May 8, 2024

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the April 22-23, 2023 meeting.

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

INITIAL ACCREDITATIONS FOR SPRING 2024

ADA University

IV-Business Program’s Organizational Profile
ADA has a clear understanding of the competitive environment the university is in and uses market research data/SWOT analysis to identify the strategic challenges and their own points of differentiators in order to decide on its competitive position in the local market aggregates and pricing strategies.

Standard 1: ADA strives to create a community of academic excellence, accountability, responsible governance, honor, integrity, transparency, diversity, collaboration, communication, and social responsibility that empowers individuals to challenge conventional thinking in pursuit of new ideas. The university has a robust centralized/shared service infrastructure including Academic Support Services, Student Services Department, Operation Management (Finance, Information System, Human Resources, etc.) to support each School.

ADA generously invested on the electronic infrastructure to enhance teaching and learning, digital/online platforms such as Ellucian Banner student information system, Class Collaborate, etc. enabled students to be able to access admission information, course registrations, grades, advisor information and academic records within one system. The investment and faculty training on Blackboard Learning Management System made the switch from in-classroom to online learning seamless.

Criterion 3.2: The School of Business has the Advisory Board with representatives from the employer community committed to active engagement with the school to provide feedback and bring industry experience to enhance the programs and contribute to optimization of academic and other activities of the university.
Criterion 3.4:
As a part of Student Services & Alumni Affairs, the Alumni Affairs Office is engaged to establish an impactful lifelong global community of alumni with the spirit of belonging and pride, as well as to promote unity and belonging among the graduates. The office engages alumni through centralized Alumni Database, Annual Alumni Forum in Baku and Europe, Annual Alumni Surveys, Social Media groups, various networking events, Social Responsibility activities and Seminars, etc. Alumni can participate and get connected with the university community through volunteering and serving as ambassadors, organize various alumni groups and clubs, apply for the openings of Alumni Association Board of Directors, bring partnership and recruitment opportunities for current students, and share experience and mentor students.

Standard 4:
The school has developed a robust rubric for the internship component to assess the student success for their internship experience.

Criterion 5.3.
The school has the “Faculty Training Program to train faculty on the new tools and technology. The university has centralized orientation sessions and training to onboard new faculty members. A solid performance evaluation system, including faculty self-evaluation, end of course survey from students, peer classroom observation, etc. are in place to evaluate faculty for their teaching and research.

Standard 6:
Students and Alumni have a high satisfaction level of the curriculum. MBA students shared examples that they’re able to apply what they learned in the classroom directly at their workplace, connect research work within the curriculum with projects in the classroom, and share real-world experiences from different industries/learn from their peers in the classroom.

The process and procedure of developing new programs are clearly outlined and guided by the University’s Degree Program Development and Modification Policy. The meeting minutes for faculty council and career committee for new programs are clearly documented. Besides internal stakeholders’ involvement, when a new program is proposed, external evaluators from partnership universities/advisory council/experts from government and industry are also involved to provide feedback/suggestions on the proposal.

To better prepare students for the job market and start to build their career network, Career Service offers an internship course as the prerequisite course for the mandatory academic internship. The internship course is a core requirement and a direct measure used in undergraduate programs. Each student is required to do an internship for a minimum of 4 weeks for a total of 120 hours. Career Services manages the partnership with 400+ employers for internship opportunities and posts all internship opportunities through Careerlink. BBA students have received opportunities to conduct their internship in the Ministries, Big4 companies, consulting firms, banks and in other companies related to their majors.

Standard 7:
ADA University has a specific International Recruitment and Outreach Plan. The university places internationalization of the student body as their strategic priority. They work actively with national embassies abroad and international embassies in Azerbaijan to recruit international students. Currently, 10% of the BBA and MBA students are international students. ADA has international students from 86 countries. The school continues the efforts to promote its national and international visibility.

Criterion 7.4:
ADA University has developed an effective partnership with more than 500 business companies to organize the internships and promote job placements for seniors through its Office of Career Services. Respective data
is collected and analyzed constantly through the formal way. Information regarding competition successes and achievements of students are informed and disseminated through its website and social platforms for strategic goals - verified during the on-site visit. The School of Business has deployed the processes to collect and analyze the data to identify the students’ needs and demands of the students through the Office of the Student Academic Support Services and Office of the Student Records & Registration.

California Intercontinental University

IV - Business Program’s Organizational Profile - The business unit does have stated mission, purpose, and values that are foundational to the organizational culture.

The business unit has demonstrated that thought and reflection has been devoted to understanding the organizational context, competitive environment, performance improvement, and challenges. The relocation from California to South Dakota serves as evidence that the university is committed to exploring alternative paths to remain competitive into the future.

Standard 1.1 – Leadership - The business unit has communicated it’s mission, vision, and values and has systems in place for measuring performance related to it’s mission, vision, and values. There is evidence of meetings in the form of meeting agendas and minutes with internal and external stakeholders. The documentation demonstrates meetings have taken place over multiple years with evidence that meetings have led to pivotal decisions and program improvements. Board members affirmed involvement in these processes.

Standard 2, Criterion 2.1 - The business unit has deployed a robust strategic planning process for advancing the institution.

The business unit has demonstrated the strategic planning revolves around a continuous process that is updated regularly and with the involvement of key stakeholders.

Standard 2, Criterion 2.3 - The business unit has a strategic plan that gets updated regularly and documents dynamic changes that occur as a result of changes in the operating environment. For example, the institution planned on moving from California to Nevada and this was documented in a prior strategic plan; however, due to a variety of factors the move was changed to South Dakota. The institution involved key stakeholders in the decision and considered how the move to South Dakota was better aligned with the long-term strategic objectives of the institution. This move demonstrated the institution’s commitment to serving students and capacity for acting decisively and with agility.

Standard 3, Criterion 3.1 - The business unit has a systematic three-tiered process (in place) for receiving, responding to, and addressing complaints from students and other key stakeholders (Informal and Formal Internal/External).

The business unit has implemented an excellent process for addressing student complaints that ensures all contacts from students/prospective students receive quick responses with guaranteed resolutions.

