The business unit demonstrated and documented various forms of soliciting and receiving input from stakeholders. Figure 3.2 demonstrates a multi-faceted use of differentiated data collection instruments and measures to ascertain and understand student, faculty, and stakeholder feedback.

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

Criterion 6.3.3

 [6.3.2.] The business unit has a deployed approach to a competitive student selection process, with a sustained retention rate of 98%.

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

Criterion 6.3.6

 [6.3.6] There are well-articulated performance measures, results, actions, and improvements for the business program performance results linked to admission, graduation, and employment placement outcomes.
Regent University (Virginia Beach, VA, USA)

Strengths

Business Program’s Organizational Profile

- The Regent Graduate Business Unit has established a first-to-market advantage in the MBA online market and has secured high rankings in Princeton Review and in the State of Virginia rankings which will serve them well in an increasingly competitive market.

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

Criterion 1.1

- The Graduate Business Unit has a successful approach/process to continuous improvement. Three specific examples were provided - work with their Advisory Board, faculty training, and curriculum improvement in their Accounting and Finance program. These demonstrate commitment to quality improvement.

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

Criterion 1.3

- The Regent Center for Entrepreneurship (RCE) is proving to be a significant initiative for the Graduate Business Unit. The RCE is helping small business start-up and innovation locally and now has expanded to six international locations.

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

Criterion 1.4

- The Graduate Business Unit has added value by the creation of the Executive Mentorship Program. They are realizing the goal of connecting students to professionals and facilitating connection to the business community, while providing competitive advantage for graduates. As a result of the program, several students have benefited from the publication of articles, attending conferences, and opening businesses, among other opportunities.

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

Criterion 4.1

- The MBA Business Advisory Board conducts an external assessment of a sample of course assignments in the MBA program every semester from an independent and professional perspective, which helps to ensure the currency and relevancy of the curriculum and the accuracy of the assessment process.

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

Criterion 4.3

- Although some of the measures used are in need of improvement, data have been collected, analyzed, and used for programmatic improvements on a consistent basis. In addition, there is excellent communication of assessment results and improvements. These processes contribute positively to student learning and continuous improvement.

Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.
Regent University – College of Arts and Sciences (Virginia Beach, VA, USA)

Strengths

**Standard 1 - Leadership**

- The leadership of the Undergraduate Business Unit has established clear strategic objectives to promote content mastery, empower ethical behavior, and facilitate knowledge transfer. These objectives have processes and performance measures that strive for excellence and continuous improvement.

**Categories:** Approach, Deployment

**Criterion 1.1**

- A strength named by leadership, full-time faculty, and adjunct faculty focused on the strong alignment and integration of faith in the curriculum and in relationship with students and colleagues. This strong faith-based alignment is consistent with their stated mission.

**Categories:** Approach, Deployment

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

**Standard 2 - Strategic Planning**

- There is excellent congruence among the missions of the University, College of Arts and Sciences, and the undergraduate business unit, and the vision of the Undergraduate Business Unit flows naturally from its mission. This congruence provides a solid foundation for a strategic planning process that leads to continuous quality improvement.

**Categories:** Approach

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

**Criterion 2.1**

- The Undergraduate Business Unit has solid processes for developing and communicating its strategic plan. These processes are designed to include input from relevant stakeholders and to communicate periodically with them, thus enhancing the effectiveness of and commitment to the strategic plan.

**Categories:** Approach, Deployment

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

**Criterion 4.1**

- External comparisons are being provided using Peregrine exams which are mapped to specific PLOs. This approach is providing excellent data for assessment purposes.

**Categories:** Approach, Deployment

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

**Criterion 4.3**

- The Undergraduate Business Unit uses Peregrine exams mapped to student learning outcomes for external comparisons. The results, which are very good, are communicated to faculty, administration, and the advisory board, among other stakeholder groups. The consistent use of an external, nationally normed exam, provides excellent data for programmatic improvement.

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

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

**Criterion 5.2.B.**

- The human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty. Faculty were satisfied with both the formal and informal training and development opportunities which include seminars, mentorship, course shadowing, etc.

**Categories:** Approach, Deployment

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

**Criterion 7.3**

---

Spring 2022 BacGrad Degree BOC Accreditation Decisions

Page 25
While on site, it was confirmed that the Undergraduate Business Unit supports its students in a variety of ways including library services, career services, and the Center for Happiness, among others during their time at the college and through collaboration with other resources on campus.

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

---

**Texas Lutheran University**

*Strengths*

**Business Program’s Organizational Profile**

- The business unit has shown evidence of identifying key stakeholders, both internal and external, collecting input on central and important issues from most, and using the stakeholders’ input to make changes as part of performance improvement systems.

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

---

**Criterion 2.2**

- The business unit showed clear evidence of outlining strategic objectives, responsible parties, action plans, performance measures, and timetables in Table 2.2. The clear planning and assignment of responsibilities should help ensure the strategic objectives are met and the results of the work are measured.