Standard 4, Criterion 4.1 - The business unit employs a methodically structured six-stage iterative cycle to evaluate Institutional and Program Learning Outcomes which projects student learning achievements and
identify limitations to underpin evidence-driven decisions for the enhancement of pedagogical methodologies and the improvement of institutional curriculum.

The business unit evaluates student progress and proficiency based on assessment data. They analyze the quality of work, depth of research, coherence of presentations, and the application of learning outcomes.

Standard 4, Criterion 4.3 - The business unit relies on comparative measures, both internal and external, to enhance overall student performance in its business programs (Peregrine Academic Comprehensive) using comparative measures as a cornerstone for informed decision-making and improvement including shaping curriculum development, staffing considerations, and resource allocation.

Standard 5, Criterion 5.1 - The Human Resource Plan is comprehensive and aligns well with the strategic plan. It considers the current HR capacity, forecasts future requirements based on strategic goals, and performs a gap analysis. The inclusion of various steps like assessing skills, forecasting needs, and conducting a gap analysis demonstrates a thorough understanding of the connection between human resources and strategic objectives.

Standard 6 - The instructional design strategy, grounded in collaboration with internal Subject Matter Experts (SMEs) and external Advisory Committee professionals, ensures that the curriculum remains aligned with industry trends and responsive to the evolving needs of business education.

Doane University

Standard 1 Criterion 1.1 The Business Unit describes the process its leadership uses to identify and address the impact on society of its program offerings, services, and operations throughout the Agricultural Advisory Board and feedback from businesses and organizations. The feedback received from the board, businesses, and organizations is reviewed and used to determine what improvements they can make to their programs.

Standard 2 Criterion 2.1 The Business Unit uses a systematic process for developing a strategic plan that has led to continuous improvement. The College's strategic plan was modeled after the university's strategic plan and aligned with the College's mission and values—the College's six goals aligned with the university's six goals, each with several strategies.

Standard 3 Criterion 3.1 The Business Unit has a comprehensive process listed in student catalogs for academic appeals and grievances. Both processes offer students the opportunity for a fair review of their concerns and provide the opportunity to relate their stories. Less formal processes are in place for complaints from faculty, staff, and other stakeholders, but the processes exist and are followed.

Standard 5 Criterion 5.2 The Business Unit offered enough academic leadership for each academic major. Each department has a department chair or co-chair. The responsibilities of the department chair are outlined in the Faculty Handbook. Responsibilities include budgets, curriculum, assessment, course schedules, student requests, and department meetings. Each graduate program has a program director; in some cases, that person is also the department chair. The Business Unit academic leadership ensures effective service to students and other stakeholders.

Standard 5 Criterion 5.3 The Business Unit strongly supports the continued professional development of its faculty. Professional development within the College is integral to developing and improving the Faculty
member as an individual, the Faculty member's roles, and the values shared within the business and business-related professions included within the College.

Standard 6 Criterion 6.2 The Business Unit provides abbreviated syllabi with detailed course coverage components to support program learning outcomes.

Standard 6 Criterion 6.2.d The Business Unit offers several articulation agreements with regional community colleges for maximum transfer options. This provides optional degree completion options for students.

Standard 6 Criterion 6.5 The Business Unit offers a well-constructed MBA program that aligns with ACBSP program requirements.

Standard 7 Criterion 7.2 The Business Unit deployed improvement processes (master schedule, improved advising model, and standard expectations for course shells) that positively impacted the university and the student experience. This commitment to continuous improvement is essential to the school's overall well-being.

Standard 7 Criterion 7.4 The Business Unit has improved based on the student performance tracking measures. These improvements include adding internship options for non-residential students, increasing partnerships with business and community organizations, and adding faculty (and a new program) to the accounting degree. These improvements match well with the results from the data.

Kumaraguru College of Technology

I - Review of All Academic Activities – KCT Business School provided overall description of its Campus, Business as well as Technology programs offered on-campus. There are no online programs. The business school offers only master's level 2-year full-time MBA program since 2005. KCT college offers bachelors and masters programs in Technology (several technologies including textile, automobile, and aeronautics).

IV - Business Program's Organizational Profile – The campus environment is disciplined as well as vibrant, facilitating creativity, innovation, scholarship, action and leadership among its students and faculty members.

Standard 1 – Leadership – All stakeholders namely Students, Faculty, Alumni, Employers and Industry Board members confirmed that the school leadership is visionary, dedicated, and ethical, follows Gandhian philosophy (vegetarian food, sustainability and value-base education). The leadership style is inclusive and promotes diversity.

Standard 2 - Strategic Plan – The school has its 5-year Strategic Plan 2016-2021 and 2021-2026.

Standard 3, Criterion 3.2 - The school has deployed an established process of collecting information, pursuing common purpose and receiving feedback from the students, Faculty members, Management, Alumni, Industry experts /Recruiters and Parents. Alumni are involved in the teaching-learning process and industry experts are engaged in student placement.

Standard 4, Criterion 4.4 - The Business Unit reevaluates the process based on results obtained. The results are discussed with the leadership and faculty. Major changes are made in syllabi and course contents every three years, minor changes bi-annually. The Business School is developing new majors like MBA (Project
Management) in Y 2022, MBA (Innovation, Entrepreneurship and Venture Development) 2020, MBA (Agri-business Management) 2024, and MBA (Logistics and Supply Chain Management) 2024 with 30 seats each.

Standard 5 - Faculty Focus – The business school has 23 full-time faculties including 3 Professors of Practice (PoP) as per AICTE, recruited from Industry and Defense sectors. Some 18 faculties (78%) hold doctoral degree, 1 faculty is pursuing PhD, and 4 faculties are masters / higher qualified including one retired Rear Admiral of INDIAN Navy. The school exceeds ACBSP historical requirement of 70% doctoral faculties in a Master’s program.

Standard 5 – Criterion 5.3 - The Business Unit has started promoting diversity and inclusion in faculty recruitment, and incentivizes faculties to attend FDPs outside the school, research, paper presentation in conferences in INDIA and abroad (1 faculty sent to Qatar for paper presentation).

Standard 5 – Criterion 5.4 - The faculty is dedicated, student-centric and output oriented. The Business School leadership is actively engaged in planning, management and monitoring of classroom teaching, assessment, feedback and closing the loop by implementing new learning into coursework. Faculties themselves develop new courses with the help of industry experts and Professors of Practices. Case studies repository, experiential learning, social engagement, role-play and such innovative teaching-learning methods are encouraged.

Standard 7, Criterion 7.1 - Several Sustainability projects are undertaken by the KCT College including Business School. Examples are: Micro- Forest named ‘Ahinsam Vana’ (Non-violence Forest) on Gandhian philosophy promotes environment and sustainability, Weavers Centre sponsored by AICTE – Indian Knowledge System develops traditional cotton mats dyed with vegetable dyes. Sustainability projects like Tribal Village’s solar power project by students fund-raising, solid waste management, and PRME INDIA Chapter 2023 Award to the Business School.

Universidad Internacional del Ecuador

Standard 1 – Leadership: The business unit has a strong, diverse, accessible, and committed team of leaders, who have the support of interested parties, as well as their focus groups such as professors, collaborators, graduates, and entrepreneurs. The current leadership model will allow for the continuity of efforts in such a way as to achieve compliance with the objectives outlined in the institution's strategic plan.

Standard 2 – Strategic Planning: The UIDE has a comprehensive strategic plan that links its vision with the mission, goals, objectives, and action plans. For example, multiple stakeholders demonstrated Student Focus on multiple occasions and included an unwavering commitment to continually improve the student experience at all levels of the organization. This approach can contribute to the institution's ongoing efforts to emphasize branding, particularly concerning business programs.

Standard 3 – Student and Stakeholder Focus: The Business School has identified students, alumni, companies, faculty, and administration as its key Stakeholders. Furthermore, the existence of different methods to listen is demonstrated, it is highlighted by the Business Advisory Council and the Business School student association. The application of methods to listen with the different stakeholders, the results obtained from these measurements, and the improvements made as a consequence of the process are also evident.

Standard 4 – Student Learning Assessment: The business unit has identified the student learning outcomes for the three academic programs. Also, the Unit has designed an assessment systematic process with
instruments and measurement rubrics. The process has been deployed, and the results have been analyzed to obtain improvements.

Standard 5 – Faculty Focus: The Business School has an effective written system of procedures, policies, and practices for the management and professional growth of faculty members; The model of evaluation is an excellent visual of the process. This model provides a visual of where faculty members fall into one of four quadrants and is used to provide.

Standard 5, Criterion 5.3.d: The Business department has extensive reporting with tables and graphs that provide evidence that the balance and degree of faculty members’ involvement in professional and scholarly activities support the fulfillment of the program’s mission.

Standard 5, Criterion 5.3.f: Every full-time and part-time faculty member teaching a course in the business school is documented in the productivity matrix to ensure expected outcomes. The matrix (faculty productivity procedure) is managed by Human Resources and the strategic planning of the Business School.

Standard 6, Criterion 6.1.c: The School of Business manages key processes for the design and delivery of its educational programs and offerings in several ways. One is by analyzing the needs of national, regional, and global society; The curricular development process links with the unit’s strategic plan and mission.

Standard 6, Criterion 6.4.a: Tables for undergraduate CPC are covered by a common business core of classes for all three programs. Therefore, one table provided evidence of meeting the CPC requirements.

Standard 7, Business Unit Performance: The UIDE focuses its entirety on the continuous improvement of all its processes, especially on the academic excellence of its students. The institution demonstrates its commitment to academic excellence and the training of upright and ethical professionals, prepared to face the challenges of the business world with integrity and responsibility, the above articulated with its strategic plan and its monitoring indicators described in the self-study.

Vilnius University Business School

III Vilnius University and its business school clearly display all of the required public information for all stakeholders. Such availability of information will allow stakeholders to assess the mission, resources, and aim of the business school and all potential students to clearly see the information needed to make enrollment decisions.

IV Vilnius University Business School has a strong legacy throughout Europe and sits among a well-known group of peers in important associations and alliances. While embracing and upholding its legacy in the European region, it has established important partnerships with influential contemporary organizations such as Moody’s, NASDAQ, CERN, Western Union, and the IPMA. Appreciating the university’s legacy while building modern partnership protects the culture and history of the university while fostering modern programming and bridges for alumni and advancement.

IV VUBS has multiple mechanisms for communicating with very engaged stakeholder groups through multiple modalities. Identifying these stakeholder groups and continuing to leverage multiple channels of communication and systematic collection and review of their insights is a central aspect of VUBS’s continuous improvements efforts.
Standard 1 The business school clearly shows performance expectations that align with the CHEA examples provided in Standard 1. This includes measuring results in terms of admissions, attrition, student satisfaction, achievement, job placement, and other important metrics. The business school is exceeding many of their targets, and measuring these results will foster a systematic performance review program and allow gaps in expectations and results to be addressed.

Standard 3 The business unit provides written and oral proof that they are aware of the student segments served. They do focus on Bachelor and Master-students and have as well PhD students in their focus. They have thorough contacts with various stakeholder groups, e.g. the “Industrialist Confederation”, strong enterprises (Moody’s, Nasdaq etc.). They have set up a network of Alumni. All of this gives the business unit a wide variety of external information and impetus.

Standard 4 The business school has a clear process and vision about the evaluation of learning outcomes. The business school uses Bloom’s taxonomy, to adequately develop the competencies of the students.

Standard 4.1 The business school has a clear view on the necessary skills that students need to acquire, through constant interchange and dialogue with major stakeholders, e.g., industry and alumni as well as external (i.e., industry) docents. The business school also includes industry representatives in examination boards, thus enhancing the exchange of students, industry, and the school itself.

Standard 5 The business unit has established a comprehensive and systematic process to guarantee that its faculty members are both current and qualified, aligning with Standard 5’s requirements. The approach encompasses a human resources plan, biannual interviews with faculty, and a rigorous performance evaluation process. Additionally, financial incentives for faculty are explicitly tied to three key areas: contributions to study quality, expert activity, and high-level research achievements, as outlined in the VUBS procedures for promotion. This structured process benefits the business unit by providing consistent and valuable feedback on faculty performance, facilitating the recognition of faculty achievements, and identifying and addressing potential issues promptly with appropriate resources.