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

---

**Criterion 2.3**

- The business unit showed evidence of demonstrable actions resulting from the accomplishments of key objectives in the “old” strategic plan (Table 2.3). These actions and milestones clearly show how the business unit is engaging in continuous improvement through the completion of key objectives.

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

---

**Criterion 3.1**

- During the onsite visit, it was clear that the Disability Services office has a strong process to monitor the implementation of services and student success. Student grievances are addressed as identified in feedback provided to the Disability Services office.

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

---

**Criterion 3.2**

- The business unit has an Executive Advisory Council. As verified on site, one individual from the EAC shared the work he has done to contribute in multiple ways to support the business unit endeavors.

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

---

**Standard 5 - Faculty Focus**

- The number of doctorate-level instructors is well above the standards required by ACBSP for bachelor-level instruction.

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

---

**Criterion 5.2.A.**

- Programs and continuing staff development are noted. The academic support programs for Disability Services, Student Communication, and Career Development are strong and progressive programs which show efforts to communicate well with students and their needs.
Criterion 6.1
- The business unit secures curricular input from the Executive Advisory Council. This is a strength to retain, as input from employers is important to keeping the curriculum relevant to this stakeholder group.

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

Standard 7 - Business Unit Performance
- The business unit has supplied a detailed framework to anecdotally monitor student success. Ample examples of anecdotal experiences of the faculty going beyond expectations were provided by students (past and present). These experiences did echo the detailed framework set forth by the business unit policies.

Universidad Ana G. Mendez, Recinto de Carolina (Carolina, PR, USA)

Strengths
Criterion 1.1
- Since the self-study year, the business unit has instituted a new leadership and management structure that has distributed leadership roles to a Dean, department director, and location coordinator. The new leadership structure has been helpful to the business unit in meeting the challenges of the organization to serve students and other stakeholders.

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

Criterion 2.1
- The strategic plan is very detailed and logical. The archival history of these plans demonstrates an adaptation to new objectives. It’s clear that the process is formal. The faculty and staff of the business unit are also well informed on the strategic plan.

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

Criterion 3.4
- The business unit has formal and informal processes to use the information obtained from alumni, current and prospective students, internship providers, faculty, employers, and the business community for purposes of planning educational programs, course offerings, and services. There is evidence that the business unit collects and uses information from students and various stakeholders to improve undergraduate and graduate curriculum offerings.

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

Criterion 4.2
- During the site visit, the business unit provided significant evidence of the assessment results for all the programs under review. The assessment cycle for all student learning outcomes for each of the programs under review has been completed for more than 3 or 5 periods. A well-defined assessment plan of measurable formative and summative student learning outcomes for each business program allows the business unit to analyze in closing the loop process for more than 3 periods and track competency success rates or opportunities for improvements for each of the defined student learning outcomes by programs and location. In addition, results are discussed with FT and PT faculty members (and other stakeholders), and appropriate changes are implemented. This process provides a systematic continuous assessment of outcomes, the involvement of all faculty members and stakeholders, and the improvement of educational processes.

Categories: Deployment, Results, Improvements
**Criterion 4.3**
- The business unit has deployed and analyzed SLOs results that are properly aligned with external/comparative data for all the business programs under review. Implementing capstone simulations, and/or external standardized testing (Peregrine) have provided direct benchmarking with similar institutions. A well-defined assessment plan of measurable external/comparative student learning outcomes for each business program and specialization allows the business unit to track/analyze results of implemented actions, and validate benchmarking learning outcomes to improve overall performance.

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

**Criterion 5.2**
- Course monitoring and evaluation. The institution has a nicely structured multi-level approach that includes student satisfaction surveys, faculty evaluations (by students) at the course level, an assessment of student learning outcomes, and end-of-semester reports on assessments and student achievements. The structure for this approach has been described in the document, "Assessment model for the UAGM-Carolina campus."

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

**Criterion 6.1.1**
- The business unit had developed or modified many programs in response to enrollment analysis and institutional challenges (hurricane earthquake, COVID 19, and economic crisis). Evidence shows these changes were thoroughly discussed and considered by the faculty, including the use of secondary data on employment and information about the market. These processes that produced responses to changing conditions using considerable dialogue were beneficial to creating change quickly and in a consensual manner.

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

**Criterion 6.1.7**
- The six phases program evaluation process provided evidence that the business unit evaluated its programs. The business unit systematically collected data and the goal is to maintain relevance within the program. Business unit leaders monitor best practices in the disciplines and review the quality of the programs against those best practices.

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

**Criterion 6.2.1**
- There is a systematic approach evident in the design and delivery of the Student Support Services. The institution is committed to ensuring fair and equitable access to various student support services such as counseling, special needs, student placement, and guidance.

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

**Criterion 6.3.7**
- The business unit has processes in place (system-wide) to continuously improve enrollment management driven by UAGM-Carolina and its localities. One quick action taken is that the business unit leadership team and faculty members work with the admission office to recruit high school students. Also, business unit members are encouraged to participate in the Institutional Open House which prospective students from different public and private high schools attend.