Standard 6.1 The business unit provides evidence of a systematic alignment of its curricular development process with its strategic plan and mission. This alignment is evidenced through the integration of strategic priorities into the curriculum, such as incorporating key areas of focus like sustainability, innovation, or global leadership into course content and learning outcomes. This integration ensures that the curricular development is not only responsive to the evolving educational landscape but also actively contributes to the realization of the business unit’s long-term goals.

Standard 7.1 The business school has strong ties with students, alumni, enterprises and business associations (American Chamber of Commerce, Lithuanian Industrialist Confederation etc.). The Business school employs these contacts to gain data and information on the relevant topics.

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**REAFFIRMATIONS FOR SPRING 2024**

**Alcorn State University**

I - Review of All Academic Activities - The Business Unit offers degree programs designed to address the needs of its various student groups and industry demand with a career readiness focus. Accordingly, the Business Unit offers several concentrations and elective clusters designed around the needs of its traditional and non-traditional students which is in line with the institutional mission of providing access and opportunity for
diverse students to excel intellectually, build character, and overcome barriers so they can become productive leaders who make meaningful contributions to society.

IV - Business Program’s Organizational Profile - The leadership team at the Business Unit and the institution work cohesively in promoting the Business Unit’s programs. In addition, the Business Unit’s faculty and staff were passionate in what they do to ensure students are in an educational environment that extends in some extent co-curricular activities. An example is the recently launched Investment Club which will include inter-institutional competitions.

IV - Business Program’s Organizational Profile - The institutional and the Business Unit leaders are continually engaged in building relationships with external stakeholders. The site visit revealed unique and strong partnerships with the advisory board, alumni, and organizations.

Standard 3 - Shareholder Focus - The students enrolled in the Business Unit shared positive reviews of their school.

Standard 3, Criterion 3.1 - The students in the Business Unit are supported by Faculty and staff in the Administration of the Business Unit and the University at large. They commented that they also feel supported in opportunities to gain experience in the community and their chosen career.

Standard 3, Criterion 3.2 - There is evidence in the 2022 to 2027 strategic plan that they will deploy the surveys in the next school year.

Standard 4, Criterion 4.1 - The Business Unit provides detailed data that performance measures are being evaluated and how they are being measured.

Standard 5 - Faculty Focus - All scheduled classes are fully covered by faculty. At the Student meeting, faculty are appreciated. Adjunct faculty are well qualified with both professional and theoretical experience.

Standard 5, Criterion 5.1. - The Business Unit recognizes the value of deploying both academically and professionally qualified faculty for breadth of student exposure.

Standard 6 - On-site conversations confirmed faculty input and involvement in the delivery of the curriculum and program development. While the self study did not specify at what level the departmental faculty input occurred in the process, on-site interviews with faculty members and document examination demonstrated curriculum and program recommendations originate with the faculty.

College of Mount Saint Vincent

Standard 1 – Criterion 1.4 Table 1.4 and on-site interviews provide evidence that the Business Unit closes the loop and implements changes designed to improve and strengthen its social responsibility initiatives internal and external to the campus. The Office of Mission & Ministry is a best-in-class approach to monitoring institution mission and community impact.

Standard 2 – Criterion 2.3 Provided materials and on-site conversations suggest positive results from the strategic planning process.
Standard 4 – Criterion 4.1 The department faculty, including adjunct faculty, are all involved in an annual planning and review meeting that includes review and discussion of assessment results as well as relevance of learning outcomes.

Standard 5 – Criterion 5.1.c The university has a tenure and promotion process that includes clear expectations and is highly formative in its execution.

Standard 5 – Criterion 5.2 b There is a high level of camaraderie and a high degree of resource-sharing between full- and part-time department faculty.

Standard 7 – Criterion 7.1 The annual alumni networking event created by the Business Unit for current students is a highly effective, systematic process that is fully deployed. It strengthens the students' preparation for job hunting and leads to internships and post-graduation jobs.

DeSales University

IV. The business division's key values have been well defined and articulated, which provide a helpful basis for divisional activities, processes, and programs.

1.1.b. The business division has established four standing committees to accomplish the work of the division. Most of the full-time business faculty serve on one of these committees. This approach helps to ensure faculty involvement in the mission and objectives of the division.

1.1.c. The social justice ethos of the university permeates activities of the business division related to diversity, equity, and inclusion (DEI), service-learning activities (such as VITA), and the Ethics Bowl competition.

3. The business division has clearly identified its stakeholders, their needs, and the instruments used for data collection.

4.1. The business division has a systematic approach to collect student learning outcomes data. Assessment reports are created by department chairs once a year.

5.2.a. The business division fulfills at least 40% of the undergraduate credit hours with master’s or doctorate degrees."

5.4.a. The business division has provided examples of faculty development opportunities from the past and examples of orientation and training programs for their business faculty members. The business division has also provided faculty development resources for training in alternative methods of instructional deliveries.

6.1.b. The business division has demonstrated its advantage of gaining inputs from its Business Advisory Council and other stakeholders on updating its curricula.

6.2.c. The business division has demonstrated a sufficient coverage of business-related topics to meet the long-term needs of students and stakeholders.

7.1.a The business division has excellent processes for tracking student performance and communicating student performance results.
DeVry University/Keller Graduate School of Management

Standard 1.1 Devry’s Business Unit was able to evidence their stakeholder’s participation in the development of the new Mission statement. During the site visit, Faculty and members of the Business National Advisory Committee confirmed their involvement in this process.

Standard 2 Strategic Planning - An effective systematic approach was evident for the strategic plan that included continuous improvement. Return on student investment was emphasized with increasing partnerships with business and employer relations (where they need more graduates e.g. accounting). There was evidence of 15% growth in new students for accounting, and MBA programs. A systematic budgeting process for monitoring finances includes input from all departments to the finance team before a presentation to DeVry’s Board of Trustees. Integration of diversity, equity and inclusion initiatives continues to develop a diverse student population to be tech ready. The business unit launched new scholarships-specifically for college of business and management including women in technology initiatives and international women’s day launched by the President. Strategic Priorities (2024-2027) include leveraging artificial intelligence to increase effectiveness and developing international markets.

Criterion 3.1c. Business Unit Stakeholders requirements - The Business Unit effective systematic approach use of internal and external stakeholders feedback using Net Promoter Score surveys to assess and improve program outcomes, deployment and results were evident in Table 3.1 and Table 3.2.

Standard 4 - DeVry Business Unit has a robust and comprehensive Assessment Plan for each of the Programs to be accredited that includes well-defined learning outcomes and success criteria. This plan was developed with the participation of its main stakeholders and their feedback. It was evidenced that a continuous improvement process is fully deployed, and its results used to make corrective actions when needed. The business unit has a comprehensive assessment plan which includes the accounting programs. There are internal, external, comparison, summative, and formative measures for the bachelor and master’s in accounting programs.

Criterion 5.1.A and 5.1.B. The business unit HR process has a clear connection to the overall strategy both business unit and of the university. There is an on-going systematic evaluation of the connection between the business unit focus and the four overarching priorities of accreditation, curriculum, faculty, and programs. The faculty scheduling for each term has a systematic process that identifies faculty, credentials, and projected needs. The business unit recently introduced a Visiting Professor (adjunct) Professional development policy that will encourage Visiting Professors to engage in the professional development process. Standard 6.1 The business unit has a comprehensive process for the design and delivery of its courses which includes collaboration between subject matter experts, instructional designers, and a number of stakeholders including students, faculty, alumni, and National Advisory Committee members. The course content links to the mission of the university and business program missions.

Criterion 7.1a An effective systematic approach was evident with the business unit listing key Student Performance Tracking Processes on performance, including business student achievement such as degrees conferred by program; semester to semester retention and course-level assessments to analyze program learning outcomes.

Criterion 7.1.b. An effective systematic approach began with feedback from employers and business stakeholders in the community who recognized the need to address artificial intelligence as a significant technology. The response from the business unit was an intentional effort to launch an AI bot pilot program.
for immediate response to student questions about assignments and navigation of the virtual classroom environment. Faculty members volunteered for this program in order to support student success.

**East Central University**

Standard 1- Leadership: The SSB benefits from leadership that is forward looking and highly dedicated to their mission, vision, and values of the university.

Standard 1.1: The SSB benefits from leadership with specific knowledge about the College and commitment to the College as the previous Dean is now serving as the University President and the previous College Chair is serving as the College.

Standard 1.2: The core values are on signage through the SSB building and both the core values and mission are ingrained in the SSB culture as expressed through interviews with faculty, students, and alumni.

Standard 3: The SSB has strong ties to the business community, alumni, and employers that benefit the business school and students financially, academically, and professionally.

Standard 5.4 B: The business unit has a professional development day where librarians, instructional designers, and faculty members hold sessions relating to the interests and needs of faculty members.

Standard 6.1: The business unit curriculum provides students the opportunity to specialize in various disciplines. The certificate programs further enhance the opportunities for students to earn additional credentials.

Standard 5.2: All the faculty have a great amount of real-world experience that is shared with the students and benefits them greatly.

Standard 7.1 C: The SSB located in a modern physical facility with capacity for future expansion for academic programs, including student and faculty.

Standard 7.1 C: The Academic Success Center provides opportunities for students to enhance their educational performance, particularly with their student peers and university events. The recent grant provides resources for the services to expand.

**Embry-Riddle Aeronautical University - Daytona Beach**

Student success is at the forefront of the OCOB’s values; this was constantly reinforced by stakeholders in their remarks across the entire time of the visit. The niche or focus on the aviation industry as broadly constructed is a very powerful unifying element in the unit’s mission, vision, and priorities.

The integration of technology and data into processes and decisions is striking. The business unit may easily be described as data-driven. Using industry standard software, such as Salesforce, enables considerable capabilities. Internally developed enhancements to those and the use of dashboards is noted as a distinctive element.
It is clear that a continuous improvement culture is well-established at the College. This includes many operational aspects from faculty, curriculum, and many support areas. There is an apparent effort toward transparency and the incorporation of input from various stakeholders. The Business Leadership Board is notable in the range and depth of its members’ experience and their proactive commitment to the OCOB across a variety of roles and functions.

The leadership team is strong, skilled, hardworking, and cohesive. There is genuine collegiality and respect from across a wide range of ancillary and support areas. Leaders should be commended for developing and strengthening those relationships. Repeated reference to the OCOB as “family” across the time of our time visit evidences an important dimension of the unit’s culture.

Curriculum and course development processes are well described and supported by impressive resources from various units such as the center for teaching and learning excellence, academic technology, and instructional design.

Student support elements appear to be strong and impressively well embedded into the student experience with attention to the student life cycle and the many possible touchpoints of the student life. These include library, career services, student services, among others. These resources are tied to the increasingly successful retention initiatives.

The very impressive campus facilities are exceptional in design, operation, and utilization. This facilitates a sense of purpose, direction, and community and supports the mission and vision.

There is a strategic intentional measured systematic focus on assessment planning and deployment by the business unit. The addition of the juried assessment process reflects that the trajectory of internal data collection is strong and, long-term, will provide the necessary data for informative 360-degree improvements. The business unit has an effective, systematic approach to establishing, meeting, and measuring performance expectations. The business unit presents a mission-driven academic culture, which was corroborated onsite via senior leadership, management, faculty, and students. Faculty and students confirmed that the leadership is committed, accessible, and responsive. The integration between Institutional Effectiveness university-wide and the Assurance of Learning Committee with the business unit is evident at both the macro and micro levels.

The business unit’s relationship with faculty and students evidence a mission-aligned orientation. The high level of mutual respect and support among the business unit stakeholders is evidenced by the dean's clear and systematic approach articulated by her open-door policy, engagement behaviors, and environment presence (i.e. being present) for all.

**Mandakh University**

Since its initial accreditation Mandakh University sought and was among the first to be ISO certified as an Implementer of ISO 9001:2015, Quality Management System ISO 21001:2018 in 2017, and Educational Organization Management System in 2020. This is a clear demonstration of the institutional leadership's commitment to continuous improvement throughout the university at all levels.

The business unit has a systematic leadership process that promotes performance excellence and continuous improvement. This is a notable strength of the program.
Mandakh University has a well thought out and thorough leadership approach to Continuous Quality Improvement. This is a notable strength of the institution overall.

Mandakh University has a well-developed and systemic process for measuring key performance indicators, including a reward system for meeting important KPIs. This is a notable strength of the institution overall.

Mandakh University's continuous improvement of assessment tools and processes, as well as its adaptation to challenges like the shift to e-learning, highlights its commitment to enhancing the quality of education and student outcomes. This is a notable strength of the institution.

The university encourages faculty development through various programs and reward incentives, including the Motivation Program. The emphasis on scholarly activity, professional development, and student performance through flexible remuneration and bonuses improves the overall academic environment. This is a notable strength of the institution.

The Mandakh University's master's programs demonstrate a comprehensive approach, which blends theoretical knowledge, practical skills, and experiential learning opportunities. This approach prepares students for diverse and evolving business environments, ensuring they are well-equipped for success in their careers.

The Mandakh University demonstrated a proactive use of stakeholder feedback and survey results to enhance its educational support services. They showcased a dedication to quality assurance and ongoing operational refinement. This is a notable strength of the institution.

**Miles College**

Standard 1; criterion 1.1: The Office of Institutional Advancement and Development (OIAD) has a vibrant working relationship with the business unit. The OIAD meets with the business unit twice a semester to determine the resources that are needed to maintain the day-to-day operations and student needs. The benefit of a strong working relationship between the OIAD and the business unit ensures that the academic unit will be able to meet the needs of its major stakeholder, the students.

Standard 1; criterion 1.2: The business unit has provided evidence of investment into the community. The business unit provides the residents with financial literacy knowledge via credit and debit management workshops. This benefits the business unit by demonstrating that they are acting socially responsible by building up the community that produces a group of stakeholders for the institution.

Standard 2; criterion 2.1: The business unit has developed a strategic plan to provide guidance for the academic unit. The business unit has input from several stakeholders: faculty, business advisory council, and students. The school of business has developed a five-year strategic plan with a focus on six initiatives to improve the competitive position for the academic unit. This benefits the business unit with a tracking guide that has scalable measures to monitor success.

Standard 3; criterion 3.4: The director of the learning resource center (LRC) is enthusiastic and dedicated to improving the library both aesthetically and through increasing the collections of the materials. This is demonstrated through improving both the aesthetics of the library but also providing quiet areas for meeting and studying. This benefits the students by having a welcoming and inviting area to continue to pursue their studies outside of the classroom.
Standard 4: The business unit provides evidence of an assessment plan. The business unit uses both formative and summative assessments in measuring student performance achievement. The business unit has provided a table format of outcomes, measures, objectives, and two measurables for each program. Targets are set and data have been collected, analyzed and results used for improvements. This enables the business unit to identify bottlenecks in its continuous improvement plan.

Standard 4 criterion 4.1: The business unit has made changes to its curriculum and pedagogy based on the results of the Student Learning Assessment. The changes include but are not limited to redesigning courses, new course offerings, increased use of technology in the classroom as well as offering academic help for low-scoring students. This provides an opportunity for the business unit to improve pedagogy and curriculum that benefits the students.

Standard 5; criterion 5.1.c: The business unit has provided the governing artifacts to be available for the faculty and staff to review at their discretion. The procedures, policy and practices are clearly spelled out on the Miles College web page and available for faculty, staff and students. Providing the artifacts in a central location for the faculty, staff, and students allows the institution to be transparent to the public.

Standard 6; criterion 6.1: The business unit identifies its key educational programs and offerings and has clearly linked it to the mission of the business unit and the university. The business unit has a clearly articulated oversight process for curriculum modification. The business unit benefits from this process by possibly identifying gaps within the curriculum that can be addressed in an ongoing basis.

Standard 7; criterion 7.1: Faculty are highly invested in the success of their students and work to build relationships with them. Departments involved in the preparation of students for graduation and employment demonstrate a commitment to each student. Few faculty expressed anything other than referring to Miles College as a family, which benefits the increased commitment to the success of students.

Standard 7; criterion 7.4: The business unit has provided evidence of improvement of their faculty through professional development and academic growth. This includes ongoing, and annual opportunities to attend professional development inside and outside of the College including the pursuit of doctoral degrees. This benefits the division through improved relevant knowledge and practical experiences of faculty which improves student knowledge and achievement.

Mississippi Valley State University

Criterion IV Business Program’s Organizational Profile - The site team observed an extremely high level of enthusiasm for and commitment to the mission of the university from faculty, staff, students, alumni, advisory board and administration.

Criterion 1.1 Leadership – Approach - Through regular faculty and academic division meetings, the business unit identifies opportunities for program curriculum improvements supporting their continuous improvement strategy.

Criterion 1.3 Leadership – Review - The business unit faculty own the curriculum and are a part of the curriculum revisions process and continuous improvement initiatives.
Criterion 2.4 Strategic Planning - Continuous Improvement - The strategic plan of the business unit is consistent with the mission, values and long-term strategy of providing students with the business and managerial skills expected in the business market.

Standard 3 Student and Stakeholder Focus - During the site visit, the Business Unit Faculty provided an example of where they used the Exit Survey results to improve coursework and change curriculum. During the site visit, alumni and current undergraduate and graduate students were very complimentary of Business Unit faculty and the experiences while recognizing the limited resources available to the Business Unit.

Criterion 3.4 Student and Stakeholder Focus – Continuous Improvement - During the site visit, the Business Advisory Group was very engaged and enthusiastic about serving the Business Unit faculty and students.

Criterion 4.4 Student Learning Assessment – Continuous Improvement - The Business Unit and University are aware that multiple personnel/staff changes have created challenges in meeting ACBSP standards and running a successful program. The University is clearly aware of these challenges and making every step possible to correct any identified issues, while navigating the additional challenge of VERY limited resources. One alumni stated, “they did the most with the least” this is a commendable effort and strong compliment.

Criterion 5.1 Faculty Focus – Approach - The site team observed a high degree of satisfaction from the faculty regarding the level of support provided from leadership in the Business Unit for faculty development even though there are limited resources.

Standard 6 Curriculum - The business unit continues to demonstrate self-awareness, self-assessment, and are making strides towards continuous improvement. The dedication and diligence of the faculty and staff is nothing short of impressive, and their ability to do a lot with very little is commendable.

Mongolian University of Science and Technology

1 Leadership: The MUST business unit is gifted with long-term leadership and faculty tenure, maintaining institutional memory, program continuity, and building on years of experience and knowledge while attuned to the changes and responsiveness to community needs.

2 Strategic Planning: 2.1 The strategic plan is a systematic process, including measurable key performance indicators over a 10-year time span leading to possible continuous improvement.

3 Student & Stakeholder Focus: 3.1 The Business unit has developed strong relationships with specific groups of stakeholders.

4 Student Learning & Assessment: 4.1 External assessments are used in the process of assessing student learning outcomes.
4.2 Table 4.1. provides data with graphs including Inbound and outbound Peregrine assessments administered for several years.

5 Faculty Focus: 5.3 The MUST Business Unit is actively and continuously engaged in scholarship and professional activities which inform and support fulfillment of the institutions mission.
6 Curriculum: 6.1 The curriculum plan is comprehensive and clearly explained including a flow-chart of the assessment process.
6.2 The program covers all the required business elements and the course content is rigorous and relevant.
6.4 Evidence for the common professional component is provided.
6.5 Leveling courses for students with no business background is offered.

**Oakwood University**

I - Review of All Academic Activities - The Business Unit recognizes that its MBA students need flexibility which the online format provides. A review of the offered courses’ syllabi indicates they include simulations and current business scenarios so students can be exposed to the real world of business. A review of the faculty members’ curricula vitae and interviews with the faculty members and students confirmed this. This aligns with the Business Unit’s mission of enabling business students to meet the challenges of the global competitive marketplace.

IV - Business Program’s Organizational Profile - The leadership team at the Business Unit and the institution work cohesively in promoting the Business Unit’s programs. In addition, the Business Unit’s faculty and staff ensure students are in an educational environment that extends learning beyond the classroom. An example is Oakwood University’s Launchpad Entrepreneurship Center which offers academic engagement and enrichment opportunities which in effect are co-curricular activities. The consulting club, which is planned for creation in the future due to analysis of the industry need and demand, is another example of co-curricular activity for students.

Criterion 1.1 - The Institution and Business Unit depict several leadership processes and evidence to support the approach of service as indicated in the institutional mission statement. Such evidence, in the self study and verified on site, includes the impact on the community and society through Oakwood University (OU) Launchpad Entrepreneurship Center, Huntsville Meals on Wheels, and OU Farmers’ Market.

Criterion 1.4 - The Business Unit utilizes faculty peer review evaluations where faculty members observe colleagues’ classrooms and provide feedback on their teaching, student engagement, and classroom environment. Faculty members indicated that the reviews are helpful for improvement.

Standard 3 – Student and Stakeholder Focus - Review - The institution has a sound grasp of its internal stakeholders and how it serves those stakeholders. The institution has a solid process of involvement of the internal stakeholders with numerous levels of communication through surveys and curriculum change involvement.

Criterion 4.1.a and 4.1.b - The assessment process has the internal components documented through the LMS system, which is a good data collection point and good for longitudinal assessment. This process is tied to the Institutional Effectiveness Plan that is in process. Individual class assessments are then crosswalked to the Student Learning Outcomes for the class and marched with the Program Learning Outcomes. The assessments are then evaluated across the Business Unit for evaluation of progress.

Criterion 5.3 - The Business Unit is notable for its structured approach to recognizing faculty efforts, providing clear opportunities for career growth and salary increases. This framework effectively rewards faculty contributions and encourages continuous excellence in their roles.
Criterion 5.4 - The institution provides support for faculty development, including financial backing for advanced studies, conference participation, and research activities, which incentivizes continuous professional growth.

Criterion 6.2 - The Business Unit’s emphasis on recruiting well-qualified faculty members plays a pivotal role in maintaining the high quality of program delivery. This commitment to faculty excellence is complemented by robust quality assurance mechanisms, including standardized syllabi and evaluation processes. Together, these elements ensure that the educational offerings are consistent and uphold the highest standards of quality across all courses, thereby enhancing the overall learning experience for students.

Criterion 6.5 - The Business Unit excels with its wide-ranging curriculum, covering essential business topics to ensure a solid education in the field. It also thoughtfully includes prerequisite courses for students coming from non-business backgrounds. This ensures every student starts on equal footing, ready to tackle the core business subjects. This careful planning demonstrates the unit’s commitment to high-quality, inclusive education that prepares all students for success.

Okanagan College

Standard 1 - The leadership of the college is a staunch supporter of the business program. From the president down through multiple levels of leadership, it is obvious there is great support for the business program as an important component of the college’s portfolio of offerings.

Standard 2 - The 10-year road map presented by the President and verified on site was beneficial in supporting the overall strategic planning process and implementation. This road map will be a great boon to developing strategic plans for the business unit.

Standard 2 - The strategic vision presented in our on-site meeting with the College leadership is a true benefit for all stakeholders. This presents an excellent chance to promote the concept throughout the campus to gain buy-in and inform a variety of stakeholders of the forward plans for the institution.

Standard 3 - The Program Advisory Committee is actively engaged in the business unit’s planning as evidenced in the provided meeting minutes. Activities include approval of curriculum changes and input into new programs, specifically launching of the entrepreneurship program.

Standard 3 - The business program has many student subcategories and stakeholder groups. From a macro view, all these groups are significant contributors to the success of the business program. Additionally, this group (especially students, alumni, and advisory members) was extremely complimentary of the business programs when interviewed during the visit.

Standard 4 - Internal assessments were conducted thoroughly and periodically. This is a major compliment to the system utilized throughout the assessment process.

Standard 5 - From the visit, it is obvious the faculty is an incredible group that is extremely proud of the product it provides to students. It is an uplifting group that, although results can’t be seen in a report, shares comradeship as a complete unit. They demonstrate a fostering of mentoring, sharing, and supporting each other, regardless of discipline.
Standard 6 - It is encouraging to observe the responsiveness of faculty members to students’ and stakeholders’ input. This fosters an environment of continuous improvement in course delivery and curriculum improvement.

Standard 6 - The business unit has established a systematic process to ensure the continuous improvement of curriculum and program delivery. It is imperative that the curriculum is meticulously crafted to incorporate relevant business and professional content, thereby equipping graduates with the essential skills and knowledge for future success.

Standard 7 - The business unit has many effective educational support and business operation processes in place throughout areas of the campus. This includes great examples such as library services, international studies, financial aid, and advisement. Interviews with these groups were paramount in noticing the value of support systems for students.

SBS Swiss Business School

[1.1.a] The Business Unit has a well defined process for establishing Mission and Values. The approach of the processes are described in the Institutional and Academic Governance Framework Handbook (Appendix 2). The inclusion of the Sustainable Development Goals into the various frameworks further assists the Business Unit in relating its processes, curriculum, and offerings to meet the needs of stakeholders for education focused on sustainability.

[1.1.c] The Business Unit has a robust approach and processes to create and monitor an environment that fosters social and community responsibility. The linkage to the external community is provided by The Business Advisory Board (BAB) and the Alumni Board (SC). Additional elements of a focus on social and community responsibility include research topics selected by the Research Advisory Board (FAB). A significant focus for SBS efforts in this area is the Zurich airport region.

[1.2] The Business Unit has provided through documentation that the leadership processes described in response to the Criteria in 1.1 are fully deployed. The processes are systematically integrated in such a way that they support achievement of the mission of the Business Unit and robust interaction and engagement with students, alumni, and other stakeholders.

[3.1.d] The Business Unit demonstrates a strong commitment to student support with its transparent and efficient complaint response process. Students have clear guidance on the process and where to seek assistance, empowering them to address concerns effectively.

[3.2] The Business Unit empowers student voices through a well-structured Student Council. Transparent elections ensure fair representation, providing students with a formal platform to express opinions and address concerns.

[3.2] The Business Unit has deployed an inclusive approach where all stakeholder groups are represented in dedicated bodies including an Alumni Council. The process is deployed to include all stakeholders groups. This structure empowers stakeholders to actively contribute their perspectives and collaborate on improving processes.
[5.1.c] The approach of the Business Unit to HR Procedures, Policies and Practices should be commended. All processes are described in detail in many handbooks, periodically updated, made available to faculty. Faculty also has information videos, information on iLearn platform and document repository with all latest changes. Changes are communicated by the Head of Faculty in a periodic manner. Faculty members appreciate the currency and detailed information and updates that are communicated and reflect their recommendations in a timely manner.

[5.2.a.2] All faculty periodically publish in preferably SCOPUS journals. Faculty members are developed internally and externally, with the same opportunities for full-time and adjuncts. All faculty pass internal development with an Andragogical approach, now with focus on AI in education and incorporating other trends. Faculty are also encouraged to attend conferences, cooperate with colleagues or attend external development seminars to improve quality of teaching and working with students.

[5.2.c] Doctoral degree qualified faculty are active in publishing, receiving grants and financial support for publishing in scholarly journals and conferences. Their development is ongoing and in line with the courses taught and in their area of interest. The faculty cooperates and develops research in teams.

Thomas More University

The Business College has the support of President Chillo who stated that for TMU, “the biggest opportunity is business.” The business programs have a strong value proposition among the institution’s programs and is an enrollment leader. The President is working to elevate the profile of the College of Business.

The faith and values position of the university was consistently cited as a strength of the university by faculty, staff, and students. Also, students value the personal attention they receive from faculty and staff due to the small size, class caps, and campus culture.

There is good communication and rapport between the Dean of the Business College and the CFO. The two have found ways to exercise budget flexibility to address financial needs.

Students were consistently positive about their overall TMU experience and more specifically about their experience in the College of Business. They cited faculty accessibility, availability, and support.

College of Business faculty have grown more positive about the value of outcomes assessment. They understand the process and are able to give examples of closing the loop. Those examples included design of the LMS and training in AI.

Faculty expressed strong support for the TMU mission and the Catholic identity of the institution. They identified Catholic Intellectual Tradition (CIT) and the formation of strong critical thinking.

The new $22 million business building will house computer labs (including Bloomberg terminals) and three centers: the entrepreneurship center, the center for mission and values, and the interfaith institute for religious liberty. Although not specifically integrated, proximity will provide opportunity for dialogue and collaboration, enhancing understanding of diversity of thought. The new building will provide greater visibility to people and programs. Located at the entrance of campus, this building will become the new flagship of TMU.
New faculty do not advise during their first year. TMU has a faculty development program called Master Advisor for new faculty and is also open to all other faculty. There are both faculty and staff advisors.

The Director of Corporate Engagement & Co-op Education cultivates relationships with employers that result in co-op experiences for students. This effort extends beyond educational relationships and serves a broader public relations function. The Director meets with the employer and the student at the beginning, middle, and end to ensure quality.

The site visit allowed for a clear assessment of the university and business unit culture which is a strength. Faculty and staff clearly indicated cross-functional and cross-disciplinary support. Unsolicited interactions with faculty, staff and students were gracious and demonstrated intentional hospitality. This creates an environment where students, faculty and staff thrive. This is a strength to retain.

**Universidad Apec – UNAPEC**

Criterion 1.1 The Institution and the Business Unit have implemented a formal system to describe policies and procedures. This meticulous and well-structured approach allows for the understanding, and effective application of internal regulations, review, and implementation of improvements that contribute to the fulfillment of academic and administrative objectives.

Criterion 2.3 The Business Unit has a systematic process to develop, deploy, and track results and improvements of the strategic plan using a technological platform (JIRA). The technological platform to control and monitor the progress of the activities of the Annual Operating Plan (AOP) of each of the business programs allows those responsible to report quarterly progress monitor the strategic objectives and actions, and track what percentage of the goals met.

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

Criterion 4.4 The Business Unit presented evidence of the use of Internal (I), external (X), formative (F), and summative (S) assessment data, with actions taken, and proper follow-up for the business program. During the site visit, it was evident that results were discussed with faculty members and department leaders, and appropriate changes were implemented and tracked. This process provides a best-in-class continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational program offerings and processes.

Criterion 6.1 The institution has a systematic procedure for the creation or review of its study plans, supported by a specialized area called Department of Curriculum Development with the participation of faculty members and all stakeholders. This Department collaborates closely with the Business Unit, guaranteeing compliance with both the established procedure and current regulations. This was verified during the interviews with the different stakeholders.

Criterion 7.4 The business unit has a best-in-class 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 site visit.